**TEACHING DIPHTHONG SOUNDS**

**THROUGH TONGUE TWISTER GAME**

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**ABSTRACT**

This research aims to prove if using Tongue Twister is useful in teaching diphthong sounds to the eleventh grade students of Software Engineering Program at SMK Negeri 3 Palu. The writer applied a quasi-experimental research design which involved experimental group and control group. The sample of this research was selected by using purposive sampling technique. The samples of this research are class XI TRPL B as experimental group consisting of 29 students and class XI TRPL A as control group consisting of 24 students. In collecting the data, the writer gave pre-test and post-test to both classes. The data were analyzed statistically. The result of the data analysis shows that there is a significant difference between the experimental group pre-test and post-test results where the mean score of both tests in experimental group significantly improves from 57.54 to 68.10. It is also shown that the t-counted value (4.27) is higher than the t-table value (2.008) which indicates that the research hypothesis is accepted. In conclusion, tongue twister game is useful in teaching diphthong sounds.

**Keywords:** Diphthong Sounds; Tongue Twister Game

*Penelitian ini bertujuan untuk membuktikan jika penggunaan Tongue Twister bermanfaat dalam mengajar bunyi diftong untuk siswa kelas XI TRPL di SMK Negeri 3 Palu. Penulis menerapkan desain penelitian quasi-experimental yang melibatkan grup eksperimen dan grup kontrol. Sampel dari penelitian ini dipilih menggunakan teknik purposive sampling. Sampel dari penelitian ini adalah kelas XI TRPL B sebagai grup eksperimen yang terdiri dari 29 siswa dan kelas XI TRPL A sebagai kelas kontrol yang terdiri dari 24 siswa. Dalam mengumpulkan data, penulis memberikan pre-test dan post-test untuk kedua grup. Data dianalisa secara statistik. Hasil dari analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil pre-test dan post-test kelompok eksperimen dimana nilai rata-rata dari siswa meningkat secara signifikan dari 57.54 menjadi 68.10. Hal tersebut juga menunjukkan bahwa nilai t-counted (4.27) lebih tinggi daripada nilai t-table (2.008) yang mengindikasikan bahwa hipotesis penelitian berterima. Pada kesimpulannya, permainan tongue twister bermanfaat dalam mengajar bunyi diftong.*

**Kata Kunci:** Bunyi Diftong; Permainan Tongue Twister.

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**INTRODUCTION**

Sound is one of important features in language that covers all spoken information and utterance. Sound has a great significance in language because it also becomes a medium that is used to transfer information or utterance through oral and nasal cavity. Those cavities are the tools which create various sounds in forming an information and utterance. That is the reason why every information or utterance made by those cavities is called spoken form. Every sound is created by using oral and nasal cavities. The way of saying sound is called pronunciation. Each sound has their own pronunciation because of each charateristics based on their place of articulation, manner of articulation and state of glottis for consonant sounds and tongue height, areas of tongue involved, intensity of vocal tract and lip shape for vowel sounds which differentiate them.

Pronunciation is a language component which is important. It is needed to improve the human abilities in pronouncing a word, information or utterance. Nowadays, people think that knowing grammar is a parameter of mastering language but it is totally wrong because the ability in grammar and the ability in pronunciation must be equivalent. That is why the study about pronunciation is important to be taught. In this case, the theories of pronunciation is needed to be introduced to students in order to make them know how importance pronunciation is in language learning.

In English, there are two kinds of sound, vowel and consonant. Between those two, vowel is considered as the most complicated sound because most of English students found difficulties to differentiate vowel sounds. Vowel has a great significance in this research. The writer uses the study of vowel because it covers diphthong which is a focus of the research that is conducted by him. Basically, vowels are divided into three categories as follows, monophthong, diphthong and triphthong. The difference among them is in the number of vowel. Monophthong is known as a single vowel because there is no other vowel following it, for instance in the word “cup” /kʌp/, sound /ʌ/ is categorized as monophthong. Diphthong is known as a double vowel because there are two vowels coming together, for instance in the word “bike” /baɪk/ sound /aɪ/ is categorized as diphthong. Triphthong is known as a triple vowel which means that there are three vowels forming a syllable, for instance in word “player” /pleɪər/, sound /eɪə/ classified as triphthong. In addition, monophthong and triphthong are also important in this research because those are needed to make clear the material that will be taught by the writer in order to support his research. The theory of vowels has a crucial role in this research because it covers the main focus of this research. Furthermore, the theory of vowel sounds helps the writer explained the specific explanation of the main focus of this research.

Consonant is a part of segmental features in pronunciation. The role of consonant in this research is to gather students understand in order to investigate their problems. The use of consonants is crucial in conducting this research because the correlation between consonant and vowel especially diphthong which becomes as the focus of this research. That is why consonant is totally needed in the process of conducting this research. The role of this theory is to support the writer’s explanation in the main focus of his research (diphthong), because students are definitely need to know the consonant sounds and diphthong sounds.

According to the preliminary research, the writer found out that most of students especially the eleventh grade of Software Engineering Program of SMK Negeri 3 Palu had a difficulty in determining the right pronunciation of diphthong sound specifically in British diphthong. For example, when they would like to say word “bear”, they usually pronounce it as /bɪər/ instead of /beər/. It means that the meaning of the word has changed because of the misuse of diphthong sound. It was assumed that diphthong is a kind of complicated sound to learn especially for senior high school students because most of them do not know the appropriate condition of pronouncing it. Gay (1991:1) states,“Diphthongs show a gliding movement in a particular part in the vowel space between zones appropriate to two different vowels”. It means that diphthong cannot be used arbitrarily.

Based on the problem that is faced by most of English students in studying diphthong which is explained above, the writer decided to use tongue twister games in order to teach diphthong sound for students, especially the eleventh grade students because most of them had a problem in pronouncing diphthong sounds. Tongue twister game is a repetitive use of similar surrounding sounds, words and syllables which can practice tongue in order to treat speech problem. That was the reason why tongue twister game was chosen by the writer as a great way of teaching diphthong sound because it is better for making students familiar with English sounds’ pronunciation specifically in diphthong sounds. The writer considered that when the students are habitual with pronouncing diphthong sound, it will be easier for them to memorize every single sound of diphthong because the effective way of learning English is by practicing one thing consistently.

The role of Tongue Twister Game in teaching pronunciation is to train the student’s tongue. This statement is supported by Carmen (2010:114) that Tongue Twister is a sequence of words that is difficult to pronounce quickly and correctly. Therefore, by practicing the sequence of words given on Tongue Twister, the students will be treated to pronounce words which are hard to say, especially when repeated quickly. The main purpose of tongue twister is to give an oral exercise in order to show how to pronounce the difficult words. That is the reason why the writer assumed that Tongue Twister Game is important to use. Students are expected to know what Tongue Twister is and how to apply it in Pronunciation Practice. Therefore, it is important to explain a brief explanation about Tongue Twister in order to make sure that the participant understand and able to practice it.

The writer was implementing the Tongue Twister Game by dividing students in experiment group into groups which consist of four up to five persons. All groups’ member were invited to pronounce Tongue Twister sentence which was written by the writer on the white board quickly. At the middle of the activity, they would stop to pronounce the given sentence when the writer point out some word in the given sentence. after that, they were needed to individually guess whether the pointed word has a diphthong sounds or not. They were also needed to mention the kind of diphthong sounds which occupied in the pointed word if it has. The score would be counted from the number of correct answer. Group which had correct answer the most would be the winner.

**METHOD**

In this research, the writer applied quasi - experimental research design. There were two groups in this research design. The first group was the experimental group and the second group was the control group. Both of them received the same form of pre-test and post-test but the difference between those two groups was in the treatment which was given by the writer. In the experimental group, the writer treated the students by using tongue twisters game. On the other hand, the control group still uses a conventional teaching method. The conventional teaching method means curriculum-based-method which does not use any alternative method such as tongue twister game or does not receive treatment such like the experimental group got. Both groups received pre-test in the first meeting and post-test in the last meeting. The writer conducted this research based on the research design that proposed by Cohen, Manion and Morrison (2000:214):

Where:

**O1O3** = pre-test

**O2 O4** = post-test

**x** = treatment

The writer chooses the eleventh grade students of SMK Negeri 3 Palu majoring in Software Engineering Program as a population of his research. In the eleventh grades majoring in Software Engineering Program, there are 2 parallel classes. They are XI RPL A and XI RPL B. Because there are only two classes in the eleventh grade majoring in Software Engineering Program, the writer used purposive sampling technique by choosing XI TRPL A as the control group and XI TRPL B as the experimental group. The writer chooses these classes regarding to the teacher’s recommendation because of the homogeneity of both classes.

The variable of this research was divided into two variables as follows dependent and independent variables. Arikunto (2002:97) states, “Variabel yang mempengaruhi disebut variable penyebab, variable bebas atau independent variable (X), sedangkan variable akibat disebut variable tidak bebas, variable tergantung, variable terikat atau dependent variable (Y)”. According to the previous statement, the writer was summarized that the independent variable of this research referred to the use of tongue twisters game and the dependent variable of this research was diphthong sounds mastery of the eleventh grade’s students of Software Engineering Program at SMK Negeri 3 Palu.

In gaining the whole data of this research, the writer used test as an instrument of this research. The test was used to obtain the data about the students’ pronunciation of British diphthong sounds after the treatment. It was cover the pronunciation in single words and tongue twister sentences. The students got one point per each correct pronunciation in single words and they got four points per each correct pronunciation in tongue twister sentences. Students who did not pronounce both single words and tongue twister sentences correctly got zero point. The description of test can be seen on table 1.

**Table 1:** Test Description

|  |  |  |  |
| --- | --- | --- | --- |
| Type of Test | Number of Items | Weight | Maximum Score |
| 1. Pronouncing single words 2. Pronouncing tongue twister sentences | 8  2 | 1  4 | 8  8 |
| Total |  |  | 16 |

The test of this research was divided into two as follows pre-test and post-test. The pre-test was given to the students before the research treatment. It was intended to measure students’ understanding of diphthong sound. The pre-test was administered at the meeting before the treatment, where the post-test was given to the students after the treatment, in order to know the students result after the treatment. The purpose of post-test was to show whether the use of tongue twisters game was useful for teaching English diphthong sounds of the eleventh grade students of SMK Negeri 3 Palu.

After getting the data, the writer analyzed the data from the results of the pre-test and the post-test statistically. To analyze the data, the writer used the statistical analysis. First, the writer computed the score by applying the formula proposed by Arikunto (2002:225). Then, the writer used the five scale percentage categories of individual student’s score which is proposed by Nurgiantoro (1995:399). After that, the writer will analyze the mean score of each test of each group. A formula stated by Ary, Jacobs and Sorensen*.* (2010:108-109). After getting the value of the mean score of each group (both pretest and posttest), the researcher will analyze the value of deviation in order to get the value of standard error by using the formula stated by Ary, *et al.* (2010:115). After getting the deviation score of both experimental class and control class, the writer compute the mean score deviation by using formula which is proposed by Arikunto (2006:313). After that the writer analized the sum of squares deviation total by using the formula stated by Arikunto (2006:312). At the end of analyzing data, the writer applied them into t-test formula in order to find out the usefulness of tongue twister game in teaching diphthong sound. The formula proposed by Arikunto (2006:311).

To measure the usefulness of tongue twisters game in teaching diphthong sounds, the writer is going to test the hypothesis of this research in order to know that it is accepted or rejected. The criteria of hypothesis are stated below:

If the t-counted is higher that t-table, it means that the hypothesis of the research is accepted or the treatment (tongue twisters game) has a significant influence for the students in learning diphthong sounds specifically in British diphthong. Furthermore, if the t-counted is lower than t-table, it means that the hypothesis of this research is rejected.

**FINDINGS**

In providing the data, the writer only focused on the pronunciation of British Diphthong sounds. The data were divided into pre-test and post-test where the pre-test were being hold before the treatment were conducted followed by the post-test after the implementation of the treatment. In conducting the test, students of both experimental group and control group were asked to pronounce 8 words which consist of diphthong sounds and 2 sentences which consist of 4 words that have diphthong sounds in each of them. The results of experimental group’s pre-test can be seen on table 2.

In classifying students’ ability, the writer used the five scales conducted by Nurgiyantoro (1995) where 0%-39% classified as *fail*, 40%-59% classified as *bad*, 60%-74% classified as *fair*, 75%-84% classified as *good* and 85%-100% classified as *very good*. The pre-test’s results of experimental group showed that there were only 7 students got score which classified as *good* and 4 students got score which classified as *fair*. On the other hand, the rest experimental group’s students just could get score less than 60.

**Table 2:** The Pre-test Result of Experimental Group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Initials | Obtained Score | | | Maximum Score | Standard Score | Category |
| Pronouncing Single Words | Pronouncing Tongue Twister Sentences | Total |
| 8 | 8 | 16 |
| 1. | AW | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 2. | AgM | 3 | 6 | 9 | 16 | 56.25 | Bad |
| 3. | AA | 6 | 5 | 11 | 16 | 68.75 | Fair |
| 4. | AMt | 7 | 6 | 13 | 16 | 81.25 | Good |
| 5. | BB | 6 | 7 | 13 | 16 | 81.25 | Good |
| 6. | FS | 3 | 6 | 9 | 16 | 56.25 | Bad |
| 7. | FA | 3 | 4 | 7 | 16 | 43.75 | Bad |
| 8. | Hr | 4 | 2 | 6 | 16 | 37.5 | Fail |
| 9. | IAQ | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 10. | KKL | 4 | 6 | 10 | 16 | 62.5 | Fair |
| 11. | KG | 2 | 5 | 7 | 16 | 43.75 | Bad |
| 12. | KR | 6 | 6 | 12 | 16 | 75 | Good |
| 13. | MIM | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 14. | MF | 3 | 5 | 8 | 16 | 50 | Bad |
| 15. | MDA | 4 | 3 | 7 | 16 | 43.75 | Bad |
| 16. | MAI | 3 | 5 | 8 | 16 | 50 | Bad |
| 17. | MAA | 2 | 5 | 7 | 16 | 43.75 | Bad |
| 18. | MY | 2 | 6 | 8 | 16 | 50 | Bad |
| 19. | NT | 6 | 6 | 12 | 16 | 75 | Good |
| 20. | OV | 4 | 2 | 6 | 16 | 37.5 | Fail |
| 21. | RX | 4 | 3 | 7 | 16 | 43.75 | Bad |
| 22. | RE | 3 | 3 | 6 | 16 | 37.5 | Fail |
| 23. | RIC | 6 | 7 | 13 | 16 | 81.25 | Good |
| 24. | SMA | 4 | 4 | 8 | 16 | 50 | Bad |
| 25. | SA | 2 | 6 | 8 | 16 | 50 | Bad |
| 26. | WPD | 6 | 6 | 12 | 16 | 75 | Good |
| 27. | YDC | 6 | 6 | 12 | 16 | 75 | Good |
| 28. | YAF | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 29. | ZH | 5 | 6 | 11 | 16 | 68.75 | Fair |
| Total | |  |  | 267 |  | 1668.75 |  |

After computing students’ scores, the writer applied the formula of pre-test mean score of experimental group which is proposed by Ary, Jacobs and Sorensen (2010:108-109) in order to get the classical students’ ability of control group. The writer divided the total standard score by the number of students in experimental group. the result showed that the mean score of experimental group results was 57.54. It shows that students’ pronunciation ability in experimental group were low especially to pronounce English words which consist of diphthong sounds.

Furthermore, the pre-test results of control group which can be seen on table 2 showed that there was only a student got score that classified as *very good*, 3 students got score which classified as *good* and 6 students got score which classified as *fair*. In contrast, there were 14 students could only get score less than 60.

**Table 3:** The Pre-test Result of Control Group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Initials | Obtained Score | | | Maximum Score | Standard Score | Category |
| Pronouncing Single Words | Pronouncing Tongue Twister Sentences | Total |
| 8 | 8 | 16 |
| 1. | AB | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 2. | AA | 5 | 7 | 12 | 16 | 75 | Good |
| 3. | AR | 3 | 5 | 8 | 16 | 50 | Bad |
| 4. | AM | 4 | 7 | 11 | 16 | 68.75 | Fair |
| 5. | DP | 7 | 7 | 14 | 16 | 87.5 | Very Good |
| 6. | DAL | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 7. | DAS | 2 | 5 | 7 | 16 | 43.75 | Bad |
| 8. | DH | 5 | 4 | 9 | 16 | 56.25 | Bad |
| 9. | EAP | 3 | 5 | 8 | 16 | 50 | Bad |
| 10. | EA | 3 | 3 | 6 | 16 | 37.5 | Fail |
| 11. | HS | 5 | 6 | 11 | 16 | 68.75 | Fair |
| 12. | MAR | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 13. | MAS | 5 | 6 | 11 | 16 | 68.75 | Fair |
| 14. | MR | 2 | 3 | 5 | 16 | 31.25 | Fail |
| 15. | MZA | 6 | 4 | 10 | 16 | 62.5 | Fair |
| 16. | RFZ | 4 | 4 | 8 | 16 | 50 | Bad |
| 17. | Rf | 3 | 4 | 7 | 16 | 43.75 | Bad |
| 18. | RSA | 3 | 6 | 9 | 16 | 56.25 | Bad |
| 19. | RA | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 20. | RB | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 21. | TUM | 3 | 4 | 7 | 16 | 43.75 | Bad |
| 22. | VJS | 7 | 5 | 12 | 16 | 75 | Good |
| 23. | WA | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 24. | YSA | 6 | 7 | 13 | 16 | 81.25 | Good |
| Total | |  |  | 229 |  | 1400 |  |

In computing the pre-test mean score of control group, the writer used the same formula which was used to count the pre-test mean score of experimental group. The result shows that the pre-test mean score of control group was 58.33. The result also shows that the pronunciation ability of experimental group and control group were nearly equal at the beginning where both group ability to pronounce English words which have diphthong sounds were low.

After finishing the pre-test to the students, the writer conducted the treatment which concerns on teaching diphthong sounds by using Tongue Twister game at experimental group. It took eight meetings where each meeting focused on 1 up to 2 sounds. The process of giving a treatment took 1x45 minute equals to 1 hour lesson time. On the other hand, the control group was taught by using conventional method.

In contrast with the pre-test, The post-test result of experimental group showed that there was a significant improvement on students’ pronunciation ability where the number of student who got score that classified as *very good* improved from 0 to 3 students, students who got score that classified as *good* improved from 7 to 10 students and students who got score which classified as *fair* improved from 4 to 9 students. However, there are 7 students who still could not reach score over than 60.

**Table 4:** The Post-test Result of Experimental Group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Initials | Obtained Score | | | Maximum Score | Standard Score | Category |
| Pronouncing Single Words | Pronouncing Tongue Twister Sentences | Total |
| 8 | 8 | 16 |
| 1. | AW | 6 | 6 | 12 | 16 | 75 | Good |
| 2. | AgM | 7 | 5 | 12 | 16 | 75 | Good |
| 3. | AA | 7 | 6 | 13 | 16 | 81.25 | Good |
| 4. | Amt | 5 | 7 | 12 | 16 | 75 | Good |
| 5. | BB | 6 | 6 | 12 | 16 | 75 | Good |
| 6. | FS | 5 | 4 | 9 | 16 | 56.25 | Bad |
| 7. | FA | 4 | 6 | 10 | 16 | 62.5 | Fair |
| 8. | Hr | 6 | 7 | 13 | 16 | 81.25 | Good |
| 9. | IAQ | 4 | 4 | 8 | 16 | 50 | Bad |
| 10. | KKL | 5 | 6 | 11 | 16 | 68.75 | Fair |
| 11. | KG | 4 | 6 | 10 | 16 | 62,5 | Fair |
| 12. | KR | 5 | 7 | 12 | 16 | 75 | Good |
| 13. | MIM | 5 | 6 | 11 | 16 | 68.75 | Good |
| 14. | MF | 5 | 4 | 9 | 16 | 56.25 | Bad |
| 15. | MDA | 6 | 5 | 11 | 16 | 68.75 | Fair |
| 16. | MAI | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 17. | MAA | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 18. | MY | 5 | 6 | 11 | 16 | 68.75 | Fair |
| 19. | NT | 7 | 7 | 14 | 16 | 87.5 | Very Good |
| 20. | OV | 3 | 4 | 7 | 16 | 43.75 | Bad |
| 21. | RX | 7 | 5 | 12 | 16 | 75 | Good |
| 22. | RE | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 23. | RIC | 7 | 7 | 14 | 16 | 87.5 | Very Good |
| 24. | SMA | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 25. | SA | 4 | 4 | 8 | 16 | 50 | Bad |
| 26. | WPD | 4 | 6 | 10 | 16 | 62.5 | Fair |
| 27. | YDC | 8 | 6 | 14 | 16 | 87.5 | Very Good |
| 28. | YAF | 6 | 5 | 11 | 16 | 68.75 | Fair |
| 29. | ZH | 6 | 6 | 12 | 16 | 75 | Good |
| Total | |  |  | 316 |  | 1975 |  |

The post-test of control group was conducted after passing 8 meetings of being controlled by the writer. Different from experimental group, the post-test result of control group showed that there was only a slight improvement on the students’ pronunciation ability. It can be seen on the results that 2 students got score which classified as *very good*, 2 students got score that classified as *good* and 8 students got score which classified as *fair*. It also showed that there are 12 students who still got score under 60.

**Table 5:** The Post-test Result of Control Group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Initials | Obtained Score | | | Maximum Score | Standard Score | Category |
| Pronouncing Single Words | Pronouncing Tongue Twister Sentences | Total |
| 8 | 8 | 16 |
| 1. | AB | 5 | 3 | 8 | 16 | 50 | Bad |
| 2. | AA | 4 | 7 | 11 | 16 | 68.75 | Fair |
| 3. | AR | 4 | 4 | 8 | 16 | 50 | Bad |
| 4. | AM | 6 | 5 | 11 | 16 | 68.75 | Fair |
| 5. | DP | 8 | 7 | 14 | 16 | 87.5 | Very Good |
| 6. | DAL | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 7. | DAS | 3 | 4 | 7 | 16 | 43.75 | Bad |
| 8. | DH | 6 | 6 | 12 | 16 | 75 | Good |
| 9. | EAP | 6 | 2 | 8 | 16 | 50 | Bad |
| 10. | EA | 1 | 3 | 4 | 16 | 25 | Fail |
| 11. | HS | 5 | 6 | 11 | 16 | 68.75 | Fair |
| 12. | MAR | 6 | 3 | 9 | 16 | 56.25 | Bad |
| 13. | MAS | 6 | 5 | 11 | 16 | 68.75 | Fair |
| 14. | MR | 2 | 3 | 5 | 16 | 31.25 | Fail |
| 15. | MZA | 5 | 5 | 10 | 16 | 62.5 | Fair |
| 16. | RFZ | 3 | 7 | 10 | 16 | 62.5 | Fair |
| 17. | Rf | 4 | 3 | 7 | 16 | 43.75 | Bad |
| 18. | RSA | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 19. | RA | 6 | 3 | 9 | 16 | 56.25 | Bad |
| 20. | RB | 4 | 5 | 9 | 16 | 56.25 | Bad |
| 21. | TUM | 3 | 4 | 7 | 16 | 43.75 | Bad |
| 22. | VJS | 6 | 7 | 13 | 16 | 81.25 | Good |
| 23. | WA | 6 | 4 | 10 | 16 | 62.5 | Fair |
| 24. | YSA | 6 | 8 | 14 | 16 | 87.5 | Very Good |
| Total | |  |  | 147 |  | 1418.75 |  |

From the post-test results, the writer found that the post-test mean score of experimental group was 68.10. By comparing the post-test with the pre-test, it can be seen that there was a significant improvement in students’ ability of pronouncing diphthong sounds after they received treatment from the writer. The results also showed only 7 of 29 students in experimental group had a score less than 60. It means that 76 percent of the experimental group students had improved after being treated by the writer. In contrast, the post-test mean score of control group was 59.12. which mean that there is no significant improvement in students’ pronunciation mastery in control group. The ability of control group students was still bad. Unlike the post-test result from experimental group, there was only a slight improvement in the result of control group post-test where less of students in control group had improved. The improvement that was found in some of control group students could not affect the result. The result shows that post-test result of control group was still a bit similar to their pre-test results which stated that 12 of 24 students of control group still had a score under 60. It means there was not much improvement in students’ pronunciation mastery specifically in diphthong sounds.

After gathering all the data of experimental and control groups. The writer calculated the score of deviation and square deviation score from both classes. The writer found that the score of deviation of experimental group was 306.25 and the square deviation score of experimental group was 7382.77. On the other hand, the score of deviation of control class was 18.75 and the square deviation score of control class was 820.3.

Moreover, in order to gain the t-counted score, the writer needs to analyze the significance difference of both groups statistically by using the t-test formula which is proposed by Arikunto (2006). By applying the t-test formula, the writer found that the t-counted score of this research was 4.27.

In measuring whether the t-counted is higher than t-table or not, the writer measure the t-table by applying the degree of freedom (df) = Nx + Ny – 2 = 29 + 24 – 2 = 51 with the level of significance 0.05 for two-tailed test. The writer computed the t-table score in Microsoft Excel 2010 with the formula of =TINV(0.05;51) because (df) 51 is not listed in the table. The writer found that the t-table is 2.008 which was lower than t-counted. In conclusion, the hypothesis of this research which states that tongue twister is useful in teaching diphthong sounds to the eleventh grade students’ of Software Engineering Program at SMK Negeri 3 Palu was accepted.

**DISCUSSION**

By doing the preliminary research before conducting the research, the writer found that it was difficult for most of the students to pronounce English words consisting of vowel sounds specifically in diphthong sounds. It happened because most of the students’ learning materials did not much concern on pronunciation aspect. It focused only on the way of organizing their speaking accurately not on the way of managing their pronunciation appropriately.

Based on the result of the students’ pre-test, it can be seen that experimental and control groups had difficulties in pronouncing the given words and sentences in the test. The most difficult diphthong sound for them was /əʊ/. 27 or 93 percent of experimental group students failed to pronounce /əʊ/. Meanwhile, there were 25 or 86.2 percent of experimental group students failed in pronouncing sound /ʊə/, 24 or 82.7 percent of experimental group students made a mistake in pronouncing sound /eə/, 21 or 72.4 percent of experimental group students failed to pronounce sound /ɪə/, 14 or 48 percent of experimental group students failed to pronounce sound /aʊ/, 4 or 13.8 percent of experimental group students also failed to pronounce sound /aɪ/, and no one in experimental group was failed to pronounce sounds /eɪ/ and /ɔɪ/. Like experimental group, 22 or 91.7 percent of control group students failed to pronounce /əʊ/. Whereas, 21 or 87 percent of control class students failed to pronounce /ʊə/, 20 or 83.3 percent of control group students failed to pronounce sound /eə/, 19 or 79 percent of control group students failed to pronounce /ɪə/, 13 or 44.8 percent of control group students failed to pronounce sound /aʊ/, 2 or 8.3 percent of control group students also failed to pronounce sound /aɪ/, and no one in control group was failed to pronounce sound /eɪ/ and /ɔɪ/.The reason why most of students in both groups were usually pronounced /oʊ/ rather than /əʊ/ because they were influenced by American English the most. In fact, the Standard English which was used on their lesson book was British English.

During the treatment, the writer taught pronunciation in eight consecutive meetings. In each treatment, the writer explained the objective which would be expected. The writer explained about the tongue twister and diphthong sounds. The writer used tongue twister game as a practice in order to develop students’ pronunciation of diphthong sounds and to measure the usefulness of tongue twister game in teaching pronunciation specifically in diphthong sounds. The writer applied tongue twister into game by inviting all the students to pronounce the given tongue twister sentences which was pointed by the writer repeatedly. The students would stop to pronounce the tongue twister sentence if the writer pointed some words in the given tongue twister sentences. The students were individually guessing whether the pointed word has diphthong sounds or not and they were needed to mention the kind of diphthong sounds which occupied in the pointed word if the pointed word has diphthong sounds. In each meeting, the writer found that there is a progess of improvement in students pronunciation after he applied tongue twister game technique to the students even though some of them still cannot pronounce the given words on their own.

Furthermore, the students in both experimental and control groups had the post-test after having eight meetings. The post-test result in experimental group showed that about 76 percent of them could reach score over than 60 which means that most of the students in experimental group could pronounce the diphthong sounds well. Even though /əʊ/ still became the most difficult sound to pronounce, the percentage of error in pronouncing /əʊ/ was reduced from 27 students (93 percent) to 23 students (79.3 percent). In contrast with pre-test, the most difficult sound after /əʊ/ was /eə/ because 20 or 68.9 percent of experimental group students failed to pronounce it. 17 or 58.6 percent of experimental group students failed to pronounce sound /ʊə/, 8 or 27.5 percent of experimental group students failed to pronounce sound /ɪə/, 1 or 3.4 percent of experimental group students failed to pronounce sound /aʊ/ and no one in experimental group was failed to pronounce sounds /aɪ/, /eɪ/ and /ɔɪ/. It indicates that there was an improvement in experimental group students’ pronunciation ability of diphthong sounds after they received the treatment. On the other side, the post-test result of control group showed that there was only 46 percent of control class students could get score over than 60 from the given test. The same as experimental group, sound /əʊ/ was also became the most difficult diphthong sound to pronounce. The writer found that the percentage of error in pronouncing /əʊ/ was 91.7 percent or 22 students of control group failed to pronounce sound /əʊ/. 83.3 percent or 20 students of control group failed to pronounce sound /eə/, 75 percent or 18 students of control group failed to pronounce sound /ʊə/, 58.3 percent or 14 students failed to pronounce sound /ɪə/, 41.6 percent or 10 students of control group failed to pronounce sound /aʊ/, 12.5 percent or 3 students of control group failed to pronounce sound /aɪ/, 4.2 percent or 1 of control group students failed to pronounce sound /eɪ/, and no one in control group was failed to pronounce sound /ɔɪ/.

By comparing pre-test and post-test of both groups, it can be seen on the table 4.5 and 4.6 that there is a significant difference among them. The comparison of pre-test and post-test results showed that the students’ pronunciation skill in experimental group specifically in diphthong sounds was significantly improved rather than students’ pronunciation skill in control class. The t-counted result (4.27) is greater than the t-table (2.008). From the findings, the writer concluded that tongue twister is useful in teaching diphthong sounds to the eleventh grade students majoring in Software Engineering Program at SMK Negeri 3 Palu

The finding of this research is in line with the result of the research cunducted by Prošić-Santovac (2009). She has proven that tongue twister could be useful in EFL learning. It means that tongue twister can improve the EFL learners pronunciation ability because pronounciation is one of important aspects which should be learned by them. in her studies, Prošić-Santovac found that 73.5 percent of total correspondent of her research gave a positive respond related to the implementation of tongue twister in learning process.

**CONCLUSION**

Based on the result of the test, the writer found that the students’ pronunciation improved. It was proven by looking at the mean scores before and after the treatment. The mean scores between the experimental group and control group were equal in pre-test but after passing 8 meetings with different treatment, the mean score of experimental class was developed significantly rather than the mean score of control group. The mean score of experimental group was improved from 57.54 to 68.10. Where control group’s mean score was moved from 58.33 to 59.11. In order to measure whether the improvement is significant or not, the writer compared the t-counted and the t-table. The results show that the t-counted (4.27) was higher than the t-table (2.008). The results of this research also supported by the previous studies. In conclusion, tongue twister game is useful in teaching diphthong sounds for the eleventh grade students of software engineering program at SMK Negeri 3 Palu. The usefulness of tongue twister game in teaching diphtong sounds also means that the use of games in teaching are able to motivate students in learning because it gives a memorable experience for them where they can interact actively and feel the tension when they are competing with their mates. The use of games in teaching also simultaneuosly improves the students’s mastery of the focused subject because it requires the students’ knowledge in order to win the game and beat others.

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