



An Error Analysis Of Students' Pronunciation On Tongue Twister Game At 7th Grade Students Of Mts Yusufiyah

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui Analisis Kesalahan Pengucapan Siswa pada Permainan Tongue Twister pada Siswa kelas 7 Mts Yusufiyah Jakarta pada tahun ajaran 2022/2023. Dan penelitian ini menggunakan metode kualitatif karena merupakan penelitian tindakan kelas. Peneliti menemukan beberapa permasalahan ketika siswa mengucapkan kata-kata permainan twister lidah seperti saya teriak, kamu teriak, kita semua teriak minta es krim; Fuzzy Wuzzy itu beruang, Fuzzy Wuzzy tidak punya rambut, Fuzzy Wuzzy tidak berbulu halus, kan; Dia menjual kerang di tepi pantai, Kerang yang dia jual adalah kerang saya yakin, karena jika dia menjual kerang di tepi pantai. Lalu saya yakin dia menjual kerang pantai. Data dikumpulkan melalui angket kepada enam belas siswa kelas Siswa Mts Yusufiyah Jakarta. Untuk menjelaskan data peneliti menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa ketiga siklus kesalahannya berbeda. Pada siklus I : 58,98%, siklus II : 26,72% dan siklus terakhir : 14,28%. Hal ini mengakibatkan kesalahan siswa pada setiap siklusnya berkurang.

ABSTRACT

This research goal to find out An Error Analysis of Students' Pronunciation on Tongue Twister Game at 7th grade Students of Mts Yusufiyah Jakarta in academic year 2022/2023. And this research used qualitative method because it's classroom Action research. Researcher found some problems when the students pronounce tongue twister game words such as I scream, you scream, we all scream for ice cream; Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't fuzzy, was he; She sells seashells by the seashore, The shells she sells are seashells I'm sure, for if she sells seashells by the seashore. Then I'm sure she sells seashore shells. Data was collected through questionnaire with sixteen students at grade Students of Mts Yusufiyah Jakarta. To explain the data the researcher used descriptive qualitative method. The result showed that three cycles different errors. In the first cycle : 58.98%, in the second cycle: 26.72% and the last cycle: 14.28%. This's good result the students' error in every cycle reduce

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1. INTRODUCTION

Development of good speaking and pronunciation skills is crucial in the language education process. One common method used for pronunciation training is through repetitive games such as Tongue Twisters. Tongue Twisters are complex and difficult-to-pronounce phrases or word combinations that are often used as speech challenges. The objective of these games is to enhance the agility of the tongue and lips in speech while improving the pronunciation of words with clarity and accuracy. Research on the analysis of pronunciation errors made by students during Tongue Twister games is an important topic in language learning. When students attempt to pronounce complex sentences in Tongue Twisters, they may make various pronunciation errors that reflect their speaking abilities. It is important to note that several prior studies have been conducted in this context in Indonesia. Santoso's study on Analysis of Pronunciation Errors in Tongue Twister Games among Elementary School Students delves into the pronunciation errors made by elementary school students when playing Tongue Twister [1]. The results of this research provide valuable insights into the types of errors that commonly occur in this game.

Another relevant reference is Pratiwi's study titled Analysis of University Students' Pronunciation Errors in Tongue Twister Games [2]. This research focuses on the analysis of pronunciation errors made by university-level students in the context of Tongue Twister games. Furthermore, Supriyanto's research on The Use of Tongue Twister Games as English Language Learning Media in Elementary Schools discusses the effectiveness of using Tongue Twister games to enhance English speaking skills in elementary schools [3]. This provides essential context for understanding the effectiveness of these games in improving pronunciation among students. Additionally, in a study conducted by Putri titled The Influence of Tongue Twister Games on the Pronunciation Ability of Elementary School Students, the research findings indicate a positive impact of Tongue Twister games on pronunciation skills among elementary school students [4]. In another study, Raharja's research titled Analysis of University Students' Pronunciation Errors in Tongue Twister Games reviews the pronunciation errors made by university students during these games [5]. The results of this research offer valuable insights into the common pronunciation errors at higher education levels.

Moreover, in the effort to enhance Indonesian language teaching, Anwar's reference titled The Application of Tongue Twister Games in Indonesian Language Learning for Elementary School Students describes the implementation of Tongue Twister games in Indonesian language learning at the elementary school level [6]. Furthermore, Wijaya's study on The Influence of Tongue Twister Games on English Speaking Skills among Elementary School Students examines the impact of these games on English speaking skills among elementary school students [7]. In addition, Indriani's research titled Analysis of Elementary School Students' Pronunciation Errors in Tongue Twister Games describes the common pronunciation errors made by elementary school students in Tongue Twister games [8]. Lastly, in Purnomo's study titled The Use of Tongue Twister Games to Improve English Pronunciation Skills of Junior High School Students, the effectiveness of Tongue Twister games in enhancing English pronunciation skills among junior high school students is thoroughly discussed [9]. Previous research by Johnson also found that 7th-grade students tend to face difficulties in pronouncing words containing ringing consonants or voiced consonants [10]. Additionally, Garcia's research suggests that 7th-grade students often struggle with handling sound changes that occur in

specific words or sentences [11]. Therefore, it is essential to conduct an analysis of pronunciation errors among 7th-grade students at MTs Yusufiyah to provide precise guidance in improving their pronunciation abilities.

Considering the existing framework from previous research, this study aims to analyze pronunciation errors among 7th-grade students at MTs Yusufiyah during Tongue Twister games. We will examine the most common types of pronunciation errors and identify factors influencing students' error rates. The results of this research are expected to offer valuable insights for the development of more effective language learning methods and the enhancement of students' speaking abilities.

2. METHOD

2.1 Research Purpose

This study aims to analyze errors in the pronunciation of English words contained in the tongue twister game, especially for seventh grade students at MTs Yusufiyah Jakarta. students are often confused when they want to pronounce English words, especially in some words whose writing looks similar or when listening to English speakers whose pronunciation looks the same. With this research, students will know that there is an easy way, namely the tongue twister game to train their fluency and sensitivity to English.

2.2 Research Method

The researcher used descriptive qualitative research in conducting this research. Qualitative research is far more challenging than quantitative research, because qualitative researchers must possess a broad theoretical foundation to effectively serve as skilled human instruments. Borg and Gall stated that qualitative research is much more difficult to do well than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself. Therefore, qualitative researcher are required to have broad insight and theoretical thinking. A researcher who lacks sufficient knowledge will encounter difficulties in comprehending what needs to be done with the research subject and will be unable to analyze the data effectively. Describe this research data consists of words and pictures, not numbers [12]. The process of qualitative research is more important than the results. Qualitative research refers to the experience of researcher who interact directly with participants and are more concerned with process than results. In qualitative research, the primary source of data is the natural environment or setting, and the researcher serves as the central instrument in the study. The researcher felt that the descriptive qualitative method was more suitable because it was more flexible in capturing the dynamics and changes in complex phenomena. This allows the researcher to be more responsive to changes that occur during the research process. At this stage the researcher will conduct classroom observations by recording students' pronunciation of tongue twister words and questionnaires. In addition, documentation of students' activities will enable the researcher to collect in-depth data.

3. HASIL DAN PEMBAHASAN

1. Pronunciation Error Cycles

This study employed 3 cycles, and the researcher identified several errors in each cycle. There were consistently different results on the pronunciation error test in each cycle.

Table 1. Mistakes of Cycles

No	Words in Game	Mistakes of Cycles		
		1	2	3
1	I	2	0	0
2	You	1	1	0
3	We	1	1	0
4	All	10	6	4
5	Ice	1	1	0
6	Fuzzy	9	2	0
7	Wuzzy	11	2	0
8	Was	7	2	0
9	A	0	1	0
10	Bear	8	6	3
11	Had	3	1	0
12	Hair	3	2	1
13	Wasn't	8	4	4
14	He	1	1	0
15	She	7	0	0
16	Sells	8	3	1
17	Seashells	15	9	7
18	By	2	0	0
19	Seashore	13	8	6
20	Shells	8	4	3
21	Are	6	2	1
22	Sure	2	1	1
23	If	2	1	0

Based on the data table above, it has been mentioned that there are 3 cycles in the collection of analysis data. In each cycle, there is a frequency of how many students are pronouncing the word tongue twister incorrectly. In the first cycle, the number of errors was 128. In the second cycle, there were 58 errors. And in the third cycle, there were 31 errors. When the frequencies of errors are added up, the total is 217 errors. In the first cycle, all students made pronunciation errors when playing the tongue twister game. The most error pronunciations were in the word "Seashells" which was 15 students, "Seashore" 13 students, "Wuzzy" 11 students, "All" 10 students, "fuzzy" 9 students and "wasn't" 8 students. At this stage, it was obvious that they were very confused about how to pronounce these tongue twister words. During the test, they just said the words as comfortably and as they pleased. In the second cycle,

the most mispronounced word by students was “Seashells” with 9 students, “Seashore” 8 students, “Bear” 6 students, “All” 6 students and “Wasn’t” 4 students. In this stage, the students started to improve their pronunciation by mimicking the pronunciation in the video of native speakers saying the word tongue twister. In this last cycle, there were fewer students who made mistakes, as for some words that were mispronounced were "Seashells" with 7 students, "Seashore" 6 students, "Wasn't" 4 students and “shells” 3 students. From this, it can be concluded that some of these tongue twister words have a fairly high level of difficulty, as they are always the words with the highest frequency of errors. The percentages are as follows:

The research used 3 cycles and the researcher found some mistakes in every cycle. In the cycle 1, it's about 58.9% mistakes, and the cycle 2 it's about 26.7%, and the last the cycle 3 it's about 14.2%. It's seen the chart below:

$$\text{Percentage in cycle 1: } \frac{128}{217} \times 100\% = 58,96\%$$

$$\text{Percentage in cycle 2: } \frac{58}{217} \times 100\% = 26.7\%$$

$$\text{Percentage in cycle 3: } \frac{31}{217} \times 100\% = 14.2\%$$

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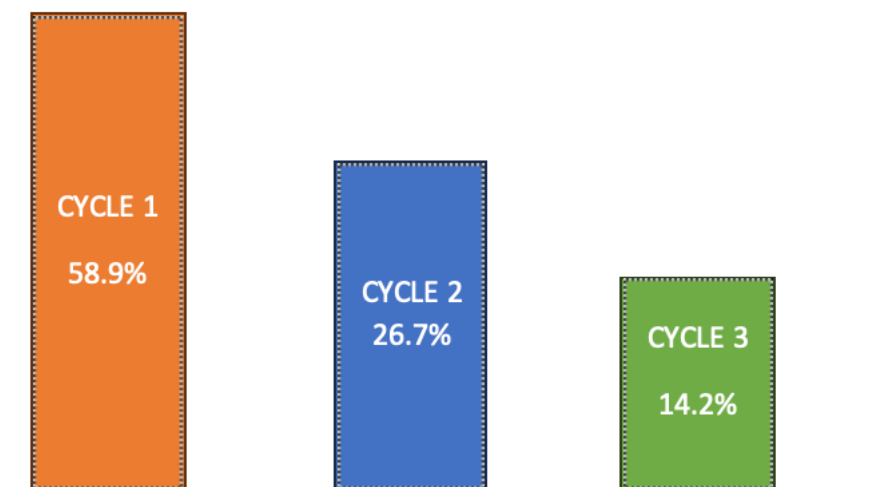


Figure 1. Percentage in Cycle

Based on the chart above seen that an error analysis of students' pronunciation on tongue twister at 7th grade students of MTs Yusufiyah. It is very noticeable that the seventh-grade students MTs Yusufiyah are progressing in their reduced error rate. The researcher can conclude that they are aware of their mistakes in the pronunciation of words in tongue twister game, so they can introspect themselves. Errors can be reduced if students are willing to put in the effort to correct them, as evidenced by this study of pronunciation errors. This research can also help students enhance their understanding of correct English pronunciation, as mispronouncing a single word can alter its meaning.

2. Consonant, Vowel and Diphthong error pronunciations

In the stage of consonant, vowel and diphthong error pronunciations, the researcher has tabulated each error related to each aspect of pronunciation:

1. Consonant

a. Consonant Omission:

$$\text{Percentage of errors related to omission } \frac{9}{42} \times 100\% = 21,4\%$$

b. Consonant Addition:

$$\text{Percentage of errors related to omission } \frac{16}{42} \times 100\% = 38\%$$

c. Consonant Misformation:

$$\text{Percentage of errors related to omission } \frac{17}{42} \times 100\% = 40,4\%$$

d. Consonant Misordering:

$$\text{Percentage of errors related to omission } \frac{0}{42} \times 100\% = 0\%$$

Based on the information listed above, consonant pronunciation errors constitute the highest percentage at 40.4%. the second most common types of error is consonant addition, accounting for 38%, followed by consonant omission errors at 21.4%. it is evident from this data that students frequently commit pronunciation errors, such as altering the pronunciation of words, as exemplified by /si: fels/ changing its pronunciation to /si:s hels/

1. Vowel Omission:

$$\text{Percentage of errors related to omission } \frac{1}{42} \times 100\% = 2.3\%$$

2. Vowel Addition:

$$\text{Percentage of errors related to omission } \frac{2}{42} \times 100\% = 4.7\%$$

3. Vowel Misformation:

$$\text{Percentage of errors related to omission } \frac{27}{42} \times 100\% = 64,2\%$$

4. Vowel Omission:

$$\text{Percentage of errors related to omission } \frac{1}{42} \times 100\% = 2.3\%$$

Based on the percentages above, the highest level of pronunciation errors is in vowel misformation with a total error of 64.2%. The second highest level is vowel addition, which amounts to 4.7%. While vowel omission and vowel misordering have the same amount of 2.3%.

2. Diphthong

1. Diphthong Omission:

$$\text{Percentage of errors related to omission: } \frac{3}{9} \times 100\% = 33.3\%$$

2. Diphthong Addition

$$\text{Percentage of errors related to addition: } \frac{0}{9} \times 100\% = 0\%$$

3. Diphthong Misformation:

$$\text{Percentage of errors related to misformation: } \frac{9}{9} \times 100\% = 100\%$$

4. Diphthong Misordering:

Percentage of errors related to misordering: $\frac{0}{9} \times 100\% = 0\%$

Based on the percentages above, this stage has the highest level of mispronunciation among the others, namely in diphthong misformation errors at 100% and diphthong omission at 33.3%

4. CONCLUSION

Based on the findings of the data and discussion, the researcher concluded that an error analysis of students' pronunciation on tongue twister game can reduce students' mistake of their pronunciation. It seen from the first cycle until the third cycle. Almost students more mistake when the first time to use the tongue twister game. But in the last they can reduce their mistake with repetition. The researcher took the data from sixteen students with three cycles. In the cycle 1, it's about 58.9% mistakes, and the cycle 2 it's about 26.7%, and the last the cycle 3 it's about 14.2%. The students made errors in the three specific aspects: consonants, vowels and diphthongs. The researcher will describe the incorrect pronunciation aspect of the tongue twister game in the consonant part. There were 4 errors in consonants, but the students only made mistakes in 3 aspects: the first is omission 21.4%, the second is addition 38 % and the last is misformation 40.4%. In vowels, there are 4 aspects of error, such as omission 2.3%, addition 4.7%, misformation 64.2%, misordering 2.3%. In diphthongs, there were 4 errors, but the students only made mistakes in 2 aspects: the first is omission 33.3% and the last is misformation 100%. Tongue Twister game is a game to make practice pronunciation easily. The students can repeat their mistake until get answer correctly. When their using the game, they feel enjoy, interest and challenging.

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