



Tongue Twister Rap: Bringing Joy to EFL Pronunciation Class

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ABSTRACT

This study aims to determine the new combination of tongue twisters with rap music applied in the pronunciation class. The data in this study used a descriptive qualitative approach. The primary data in this study were interviews, documentation, and interview results, which contained pronunciation-learning activities using rap music. The result of the research is that the application of tongue twister rap in the pronunciation class has several steps are the first is to explain the pronunciation learning material first. The second step is to write a tongue twister on the board and continue by explaining how to read and pronounce it. Then teacher drills the students back slowly until quickly, combining the tongue twister with rap music several times, and guiding the students to practice tongue twister rap as well as making battle rap. The benefits of this application are making pronunciation and speaking more fluent, making pronunciation learning interesting and fun so that it makes students easier to understand learning material, making pronunciation clearer and more correct. The weakness of the application of tongue twister rap is that tongue twister rap can break the concentration of other class students because students are very interested in learning pronunciation due to learning with tongue twister rap. The conclusion is that tongue twister rap is an enjoyable learning technique in pronunciation class. This study suggests continuing research to get information about the effectiveness of tongue twister rap in pronunciation class and find various other techniques in teaching pronunciation.

Keywords: Tongue Twister Rap, pronunciation class,

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INTRODUCTION

Learning pronunciation is learning that needs teacher productivity and effectiveness in teaching. Pronunciation learning will make students tend to get bored in learning

and potentially make noise so that it will interfere with the learning process in other classes. According to Szynalski and Wójcik (in Amar et al., 2019), most students claimed that they did not need to learn pronunciation and would only

waste time studying it. It could be because learning pronunciation makes students bored in studying so they think that pronunciation is not a very important language feature to learn.

One of the teacher's challenges is making students interested and happy when learning pronunciation material and reducing noise or even changing the noise into an interesting learning atmosphere. Besides, teachers need to find the strategies that help students learn pronunciation where pronunciation is one of the essential competencies and features needed in language learning, one of them is English.

In Indonesia, English is still a foreign language that must be learned at every English educational institution. The status of English in Indonesia makes pronunciation one of the basic components that students must learn since it can improve speaking skills and pronunciation accuracy in speaking (Bakar & Abdullah, 2015). Pronunciation plays a key role in productive and receptive abilities that determine communication success (Kelly, 2000). The pronunciation that can be understood is one of the basics needed by competence, which is also a feature that is a feature of language learning (Pourhosein-Gilakjani, 2016).

It makes pronunciation learning material very important learn so that there are many English learning institutions such as English courses, there is even an area where there are many English language institutions and is known as the English village, Pare Kediri, East Java, where pronunciation is a subject that must be taught for students.

Learning English pronunciation, which is a foreign language in Indonesia, surely students will get difficulties in learning both in terms of pronunciation and understanding of the material that is different from the mother tongue or the second language. Meanwhile, based on Ronald Maraden, it is stated that the difficulty of students in pronouncing words is the influence of their mother tongue. From this, teachers must be selective in choosing strategies and teaching techniques in teaching pronunciation so that they are interested in learning and learning interestingly and can overcome the difficulties of students in learning pronunciation. Several techniques can be applied in learning pronunciation, including drilling, chain, minimal pairs, and related activities (Kelly, 2000). In addition, other techniques can be used in learning pronunciation, one of which is a tongue twister (Sitoresmi, 2016; Turumi, 2016). Many define tongue twisters as a series of words that are difficult to pronounce quickly and precisely (Castillo et al., 2017)

A tongue twister is a series of difficult words because the words look the same but differ in articulation. Meanwhile, according to Carmen, tongue twisters are a series of words that are difficult to pronounce quickly and precisely. Using tongue twisters in pronunciation learning has many advantages. Others create awareness of students that they have problems with pronunciation, helping students be more focused on every fast word transfer, helping students create memory new, improve listening, and grow self-confidence (Castillo et al., 2017).

Although some students think that using tongue twisters is quite difficult and makes the class noisy, all students agree that using tongue twisters effectively increases their motivation to learn English (Amar et al., 2019). One of the classroom action research studies at the junior high school level also supports motivation to actively learn English (Sukiani, 2020). It shows that flexible tongue twisters are applied to students with various learning styles, such as active and reflective learning styles. It turns out that there are similarities in increasing learning motivation and pronunciation performance (Mu'in et al, 2017).

Tongue twisters can also be combined with other techniques. It is evidenced by several studies that combine tongue twisters with other techniques (Lestari, 2018) which combine tongue twisters with jazz chants in learning pronunciation. Through this technique, the teacher knows the students' pronunciation difficulties and overcomes them. In addition, with this technique, students experience an increase in pronunciation. Teachers can also combine tongue twisters with chained reading and whispering activities (Asilfa et al., 2019; Putri et al., 2018).

Along with developing learning techniques combined with other techniques as evidenced by research on learning techniques, there is a very interesting combination in learning, namely tongue twisters, and rap music. It is more exciting when rap music can be combined with tongue twisters. However, this is different when rap music can be used in pronunciation

learning, especially the tendency of students to like music and rappers. This will also help develop students' pronunciation skills, which are actually from rap music. Rap music was assumed as the music of naughty people and synonymous with street children. Rap music is not always identified with delinquency because music is just entertainment and for-profit (Adi, 2011). Music is also deemed to create a window for students' psychological development, particularly as adolescence (Miranda, 2013). Even rap and singing can be a therapy for them (Uhlig et al., 2017)

This study aims to get information about a new combination of tongue twisters with rap music applied in the pronunciation class at the Golden Institute of Pare Kediri English language institute. This research is based on the following research questions: (1.) How do teachers apply tongue twister rap in teaching pronunciation?; and (2.) What are the advantages of tongue twister rap in learning pronunciation?

Tongue twister rap is a new combination that is very interesting to apply, namely tongue twister rap, which combines tongue twisters with rap music, making students easy and happy in learning pronunciation. It is very useful for teachers who have difficulties in teaching pronunciation. In addition, it also to find out the weakness of tongue twister rap in pronunciation class.

RESEARCH METHODOLOGY

The data in this study used a descriptive qualitative approach. The main data in this study were interviews, documentation, and interview results which contained pronunciation learning

activities using rap music. To analyze it, the researchers used interview guidelines and an observational checklist. To answer the research questions, the observation is used to find out how the teacher applied tongue twister rap in teaching pronunciation. To get information about the benefits of applying tongue twister rap in the pronunciation class by conducting interviews with several English teachers at the Golden Institute Pare Kediri.

In the study, the researchers used observation to obtain data on the application of tongue twisters in learning pronunciation during four learning meetings. Each lesson took 90 minutes. Information about the application of tongue twisters was obtained using an observational checklist consisting of pre-teaching whilst teaching and post-teaching.

FINDING AND DISCUSSION

The results of the study on the application of tongue twister rap, of course, showed several steps taken by the teacher in teaching pronunciation using tongue twister rap. The stages of learning tongue twister rap in the pronunciation class are as follows: the teacher enters the class and says greetings, then the teacher starts the class by reading basmalah. The next activity is practicing how to pronounce sounds and asking students to imitate and repeat them.

To get other information, the researchers also make an interview with the teacher and several students. As for the interview results with the pronunciation teacher, he said "Tongue twister rap is a new learning technique at

Golden which is designed so that students become happier in learning pronunciation and of course with class techniques can be more active. With this technique, students can learn pronunciation more easily. learn and understand the pronunciation material." (Interview with LH, English teacher 22 June 2019)

The researchers also conducted interviews with other teachers regarding the application of tongue twisters who also rap at the Golden Institute. He said that "Tongue twister rap is a very interesting learning technique in the pronunciation class besides making the class action but also making it easier for students to learn, but in its application, tongue twister will make other classes divert their concentration so that they prefer to study tongue twister rap even though other subject matter." (Interview with FTR, English Teacher, 22 June 2019)

The results of interviews with several students are as follows:

"I like to learn pronunciation using tongue twister rap. It makes my pronunciation and speaking more fluent, and using tongue twister rap makes it easy for me to learn pronunciation". (Interview with FF, student, 22 June 2019)

"I like to learn pronunciation with tongue twister rap, tongue twister rap allows me to pronounce words correctly and quickly and also makes it easy for me to learn pronunciation". (Interview with SHA, student, 22 June 2019)

"With a tongue twister, I know and can pronounce words correctly and of course makes learning fun." (Interview with IAR, student, 22 June 2019)

"I like to learn pronunciation using tongue twister rap music and I find it easy

to learn pronunciation.” (Interview with Z, student, 22 June 2019).

“Learning English pronunciation using music makes speaking English faster and makes it easier for me to learn pronunciation.” (Interview with RR, student, 22 June 2019).

The tongue twisters used by the teacher are as follows:

*I wish to wish the wish you wish to wish
But if you wish to wish the witch wishes
I won't wish to wish the wish you wish
Fuzzy wuzzy was a bear
Fuzzy wuzzy had no hair
Fuzzy wuzzy was not fuzzy was he
The big blue bug bite the big black bear
But the big black bear bites the big blue
bug back
Can you can a can as the scanner can
can can
I scream you scream we scream for ice
cream
Twice you are you be
I see you are twice for me*

From the data from the observations and interviews above, it was evident that tongue twister rap in the pronunciation class shows several benefits.

Application of Tongue Twister Rap in Pronunciation Class.

As shown in the observation result, the teaching of pronunciation activates the class atmosphere into positive vibes. The interaction of teacher and student from the first step when the class begins by greeting reflects a connection with the students. Greetings indicate politeness and modeling linguistic presentation in expressing in English well (Inawati, 2016).

The second step is giving ice-breaking before explaining the material, giving ice-breaking is very necessary for the teacher because ice-breaking aims to make students fresher so that it is easy to accept learning and to break the ice of the learning process. The freezing of the atmosphere can be caused by several factors, one of which is internal students, namely the lack of self-confidence of students in learning. The assumption arises that learning English is complicated learning. (Hutasoit & Tambunan, 2018; Rahmayanti et al., 2019).

The third explains the pronunciation learning material by practicing how to pronounce the sound and asking students to imitate and repeat it. Imitating and repeating in learning English is one of the basic activities in learning pronunciation, this activity is called drilling. Drilling can help students get good pronunciation because using drilling means imitating and repeating several times so that the teacher can know whether or not students are correct in pronouncing words (Kelly, 2000).

The fourth one writes a tongue twister on the board and continues by explaining how to read and pronounce a tongue twister and asks students to imitate and repeat after the teacher starts reading slowly too fast. In this process, the teacher teaches how to read the tongue twister text slowly until it is read quickly. Teachers still use drilling to guide students on reading tongue twisters with the correct pronunciation. The goal is that students can read tongue twisters with the correct pronunciation.

The fifth one combines tongue twisters with rap music several times and asks students to focus on incorporating tongue twisters into rap music. Combining tongue twisters with rap music requires students to concentrate well because students also learn how to incorporate tongue twisters into music. To help students to know that, the teacher practiced it several times.

The sixth teacher guides students to practice tongue twister rap. In guiding students to practice tongue twister rap, the teachers signal the tongue twister's entry and pronounce the prefix of the tongue twister text to the students until the students can practice it without the teacher. This process is practiced 3 times.

The seventh step is the teacher divided the students into two groups and made a battle rap.

After the students can do the tongue twister rap well, the teacher makes a battle rap by dividing the students into two groups. Answering and singing are entertaining activities for students to break the ice in class in learning pronunciation

The Advantages and Disadvantages of Tongue Twister Rap in Pronunciation Class.

Every learning activity must have advantages and disadvantages in its application so that there are benefits that can be taken and overcome the disadvantages. The benefits that can be obtained from the application of tongue twister rap in learning pronunciation are: 1) Making pronunciation and speaking more fluent because good communication is based on how to

pronounce words correctly. 2) Making learning pronunciation interesting and fun so that it is easier for students to understand the learning material. The tongue twister is intended to make learning more fun because the tongue twister also functions as an ice breaker. Especially when the tongue twister is combined with other techniques. 3) Making pronunciation clearer and correct. With the drilling done by the teacher in teaching pronunciation and in teaching tongue twister rap, it can certainly help students to pronounce words correctly. Thus, the students can know how to pronounce words correctly.

The weakness or thing that is less useful than the application of tongue twister rap in the pronunciation class is that the application of tongue twister rap can break the concentration of other class students because students are very interested in learning pronunciation due to learning with tongue twister rap.

CONCLUSION

This study aims to know the application of tongue twisters in teaching pronunciation by finding out the strengths and weaknesses. Knowing the benefits and things that are less useful from the application of tongue twisters rap in the pronunciation class makes it easier for students to enjoy learning pronunciation. The application is indeed very effective in teaching pronunciation and very helpful for students in learning pronunciation easily. A tongue twister will be very useful for teachers who have difficulty teaching pronunciation and difficulties making students happier in learning pronunciation. Thus, the research finding provides new

knowledge in teaching pronunciation in a fun way through tongue twister rap. After all, tongue twisters can be used as a learning technique and a fun way of teaching. The research findings show that in the application of tongue twister rap in the pronunciation class the teacher has several steps in its application, namely teaching the material and using a tongue twister as an example of a word then combining tongue twister with rap music by practicing together until students can pronounce the word correctly. With the application of tongue twisters, it is very helpful for students to learn pronunciation easily and not get bored.

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