



THE INFLUENCE OF TONGUE TWISTER IN INDONESIAN STUDENTS'
ABILITY IN PRONOUNCING /θ/ AND /ð/

(An Experimental Study at the Tenth Grade Students of SMA Teuku Umar
Semarang)

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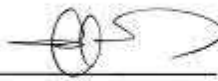
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I, Zindi Nadya Wulandari, hereby declare this final project entitled *The Influence of Tongue Twister in Indonesian Students' Ability in Pronouncing /θ/ and /ð/ (An Experimental Study at the Tenth Grade Students of SMA Teuku Umar Semarang)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and list of references is given in the bibliography.

Semarang, July 2019



Zindi Nadya Wulandari

MOTTO AND DEDICATION

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

Then which of the favors of your Lord will you deny?

This final project is dedicated to

My beloved parents

My beloved sister

And my future

ACKNOWLEDGEMENTS

First of all, I would like to send my greatest gratitude up to Allah SWT, Lord of the world who gives me the blessing, ease, and ability in writing this final project. Peace and blessing on His Prophet, Muhammad SAW who guided people to the God's path.

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My special thanks and gratitude to my parents who can never ever be thanked enough for the endless love and care, and who have supported me financially, without their support it will never be easy for me to complete my education. I would like to give my thanks to all my dearest friends for their help, support and care during my college life. Finally, I hope this final project will be useful and beneficial for the future improvements, especially in education.

Zindi Nadya Wulandari

ABSTRACT

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Keywords : tongue twister, pronunciation, consonants /θ/ and /ð/.

The objectives of this research are to find out how well the students pronounce consonants which do not exist in Indonesian such /ð/ and /θ/ and to find out the influences of a tongue twister to teach pronunciation of /ð/ and /θ/ for Indonesian students especially the tenth graders of SMA Teuku Umar Semarang. This research employed quantitative research design. Through purposive sampling technique, 32 students of X IPS 1 were chosen as the control group and 31 students of X IPS 2 were chosen as the experimental group. The students' initial ability in pronouncing consonants /θ/ and /ð/ was poor. Their pronunciation was still influenced by their mother language.

Based on the result of post-test, the significance value of consonant /ð/ (0.006) was higher than 0.005 which means that H_a was refused and H_0 was accepted. The significance value of consonant /θ/ was less than the significance level ($0.000 < 0.005$), it can be said that H_0 is refused and H_a is accepted. In short, it was accepted that tongue twisters have a big role in the students' ability in pronouncing /θ/ than their ability in pronouncing /ð/. The way they pronounce /ð/ better than they pronounce /θ/ was proved by the mean scores of the students' in pronouncing /ð/ was higher than their mean scores in pronouncing /θ/. In conclusion, the use of tongue twister is effective to teach pronunciation and it helps students in improving their pronunciation ability. Tongue twisters also can be used as a warming up in teaching learning activity.

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Pronunciation is one of language elements should be noticed in learning English. Sometimes, learners who are good at grammar and vocabulary have a problem with pronunciation because they do not learn it from the beginning as they start learning grammar and vocabulary.

This study will be focused on how well students pronounce consonants /ð/ and /θ/ which do not exist in Indonesian. The reason why Indonesian students have difficulties in understanding English pronunciation is that there are differences between the spoken and written form also particular English sounds in which their mother language do not possess. For examples “thousand” most of students pronounce it /taʊzənd/ while the correct pronunciation is /'θaʊzənd/, “another” is pronounced /ə'nʌdə/ while the correct pronunciation is /ə'nʌðə/, “them” they pronounce /dem/ while the correct pronunciation is /ðəm/. Ramelan (1994, p.130) stated, “These dental fricatives /ð/ and /θ/ are not found in both Javanese and Indonesian, so it is not surprising that students with those two linguistic backgrounds will likely have difficulty in pronouncing them.”

Some previous studies have been conducted related to pronunciation problem, such as Keshavarz and Khamis (2017) who investigated the pronunciation problems of Hausa speakers of English in Nigeria. The results of this study show that native speakers of Hausa face problems in pronouncing

certain English vowels (i.e., /ʌ/, /ɔ:/) and consonants (/f/, /v/, /θ/ and /ð/). Theoretically, the findings give support to the idea of negative transfer as all of the errors were the result of mother tongue interference.

The next study conducted by Rehman & Bukhari (2012) which focuses on the pronunciation of English consonants, which are not found in Pashto phonemic inventory. It further looks into the role of the first language in the pronunciation of the target English consonants. The study identifies that 5 English consonants particularly, the labio-dental voiceless fricative /f/, the labiodentals voiced fricative /v/, the dental voiceless fricative /θ/, the dental voiced fricative /ð/ and the postalveolar voiced fricative /ʒ/ area unit problematic for Afghani speakers.

Meanwhile, Ercan (2018) investigated the pronunciation problems of Turkish EFL. The findings indicate that Turkish EFL learners have serious problems in pronouncing certain English consonants (i.e., /θ/, /ð/, /w/, /v/, /ŋ/) and some English vowels and diphthongs (i.e., /ɪ/, /ʊ/, /ɔ:/, /əʊ/, /aʊ/). Mother tongue interference seems to be the main cause of these errors since Turkish lacks most of these sounds. Moreover, a lack of sufficient exposure to target language and inadequacy in training can also be potential causes of these errors as most of the participants have never heard or practiced the correct pronunciation of these sounds. Similarly, English spelling may have an important role in students' mispronunciation. The results of the study are thought to be useful for EFL and ESL teachers.

Through the research above, it can be seen that there are some pronunciation difficulties faced by English learners since they are still influenced by their mother tongue. Most of these studies only focused on pronunciation problems made by learners.

According to that problem, teaching and learning English pronunciation in the very early level can help to overcome this problem. Moreover, the way to teach pronunciation needs to be effective to get the maximum result. One of the effective methods to teach pronunciation is using tongue twister that is fun and challenging. Yollanda, Jamiluddin, and Salehuddin (2016) found that tongue twister is hard to pronounce because of the similar pattern of sounds in its words. It makes tongue twister challenging and interesting and it is fun how we have to pronounce the similar pattern words quickly.

Therefore, this study aims to know the students' initial pronunciation ability and to know the influence of tongue twister in improving the students' pronunciation ability. It is expected that the findings of this study can help English teachers pay more attention to their students' pronunciation and give different and unique technique in teaching pronunciation to the students.

1.2 Reasons for Choosing the Topic

The reason why the researcher decides to choose this topic is because pronunciation is the crucial thing in communication and it is an important thing in studying a language. Unfortunately, pronunciation is not included in the curriculum that should be taught to learners like grammar. In this case, teachers

need a unique and different technique in teaching English, especially in teaching pronunciation. Macháčková (2012) stated for years teachers and researchers have been trying to find the most effective way to teach pronunciation to their students. According to Well-Smith Partners (2012) as cited in Manolya, (2017) stated that tongue twisters have been used by teachers in several countries in which English is the second language for the citizen and this method is also possible as it is fun and interesting for young learners.

1.3 Research Questions

The problem that is discussed in this study are:

- (1) How well do the students pronounce consonant which do not exist in Indonesia such /ð/ and /θ/?
- (2) What are the influences of a tongue twister to teach pronunciation of /ð/ and /θ/ for Indonesian students?

1.4 Objectives of the Study

Based on the research questions, the objectives of this study are:

- (1) to find out how well students pronounce consonants which do not exist in Indonesian such /ð/ and /θ/.
- (2) to find out the influences of tongue twisters to teach pronunciation of /ð/ and /θ/ for Indonesian students.

1.5 Significance of the Study

By doing this study, the researcher hope that it will be useful for :

First, it is supposed to give a reference for English teachers in teaching pronunciation through different, unique and fun way. By knowing the influence of tongue twister in pronunciation practice, it is expected they can help students to overcome pronunciation problem especially in pronouncing some words that do not exist in their mother tongue in such a pleasant way of teaching and learning process.

Second, the result of this study can help English learners to improve their ability in speaking. This study may increase their awareness that studying pronunciation is important.

Third, the researcher hopes this research can be used as a reference for the next researchers and for all the readers who are interested in studying tongue twister and pronunciation practice and she hopes this study can help the readers to improve their knowledge about tongue twister and pronunciation practice.

1.6 Limitation of the Study

The field of this study is pronunciation ability. This study is limited to the students' ability in pronouncing consonants /ð/ and /θ/ which do not exist in their mother tongue.

1.7 Outline of the Report

This study consists of five chapters. In the first chapter, the researcher presents background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and limitation of the study. The second chapter covers the review of related literature, review of the previous studies, theoretical study, and theoretical framework. The third chapter covers research design, subject of the study, type of data, instrument for collecting the data, procedures of collecting the data, the procedures of analyzing the data. The fourth contains finding and discussion. It discusses general description of the experiment, research findings, and discussion of the data. The fifth chapter contains the conclusions after analyzing data, the implementations for learning, and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of the Previous Studies

There are some researchers conducted similar studies about pronunciation and also tongue twister. In this part, the researcher will explore some previous studies related to this field.

The most important part of learning English as a second language rests on pronunciation. The difficulties in English pronunciation appear amongst EFL Arab students is because the sound systems of Arabic and English are different (Hago & Khan, 2015). Al-Zayed (2017) confirmed that producing English sounds is not an easy task for the Arab students, especially when they are not exposed to the British native speakers in their environment. Their study illustrated the common characteristics of pronunciation errors of Arabic Saudi learners of English by analyzing their native linguistic background, which illustrates how one's native language influences one's English pronunciation. It is worth mentioning that many students get worried about pronouncing English correctly, especially when some of them cannot distinguish between consonants and vowels of English sounds and Arabic sounds. It means that the more differences in sounds between the two languages the more errors of interference will occur.

The difference between first language and second language is a problem in learning pronunciation. Accordingly, one of the obstacles to achieve acceptable English pronunciation for most Arab students is to know the differences between

the sound structure of English and Arabic (Hago & Khan, 2015). An experimental study carried out by Keshavarz & Khamis (2017) tried to find out the problem faced by native speakers of Hausa in pronouncing certain English vowels (/ʌ/, /ɔ:/ and /ɜ:/) and consonants (/f/, /v/, /θ/ and /ð/). All of the errors made by Hausa-speaking learners of English were due to the fact that the consonants and vowels under investigation do not exist in Hausa. Therefore, English teachers should receive adequate training in effective teaching of these sounds so that they can help their students improve their pronunciation in English. Students should also be encouraged to participate in extracurricular activities in order to improve their English pronunciation through interacting with native or competent non-native speakers of English.

Many previous researchers conducted studies which focused on pronunciation problem, because most of students often have difficulties in pronouncing some words which did not exist in their mother tongue. To mention only a few, Bui (2016) found that substitution phenomenon was a dominant problem in the students' pronunciation of /θ/ and /ð/. The most outstanding problem in pronouncing the consonant /θ/ was replacing this sound by Vietnamese /t'/. With regards to /ð/ sound, it was most frequently mispronounced as /z/. Besides, there was a new kind of mistake found: it was the tendency to pronounce /dʒ/ instead of /ð/. In line with Bui, Metruk (2017) tried to explore the difficulties in pronunciation of English dental fricatives by Slovak EFL university students. The primary objective of the study is to examine to what extent Slovak university students mispronounce [θ] and [ð] and which sounds act as substitutes for the two

consonants. Two sounds were identified as substitutes for [θ]; consonants [t] and [f] and voiced dental fricative [ð] was replaced by [d] and [t]. Dental fricatives /θ/ /ð/ which produced by native speakers are known as [f z] or [s v] by Pakistani English speakers but they produce these fricatives as a stop (Syed, Ansari & Gopang (2017).

Mother tongue interference seems to be the main cause of Turkish EFL in pronouncing certain English consonants (i.e., /θ/, /ð/, /w/, /v/, /ŋ/) and some English vowels and diphthongs (i.e., /ɪ/, /ʊ/, /ɔ:/, /əʊ/, /aʊ/) (Ercan, 2018). Moreover, a lack of sufficient exposure to target language and inadequacy in training can also be potential causes of these errors as most of the participants have never heard or practiced the correct pronunciation of these sounds. Similarly, English spelling may have played an important role in students' mispronunciation. The results of the study are thought to be useful for EFL and ESL teachers to pay more attention to the students' pronunciation.

EFL learners cannot learn a comprehensible pronunciation without teacher's instruction. Gilakjani (2016) confirmed that EFL teachers should pay attention to the learners' need and ability and include pronunciation into their oral skills and other English classes and focus on both segmental and supra-segmental features. EFL teachers should help the students to pronounce the English words accurately and increase their awareness towards the importance of pronunciation. The Common European Framework for Languages (CEFR, 2001) recommends teaching pronunciation right from the beginning of foreign language teaching. During early stages of learning, pupils should practice correct pronunciation.

It is important for teacher to enhance the students' ability in pronunciation. The teacher can improve students' pronunciation through several practices, such as pattern drill, conversation drill, and so on. In addition, teacher can use a technique namely tongue twister. Even though tongue twister is difficult to say, it will be fun to use tongue twister as a technique to improve pronunciation. This technique will make students' enjoy their process of producing words. As Sitoresmi (2016) said that, beside tongue twister can be used to improve students' motivation and class condition, tongue twister can also be used to improve students' ability in pronunciation.

On the other hand, Turumi, Jamiluddin, and Salehuddin (2016) found that most students still got difficulties to pronounce some English words, especially in interdental "th" sounds. In this case, they applied tongue twister to practice the students' tongue in pronouncing the "th" sounds. The students were asked to find the words that contained "th" sound and practice it. Then, researchers found that the students got progress in pronunciation even though several of the students still could not pronounce the words on their own. Mu'in, Amrina, and Amelia (2017) claimed that tongue twisters help the brain to improve speaking skill and pronunciation. Therefore, while the students do tongue twisters activities, the brain's control capacity of oral functions are getting better and better. Furthermore, tongue twisters improve students' motivation to English lesson.

Tongue twisters are effective for improving students' pronunciation ability because tongue twisters require students to practice a lot. Lutfiani and Astutik (2017) also found that tongue twisters helped students in improving their

pronunciation by repeatedly practicing to pronounce the words. Tongue twisters were also able to improve students' active participation. Nurhasanah and Zainil (2018) added that tongue twister allows students to practice the sentence repeatedly and to determine the appropriate sounds to each word.

According to the previous studies, many learners have difficulties in pronouncing English words which do not exist in their mother tongue. It happens because they are still influenced by their mother tongue when they speak in English. Another problem mentioned in the previous study is the teacher does not put much emphasis on their pronunciation. Based on that problem, the researcher can conclude that teaching pronunciation is important and it will be more interesting if the teacher uses a unique and different technique in teaching and learning activity.

2.2 Review of Theoretical Study

This part contains the definition of a tongue twister, the influence of tongue twister, pronunciation, students' ability in pronunciation, and fricative consonant.

2.2.1 Tongue Twister

Carmen (2010, p.114) stated "A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly." Meanwhile, Karker (2000, p. 2) as cited in Sitoresmi (2016) added that tongue twister as a text that features or a combination of sounds that are extremely difficult for the mouth and, of course, tongue to control.

Tongue twister is a word, phrase, or sentence that is difficult to pronounce and it can twist the speakers' tongue. Gonzales (2009, p.3) stated that, “Tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation.” Further, NCDC (2008, p.7) mentioned that, “Tongue twisters are characterized by repetition of certain sounds and words or phrases with emphasis on pronunciation, stress, intonation, speed and speech.” There are examples of a tongue twisters:

Thirty-three thirsty, thundering thoroughbreds thumped Mr. Thurber on Thursday.

I thought to tell them the truth.

One thumb, three thumbs.

There are three brothers gather in the room.

It is three thousand thirty-three rupiah.

They tell them to throw three thumbtacks.

This is my third birthday party.

Is it this, that, those, these, and there or for when that I eat this?

He checks mouth, teeth, and throat.

Three thin Panthers in the bathroom

Well-Smith (2012) as cited in Conde, et. al. (2017, p.20) define some advantages of tongue twister according to tongue twister help students gain awareness of their pronunciation problem, they are:

- (1) It can help students to focus on and tackle the problems which lead to quick improvement.

- (2) Help students to build a new muscle memory.
- (3) Tongue twister help students in improving their listening.
- (4) Relieving the monotony of the lesson.
- (5) Allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers.

2.2.2 Teaching Pronunciation

Harmer (2001) explained, “Pronunciation teaching not only makes the student aware of different sound and sound features but can also improve their speaking immeasurably.” Teaching pronunciation should be an important element of every English lesson. It helps students to be confident with different sounds and sound features; it improves the students' speaking skill and makes students aware of how the sounds are produced by being conscious of the movements in their mouth (Harmer, 2005) as cited in Conde, et. al. (2017, p.4).

Moedjito (2008) claimed, “In the context of Indonesia; however, although pronunciation is one of key elements of successful oral communication, pronunciation teaching is almost neglected. While secondary school students really need to learn pronunciation, Indonesian school teachers do not know what to teach and how to teach.” Griffiths (2011) also added that, “Experienced teachers are not keen to teach pronunciation and they claim that there is not clear guidance in textbooks and that the isolated exercises do not bring the wanted effect.” John (2016, p.121) confirmed that, “Pronunciation seems to be one aspect of language teaching that is surprisingly neglected or in many cases completely ignored.”

Speakers whose pronunciation is listener-friendly are better able to lead a successful conversation even with their grammatical mistakes, much better than those speakers with poor pronunciation but whose grammar obeys all the rules (Harmer, 2005) as cited in Conde, et. al. (2017, p.5). According to Gilakjani and Ahmadi (2011), “Those who start learning English after their school years have greater difficulties in acquiring intelligible pronunciation and the degree of difficulty increases with age.”

Based on the statement above, it can be concluded that teaching pronunciation is needed, although teaching pronunciation is still being debated whether it is necessary or not to give a specific pronunciation lesson in the class.

2.2.3 Pronunciation

Burns and Claire (2003, p.5) defined, “Pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener.” As stated by Richard and Schmidt (2002, p.440) pronunciation is the way a certain sound or sounds are produced. Macháčková (2012, p. 9) also added, “Pronunciation is a way how sounds are articulated by speakers marking their social class, education and so forth. Pronunciation deals with the way sounds are produced.” Meanwhile, Gilakjani and Ahmadi (2011) stated that, “Pronunciation belongs to the sub-skills of speaking and to changing a learner’s way in pronouncing words means changing the way the learner thinks of the sounds constituting the words.” That is why, a word can be pronounced in different ways by various individuals or groups,

depending on the area in which they grew up, the area in which they live, their ethnic group, their social class, and their education.

According to Pennington (1994) as cited in John (2016, p.121), pronunciation is more often seen as an element of linguistic, rather than spoken or conversational fluency, and is in many cases treated with little value or consequence in the communicative based classroom. Subandowo (2017) explained that, “Pronunciation is a way in which someone utter the words or the language to another based on the available rules, i.e. sound, intonation and rhythm.”

Pronunciation is one of the most important aspects of learning the language, especially in speaking skill and it is a production of a sound which makes meaning and how they impact on the listener because different pronunciation may lead to a different meaning.

2.2.4 Pronunciation Problems

Many students have problems in learning English especially in spoken English language. Harmer (2001, p.184) stated that, “two particular problems occur in much pronunciation teaching and learning are what students can hear and the intonation problem.” Sahatsathatsana (2017, p.72) noted that, “ The lack of opportunity to practice English pronunciation is another prominent problem in the improvement of English pronunciation.”

Ramelan (1994) explained several kinds of pronunciation problems appear in learning a foreign language, there are:

- (1) The existence of a given sound in the target language which is not found in the student's language.
- (2) Sounds which have the same phonetic features but differ in their distributions.
- (3) Similar sounds with different variants or allophones.
- (4) Similar sounds with a slight difference in their phonetic features.
- (5) Consonant clusters.

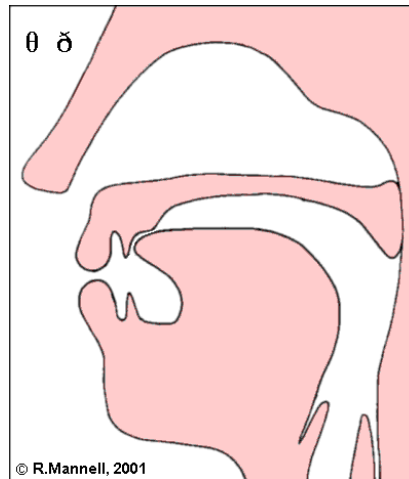
In addition, Yollanda, Jamiluddin, and Salehuddin (2016) noted that, "Good pronunciation is essential to communicate because by that native speaker or non-native speaker can effectively get the meaning. Good pronunciation gives good quality of conversation." Meanwhile, Hassan (2014, p.32) notified that, "Some linguistic factors causing the difficulties in pronunciation; they are differences of the sound system between the L1 and the L2, the inconsistency of some sounds in English language, the mother tongue interference, and the influence of spelling."

2.2.5 The Fricative Consonants /ð/ and /θ/

The letter "th" represents two different consonants; those are /ð/ and /θ/. (Ramelan, 1994, p.126) explained that, "When the outgoing air meets with a narrowing of the air passage, in which case the obstruction of the outgoing is said to be partial, it is driven through such a narrowing that a frictional sound is heard and called fricative consonant."

Consonants /ð/ and /θ/ have different pronunciation, /ð/ consonant is pronounced as voiced sound and /θ/ as voiceless sound. If EFL learners wish to achieve correct and appropriate pronunciation of the two sounds, they ought to

place the tongue behind the upper incisors, while the tip of the tongue touches the inner side of the lower incisors.



(Source : <http://clas.mq.edu.au/>)

Figure 2.1 Fricative Consonants /θ/ and /ð/

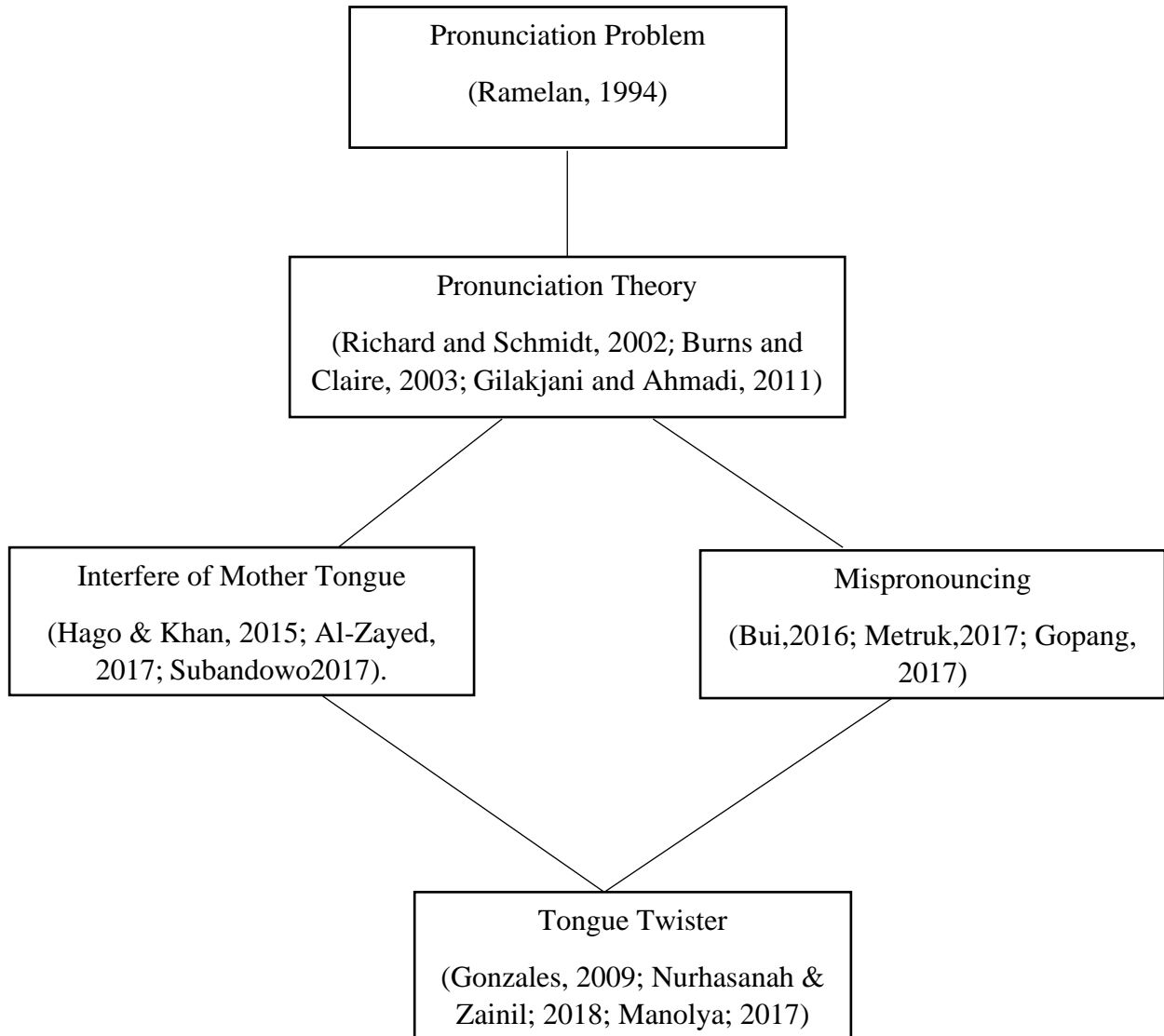
2.3 Theoretical Framework

This research is about the difficulties of Indonesian students in pronouncing consonants /θ/ and /ð/. There are some relevant theories underlining this study. It is started by the pronunciation theory from (Richard and Schmidt, 2002; Burns and Claire, 2003; Gilakjani and Ahmadi, 2011) and followed by the theory of pronunciation problems (Ramelan, 1994). As noted earlier, some researches found that the first language has an effect on the second language acquisition, and it is claimed that mother tongue can interfere with the acquisition of target language (Hago & Khan, 2015; Al-Zayed, 2017; Subandowo, 2017).

Then this research focuses on the difficulties faced by the students in pronouncing consonants /θ/ and /ð/. Moreover, some of theories that related to

that problem used in this research (Bui, 2016; Metruk, 2017; Gopang, 2017). Moreover, it has been observed that tongue twisters can help them to improve their pronunciation and fluency. Tongue twister is the one technique which can help them to improve their speaking and language skills (Gonzales, 2009; Nurhasanah & Zainil, 2018; Manolya, 2017)

Figure 2.2 Theoretical Framework



CHAPTER V

CONCLUSIONS

5.1 Conclusions

After conducting the research and according to the data analysis in the previous chapter, the conclusions could be drawn as follows

First, the students' pronunciation ability in pronouncing consonants /θ/ and /ð/ when they learned without using tongue twisters was poor. Their pronunciation was still influenced by their mother language. The most problem that was mostly faced by the students when they started learning English is pronunciation especially in pronouncing the words that do not exist in their mother language like consonants /θ/ and /ð/. They mispronounced consonants /θ/ and /ð/ as /t/. Their low pronunciation ability was proven from the mean of both groups in which the mean score of the control group was 46.66 and the mean of the experimental group was 47.81.

Second, the students' ability in pronouncing consonants /θ/ and /ð/ when they were taught by using tongue twisters increases. It can be seen from the mean score of post-test in which the mean score of experimental group in pronouncing /ð/ was 72.50, while the mean score in pronouncing /θ/ was 48.79. Meanwhile, the mean score of control group in pronouncing /ð/ was 62.36 and the mean score in pronouncing /θ/ was 51.39.

The improvement of the mean scores showed that the students' pronunciation ability increases after being taught by using tongue twisters. Based

on the result of post-test, the significance value of consonant /ð/ is 0.006. It means that H_a is refused and H_0 is accepted because the significance value is higher than 0.05. In other side, the significance value of consonant /θ/ is 0.000. It can be said that H_0 is refused and H_a is accepted which means there is a significant difference after the experimental group received the treatment or there is the influence of tongue twister in the students' ability in pronouncing consonants /θ/. According to those results, tongue twisters have a big role in the students' ability in pronouncing /θ/ than their ability in pronouncing /ð/. The way they pronounce /ð/ better than they pronounce /θ/. It is proved by the mean score of the students in pronouncing /ð/ is higher than their mean score in pronouncing /θ/.

5.2 Suggestions

Based on the result of this research, several things can be suggested in this final project and it is hopefully useful. Those are some suggestion for the implementation of tongue twisters in improving the students' pronunciation ability:

For the students, they should do a lot of practice to improve their speaking ability. Learning pronunciation using tongue twister can help them to improve their pronunciation and fluency. Tongue twister is the one technique which can help them to improve their speaking and language skills. Tongue twister also helps them in memorizing a new word. The last, students should keep in mind that learning pronunciation is interesting.

For the teacher, it is important to teach pronunciation since pronunciation is the crucial thing in speaking or communication. The teacher is suggested to use a different method in teaching pronunciation like tongue twisters. Tongue twisters can be a good reference for teachers in teaching pronunciation and solving students' pronunciation problem and it can also help the students to make a correct pronunciation. It is suggested to be applied at the beginning of learning activity as a warming up or in the middle of learning to relieve the boredom of students during teaching and learning activity.

For the next researchers, because the limitation of this study is the students' ability in pronouncing consonants /ð/ and /θ/, so the researcher suggests the next researcher to investigate the students' pronunciation problem related to consonants /ð/ and /θ/ which includes stress and intonation. The researcher also suggests to extend the time during conducting a research to get more specific results.

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