

THE USED OF MORPH IN WORD PRONUNCIATION THROUGH 'TONGUE TWISTER' GAME

Fahmi Tri Prastyo¹, Intan Satriani²

IKIP Siliwangi, Jl. Terusan Jend. Sudirman, Cimahi, Indonesia

¹ fahmitri71@student.ikipsiliwangi.ac.id, ² Intan.satriani@yahoo.co.id

Abstract

One of the basic skills in English is Speaking. In speaking, students have to know the pronunciation of the word. For some students, pronouncing words can be problematic. Morph can help the students to do the correct pronunciation because, with morph, the students can learn pronunciation through phonetic symbols. With tongue twister, learning morph can be interesting. This research method was action research where the researcher conducted a test on the participants. The researcher did this research In English Department Study Program at Private University in Cimahi. The participants of this research were students in the 5th semester. The researcher gave the participants three levels of Tongue Twister to know either the vowel or consonant have more errors when it is pronounced. After did the research, the researcher got the data. The researcher found that /ð/ symbol and /f/ symbol often error while the participants read the tongue twister. Thus, with Tongue Twister, teaching word pronouncing can be more attractive and can replace the general teaching method.

Keywords: Pronunciation; Morph; Tongue Twister Game

INTRODUCTION

Language is something that makes people can communicating with each other. Language has a fundamental role in human life. Because with language, people can communicate, express their idea, or interact with others. It is the same with the statement of Douglas Brown, which cited in Rohman (2016) that language is an abstract vocal, written, and gestural symbol that makes people speak naturally to each other. Vygotsky (year cited in Çakıroğlu, 2018) states that language is one of the most fundamental instruments of human improvement and cultural development. However, every country of this world has so many different languages but, the world has several international languages. One of them is English. Thus, learning about language, especially English, is necessary. Associated with the importance of learning a language, students in elementary school, junior and senior high school, or even students on a higher level have to study about language. Speaking is one of the four English skills that students have to master that skill. In English speaking, the students required to speak English properly. They have to pronounce the word correctly to avoid miss understanding when they speak English. Often, the teacher in class does not explain the speaking material accurately, which causes some students not to understand how to pronounce the word accurately, which will be difficult for the students to speak clearly. This statement is in line with the point of view of Elliot, (year cited in Gilakjani and Sabouri, 2016) that speaking is a very fundamental subject for students' speaking ability. But, many teachers do not teach it accurately. Good pronunciation of the students affects their great learning. Inversely, the pronunciation of a poor word of the students will affect their bad language learning (Pourhosein Gilakjani, 2012 cited in Ahmad, 2019).

If the students can not understand how to pronounce a word, thus the researcher believes that morph can help them comprehend it. Morph itself is a form of a word or sentence physically defining some morpheme in a language (Efransyah, 2019). Morph is divide into two types there are free morph and bound morph. Free morph is a morph that can stand alone. It is also called lexical morph. For example, the verb *run*, the adjective *smart*, or the noun *book* are free morph or lexical morph. This kind of morph is the same as a root word. A morph that can not stand alone is called bound morph or grammatical morph. In the bound morph, a root word have to be attached by adding other elements. Such as adding the suffix *-ly*, *-able*, *-tion*, and so on, or adding a prefix *-un*, *-re*, *-anti*, and the other prefix, and it can be a plural form if added *-s* after the root word. In English Department Study Program at Private University in Cimahi. 5th-semester students have learned about phonetics which can help them to pronounce the word with phonetics symbol. The phonetics symbols of the word can make the students speak clearly in English because it requires them to pronounce according to its pattern. It should be an easier way to practice the students' pronunciation if they have understood the phonetic symbol itself. McNeill, in her article, states that the awareness of phonological is the skill to analyze and manipulate the sounds structure of the word (McNeill, 2018). Unfortunately, some students still can't understand how to pronounce the word. Because they choose to learn word pronunciation through an application that can analyze the word, and the application can sounding the proper pronunciation. It can be easier than they have to identify the phonetics symbol of the word. Again, a media can take the function of another thing. Thus it can replace how to pronounce the word with the phonetic symbol. To know how far the students can recognize the words in a sentence or a text, the researcher provides it with a fun way using a game named Tongue Twister. Karker (year quoted in Sitoresmi, 2016) states that Tongue Twister is a text which consists of a combination of the word that very hard for the mouth and the tongue to produce and control the sound. The tongue twister game is not just for the kids, but it also can be used for teenagers or adults to learn about word pronouncing. The Tongue Twister game even can be used for an actor, politician, news anchor, or public speaker who wants to speak clearly. It can help the speaker to warm up before they go to the public. Another benefit from using this game is speakers can communicate without feeling doubt or stuttering. New research has explained why tongue twister is hard to play sometimes. It found that the brain works split-second and divide into two works. Brain-control works to coordinate the tongue and the jaw to produce the symphony. It also controls the voice and the larynx to articulate the word that the speaker speaks. The researcher team from the University of California, San Fransisco state that those who have a speech disorder helped by the Tongue Twister game. Tongue Twister can be a promising technique for the student in a school. It proved from the previous study by Turumi, Jamiluddin, and Salehuddin (year cited in Mu'in, Amrina, and Amelia, 2017) the implementation of a tongue twister in the eighth-grade of junior high school can be a promising technique to teach pronunciation to the student. Some students agree that tongue twister is more interesting than ordinary methods (Fatimah, Lindawati, & Mardiana, 2020). The implementation of a tongue twister in a higher level has implemented by Sitoresmi in the pronunciation class. He found that tongue twister can improve the pronunciation skills of the students.

In line with the explanations above, the researcher gives this article a title named 'The Used of Morph in Word Pronouncing in 'Tongue Twister' Game' as the topic because there are some reasons, as follows :

- a. Some students can not pronounce some words correctly, and their speaking skills are still low even though they had already at a higher educational level.
- b. The researcher wants to show that there is some benefit that the participant can get through this method.

So, the purpose of this research: To show either vowel or consonant that often error in pronunciation; To know how far the students can recognize the morph of the words in a sentence or a text.

METHOD

The research method used by the researcher was action research. According to the statement of Harmer (presented in Rohman, 2016), action research is the research to improve the aspects of the teaching material. Action research also can figure out the success or the suitability of particular activities and actions to reach the teaching objectives, in line with that, Amin et al. state that one of the aspects of action research focused on problems that are related to the educational field. Also, action research conduct to improve the understanding of the students about the practice. There is a cycle that involves any steps and done systematically (Amin, Rashid, and Teh, 2019). According to the statement of Harmer above, the researcher concludes that action research is the procedure that can develop the process of teaching and learning activity or develop the comprehension of the students to the subject. Kemmis and McTaggart designed the steps of this action to reach the research objectives when doing this research method, there are planning (identify the problem of the participants), acting (save the data), observing (analyzed the gained information), and reflecting (make and develop an action) (Rohman, 2016). The researcher did this research in a private University in Cimahi, West Java. The researcher has involved three female students and three male students in the same class as the participants of this research. To conduct this research, the researcher gained the data through a test to the participants. The researcher collected the consonant and the vowels of the tongue twister after the participants have read it by recording their voice to find the problem. A test is a method for counting the competence of the participants, understanding, skill and, ability of talent from an individual or group to gain the data (Rohman, 2016). The researcher tested the participants by reading the tongue twister within three levels of it and recorded the voice of the participants. The researcher conducted the test in two cycles. The researcher implemented the use of tongue twister to the participants. The researcher started by explaining the definition of morph, then the researcher explained the tongue twister and how the tongue twister worked. The researcher tested the participants one by one in order to not make any deception to them. For the first cycle, the researcher gives the participant three levels of a tongue twister in a paper that has to be read by the participant. Then, the researcher asked the participant to read aloud the tongue twister as a practice. If the participant ready, then the researcher will record it. As for the second cycle, If there are any mistakes in pronouncing the word of the tongue twister, then the researcher will show the mistake to the participant. After that, the researcher corrected it, and the participants have to listen and repeat after the researcher. The researcher asked the participant to repeat the tongue twister and recorded it for the second time. The instrument used in this research is a paper that contains three levels of a tongue twister. Down below are the tongue twisters which the researcher use.

*Table 1. Tongue Twister A
She sells sea shells by the sea shore*

Vowel		Consonant	
Vowel	Word	Consonant	Word
/i/	She, sea	/ʃ/	She, Shells, Shore
/ɛ/	Sell, Shell	/s/	Sells, Shells, Sea,
/aɪ/	By	/l/	Sells, Shells

/ɔ/	Sh <u>o</u> re	/z/	S <u>e</u> lls, Sh <u>e</u> lls
		/b/	by
		/ð/	<u>th</u> e
		/r/	Sh <u>o</u> re

The first tongue twister just consists of 8 words, 13 consonants, and 8 vowels. In this tongue twister, the object has to distinguish the /ʃ/ and /s/ symbol in word 'she' 'sell' 'seashell' and 'seashore'.

Table 2. Tongue Twister B

*I'm not a pheasant plucker,
I'm a pheasant pluckers son.
And I'm only plucking pheasants
'till the pheasant plucker comes.*

Vowel		Consonant	
Vowel	Word	Consonant	Word
/aɪ/	I'm	/m/	I <u>m</u> , com <u>e</u> s
/ɑ/	<u>N</u> ot	/n/	<u>N</u> ot, pheas <u>a</u> nt, s <u>o</u> n, o <u>n</u> ly
/ə/	<u>a</u> , pheas <u>a</u> nt, pheas <u>a</u> nts, pluck <u>e</u> r, pluck <u>e</u> rs, <u>th</u> e	/t/	Pheas <u>a</u> nt, Pheas <u>a</u> nts, not, 't <u>i</u> ll
/ɛ/	Pheas <u>a</u> nt, pheas <u>a</u> nts	/f/	<u>P</u> heas <u>a</u> nt, <u>P</u> heas <u>a</u> nts
/ʌ/	Pluck <u>e</u> r, pluck <u>e</u> rs, pluck <u>i</u> ng, s <u>o</u> n, com <u>e</u> s	/z/	Pluck <u>e</u> rs, com <u>e</u> s
/æ/	<u>A</u> nd	/p/	<u>P</u> lucker, pluck <u>e</u> rs, pluck <u>i</u> ng
/oʊ/	<u>O</u> nly	/l/	<u>P</u> lucker, pluck <u>e</u> rs, pluck <u>i</u> ng, 't <u>i</u> ll, o <u>n</u> ly
		/k/	Pluck <u>e</u> r, pluck <u>e</u> rs, pluck <u>i</u> ng, com <u>e</u> s
		/r/	Plucker, pluck <u>e</u> rs
		/s/	Pheas <u>a</u> nts, s <u>o</u> n
		/d/	<u>A</u> nd
		/ŋ/	Pluck <u>i</u> ng
		/ð/	<u>T</u> he

The second tongue twister is consist of 20 words, 51 consonants, and 28 vowels. In this level, the object has to read carefully because there are some words which can deceive while the object read it such as 'Ph' word that have to be pronounced as 'f'.

Table 3. Tongue Twister C

*a flea and a fly in a flue
 said the fly
 "oh what should we do?"
 said the flea "let us fly"
 said the fly "let us flee"
 so they flew
 through a flaw in the flue*

Vowel		Consonant	
Vowel	Word	Consonant	Word
/ə/	<u>A</u> , the, the <u>y</u>	/f/	<u>F</u> lea, <u>f</u> lew, <u>f</u> lee, <u>f</u> ly, <u>f</u> lue, <u>f</u> law
/æ/	<u>A</u> nd	/l/	<u>F</u> lea, <u>f</u> lew, <u>f</u> lee, <u>f</u> ly, <u>f</u> lue, <u>f</u> law, <u>l</u> et
/aɪ/	F <u>l</u> y	/n/	<u>A</u> nd, <u>i</u> n
/ɪ/	<u>I</u> n	/d/	<u>A</u> nd, <u>s</u> aid, <u>s</u> hould, <u>d</u> o
/u/	Flew, <u>f</u> lue, <u>d</u> o, <u>t</u> hrough	/s/	<u>S</u> aid, <u>s</u> hould, <u>u</u> s, <u>s</u> o
/ɛ/	<u>S</u> aid, <u>l</u> et	/ð/	<u>T</u> he, <u>t</u> hey
/oʊ/	<u>O</u> h	/w/	<u>W</u> hat
/ʊ/	<u>S</u> hould	/t/	<u>W</u> hat, <u>l</u> et
/ʌ/	<u>W</u> hat, <u>u</u> s	/ʃ/	<u>S</u> hould
/ɔ/	<u>f</u> law	/θ/	<u>T</u> hrough
/i/	<u>F</u> lea, we, <u>f</u> lee	/r/	<u>T</u> hrough

The last level of tongue twister is consist of 37 words, 52 consonants, and 35 vowels. In this last level, the object has to distinguish the vowel /i/, /aɪ/, /u/, and /ɔ/ in word 'flea', 'fly', 'flue', 'flaw', and 'flee'.

RESULTS AND DISCUSSION

Results

This research was action research to use the Tongue Twister game as an instrument to test the participants. This research was in two cycles and was on the same day, on 6th October 2019. Down below, the researcher explains how to conduct this research.

Cycle 1

In the first cycle, there are three steps that the researcher took, as follows:

1. Planning

researcher plan what tongue twister which fits with the level that will be given to the participant and fit with their background knowledge, after that the researcher prepares three levels of tongue twister in a paper, the data paper.

2. Acting

The first step in acting is the researcher explain what the tongue twister itself to the participants, then the researcher asks the participants to separate from other participants with the researcher and starts to read the tongue twister while the participant reading, the researcher records them to save the data. If the participant had done, then the researcher analyzes the audiotape and writes the phonetic symbol which error when the participant read the tongue twister, then the researcher let the participant know their fault.

3. Observing

After having the data, the researcher did the observing step. In this step, the researcher observes the error and get the data, as follows :

Tongue Twister	The Error of Participants						Phonetic symbols are most often wrong when pronounced
	1	2	3	4	5	6	
<i>She sells sea shells by the sea shore</i>	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/
<i>I'm not a pheasant plucker, I'm a pheasant pluckers son. And I'm only plucking pheasants 'till the pheasant plucker comes.</i>	/f/	/f/	/f/	/f/	/f/	/f/	/f/
<i>a flea and a fly in a flue said the fly "oh what should we do?" said the flea "let us fly" said the fly "let us flee" so they flew through a flaw in the flue</i>	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/
	/ε/	/k/		/Λ/	/ð/	/Λ/	
		/Λ/		/ð/		/ð/	
		/ð/					
	/θ/	/θ/	/θ/	/θ/	/θ/	/θ/	
		/s/		/ɔ/	/u/	/l/	
		/u/		/ɔ/		/u/	
		/r/				/ɔ/	
		/u/					
		/ɔ/					

Cycle 2

1. Planning

As an evaluation of the first cycle, the researcher set the best way to correct the error morph of the participants. To confirm some errors in the morph pronounce by the participants, the researcher replayed the audiotape and wrote it down on a field note.

2. Acting

The researcher showed the participants about their errors and told them the correct pronunciation. Then, the researcher asked the participants to read the tongue twisters for the last time as a final result. While participants read the tongue twisters, the researcher recorded the voice of the participants for gained the final data in cycle two.

3. Observing

For the second time, the final data has gained as follows:

Tongue Twister	The Error of Paticipants						Phonetic symbols are most often wrong when pronounced
	1	2	3	4	5	6	
<i>She sells sea shells by the sea shore</i>	/ʃ/	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/
<i>I'm not a pheasant plucker, I'm a pheasant pluckers son. And I'm only plucking pheasants 'till the pheasant plucker comes.</i>	/ɛ/	/f/	/f/	/f/	/f/	/ð/	/f/
<i>a flea and a fly in a flue said the fly "oh what should we do?" said the flea "let us fly" said the fly "let us flee" so they flew through a flaw in the flue</i>	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/	/ð/
	/θ/	/aɪ/	/θ/	/θ/	/θ/	/θ/	
		/u/		/ʊ/		/ɔ/	
				/ɔ/			

Discussion

The researcher got the data from implementing the use of tongue twister in this research. The result shows that the phonetic symbol which most often wrong when pronounced in the first cycle in tongue twister level one was /ð/, in the second level was /f/, and in the last was /ð/. The researcher could know that it is all consonant. After evaluating from the first cycle, the researcher gained the final data of the participants. It turned out that the phonetic symbol that most often wrong was the same as in the first cycle, which are /ð/, /f/, and /ð/. The researcher concludes that some words that contain consonant phonetic symbols are hard to pronounce. Also, from the data, we could know that almost all participants understand how to pronounce the vowel phonetic symbols. In truth, they have already understood how to pronounce the consonants IPA as well. But when it appears in some words, they can not pronounce it correctly. For the students, they have to learn more about how to pronounce consonant phonetic symbols. And for the lecturers, they have to teach the student about consonants phonetic symbols more to make the students understand how to pronounce the consonant correctly. Lecturers can use tongue twisters to make students not feel bored with the general strategies used to make their students understand the pronunciation itself and let students know how to pronounce vowels or consonants of words in sentences. Besides that, using tongue twister can be a fun way or fun strategy to teach the students.

CONCLUSION

In this article, the researcher implemented the tongue twister by testing the participants through tongue twisters to show either vowel or consonant that often error in pronunciation and know how far the students can recognize the morph of the words in a sentence or a text. The participants have to read the tongue twister, and the researcher recorded it. Then the researcher got the data. The data found that /ð/ symbol and /f/ symbol often error while the participants read the tongue twisters.

ACKNOWLEDGMENTS

First of all, the researcher wants to give a big thanks to our God, Allah SWT who give the researcher strength, grace, direction, and inspiration to the researcher to finishing this article with the title 'The Used of Morph in Word Pronunciation in 'Tongue Twister' Game'. This article can not be complete without guidance, advice, and suggestion from the supervisor, the researcher wants to give a huge thanks to Mrs. Intan Satriani, M.Pd. The researcher would give a big thanks as well to the participants because, without any help and cooperation with the participants, the researcher can not get the data.

REFERENCES

- Ahmad, Y. B. (2019). Problems and Strategies in Teaching Pronunciation on English Department Student. *JUDIKA (JURNAL PENDIDIKAN UNSIKA)*.
- Amin, M. Z. M., Rashid, R. A. B., & Teh, K. S. M. (2019). Investigating issues and challenges in employing action research for teacher training in Malaysian context. *International Journal of Education and Practice*. <https://doi.org/10.18488/journal.61.2019.71.30.40>
- Çakıroğlu, A. (2018). The language acquisition approaches and the development of literacy skills in children. *International Electronic Journal of Elementary Education*, 11.
- Efransyah. (2019). *morphosyntax*. Cimahi: IKIP Siliwangi.
- Fatimah, S. N., Lindawati, R., & Mardiana, W. (2020). The Effectiveness of Using Tongue Twister Technique to Teach Pronunciation to EFL Students. *MAJELIS: Majapahit Journal of English Language Studies*, 1.

- Gilakjani, A. P., & Sabouri, N. B. (2016). How Can EFL Teachers Help EFL Learners Improve Their English Pronunciation? *Journal of Language Teaching and Research*, 7.
- McNeill, B. (2018). Improving preservice teachers' phonemic awareness, morphological awareness and orthographic knowledge. *Australian Journal of Teacher Education*. <https://doi.org/10.14221/ajte.2018v43n1.2>
- Mu'in, F., Amrina, R., & Amelia, R. (2017). Tongue Twister, Students' Pronunciation Ability, and Learning Styles. *Arab World English Journal*, 8. <https://doi.org/10.24093/awej/vol8no4.25>
- Rohman, M. (2016). *the Use of Tongue Twister Technique To Improve Efl Students ' Pronunciation Education*. Education and Teacher Training Faculty Walisongo State Islamic University Semarang.
- Sitoresmi, U. (2016). Tongue twisters in pronunciation class. *Prosiding ICTTE FKIP UNS 2015*, 1(1).