

Strategies to develop French pronunciation using *virelangue*

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ABSTRACT

This article examines the effectiveness of *virelangue* as a strategy to overcome phonetic interference in beginners who have never studied French. This case study qualitative research used pre-test and post-test strategies to see the development of pronunciation from each trial, then analyzed the tests results using the theories of phonetics and phonology by Léon (1993) and Chaer (2009), the analysis of language errors by Tarigan & Tarigan (2011), and the theory of interference by Weinreich (2011). The results indicate that there is interference called phonetic treatment of borrowed words. The most difficult sounds to pronounce are [ɛ̃] and [ʒ]. Due to the limited knowledge of the research subjects, there is also hypercorrection. During these trials, there is a development of pronunciation that improved the research subjects accomplishment from average to outstanding. Asian language studies students, learning more difficult sounds, were the only group pronouncing the *virelangue* correctly in the last trial.

Keywords: *virelangue*, reading aloud, phonetics, interference, pronunciation

Article history

Submitted:
31 December 2021

Accepted:
29 August 2022

Published:
28 September 2022

Citation (APA Style):

Dewa, A. N. & Laksman-Huntley, M. (2022). Strategies to develop French pronunciation using *virelangue*. *Diksi*, 30(2), 99-108. <https://doi.org/10.21831/diksi.v30i2.46770>.

INTRODUCTION

In the learning process of new languages, pronunciation is one of the most important aspects of basic language learning, especially French language which has some rules that other languages do not have. Mispronunciation can cause a change in meaning of every word or sentence, for example the word *poisson* 'fish' which is read with [pwazɔ̃] is different from *poison* 'poison' which is read with [pwazɔ̃] or the word *vois* (from the *voir* form) which is read as [vwa] 'to see' has different meaning with *fois* which is reads as [fwa] 'times'. Léon (1993) stated that French has 21 consonants and 12 vowels while according to Chaer (2009) Indonesian has 24 consonants and 10 vowels. Their consonants and vowels are not exactly similar. French [ʒ], [R] and [ɥ] do not have sound equivalents in Indonesian. There is no nasal vowel in Indonesian. Moreover, Indonesian sounds are mostly symbolized by one letter while French sounds can be symbolized by even more than 2 letters such as [lo] *l'eau*.

Therefore, Indonesian French beginners could have the potential to do mispronunciation in the form of Interference, the deviation of languages norm in usage as the effect of bilingualism towards another language (Weinreich, 2011). From this mispronunciation in the form of interference, they also tend to make mistakes in the form of hypercorrections or mistaken corrections to text made through a desire to avoid nonstandard pronunciation. Mispronunciation is also known as interference, a deviation from the norm of one of the languages that is being studied by bilingual speakers. This deviation happens because of the closeness between one language and another, causing language contact. Weinreich (2011) classifies the types of phonological interference into three types: phonemic under- and over-differentiation, or a type of pronunciation error when L1 speakers have difficulty distinguishing some sounds of L2, for example, in French, there are sounds [u] and [y], while in Indonesian there is only [u]; diffusion of phonetic fashions or pronunciation errors that happen because the sounds of the L2 language

do not have equivalents in L1, for example Indonesian speakers will try to pronounce some French vocabulary containing nasal vowels such as *son* [sɔ̃] ‘sound’ or *pain* [pɛ̃] ‘bread’ as [sɔŋ] and [pɛŋ] as heard with [ŋ] (*ng* in written Indonesian) at the end of the word; and phonetic interference treatment of borrowed words or a type of pronunciation error that occurs if there are lexical elements L1 and L2 look similar so that speakers still feel foreign to the pronunciation. For the last type, the word *sympathisants* in French, for example, exists in Indonesian *simpatisan*. If the L1 speaker pronounces *sympathisants* with /simpatisan/, it can be concluded that the speaker has experienced phonetic treatment of borrowed words because the word should have pronounced as /sɛ̃patizã/.

Interference has been studied several times in other languages. Barrios et al (2019) found that the availability of phonological features of the language that a person is able to speak is not something crucial or can be used to predict the learning outcomes of a language. Riswani (2019) also investigated the phonological interference of the Bugis Sinjai language on the English language by students and teachers in one of the high schools in Sulawesi. She found that the influence of the Indonesian language is predominant than the interference from the mother tongue. Moreover, mispronunciation was also experienced similarly when beginners were learning French. These interferences are influenced by their mother tongue, and it could affect their pronunciation. El Saadani (2016) found that French and Arabic languages have totally different sounds. Thus, it is important to consider a new methodology to study French vowels, especially for students of the French department of the University of Libya as their research subjects. Harianja (2017) investigated the errors in using *liaison* in *lettre muette* to improve the ability to read French sentences loudly. Perdana & Laksman-Huntley (2019) who examined the interference of the Indonesian phonemes /s/ and /ʃ/ in learning French to students of French Studies at Universitas Indonesia found that the way Indonesian words are pronounced the same as written also affects the occurrence of interference. In addition, the research of Meidi & Laksman-Huntley (2020) about the mother tongue interference in French vowel pronunciation by students of two different institutions found that the most common interference in all research subjects is the substitution of French phonemes with Indonesian phonemes, due to the influence of Indonesian speakers' habits who tend to read according to what is written.

The findings of all these studies indicate that pronunciation errors or interference made on research subjects can happen due to the tendency of language habits in their mother tongue, other languages that they speak, or their limited knowledge of the new language. However, these studies only examine pronunciation errors without providing a solution for developing the pronunciation of the research subjects.

In addition, there are also studies that analyzed various developments in foreign language pronunciation using *Duolingo*. This application is free to download and provides simple language training for beginners. Research about *Duolingo* has also been studied many times. Gerova (2019) discussed the advantages and disadvantages of the *Duolingo* learning app as one of the methods for beginners to learn new languages. Ajisoko (2020) investigated the effectiveness of using *Duolingo* in developing English language learning for students at Tarakan University, Borneo. The findings from these two studies indicate that *Duolingo* is used as a popular digital learning method, especially for foreign language beginners. These two studies also stated that digital education products are able to increase learning motivation for beginners. However, *Duolingo* only serves one-way learning compared to *virelangue* or tongue twisters, which is two-way learning needing a tutor.

Virelangue or tongue twisters can be considered as a challenging and fun word game. It can be used to improve learners' pronunciation. Based on Petit Robert online dictionary, *virelangue* is a phrase or sequence of words containing phonetically close syllables that must be pronounced quickly without making any mistakes, while Karlson (2009) concludes that *virelangue* is the repetition of sounds from a collection of similar consonants and vowels. In English, tongue twisters are also easy to find, for example, “How can a clam cram in a clean cream can?” or “How much wood would a woodchuck chuck if a woodchuck could chuck wood?”.

This word game could be an alternative for teachers to improve their students' pronunciation, since they cannot avoid pronunciation errors, especially if they are bilingual. *Virelangue* also functions to test the language proficiency of beginners. In overcoming

pronunciation errors, exercises are essential. Thus, beginners become familiar with pronouncing words properly in a foreign language. As mentioned before, French is a language that significantly differs in sound from Indonesian. Hence, pronunciation errors made by beginners often happen.

Using *virelangue* as the method to overcome pronunciation errors has been studied by some researchers. Uyun & Kumalarini (2014) found that tongue twisters can help students adapt to a foreign language's sounds since it involves brain activity. However, the research does not involve the teacher's role to help the mispronounce. Thus, the results obtained are less than maximal. Korolkova et al. (2015) examined phonetic skills development in teaching the basic Russian language to foreigners using tongue twisters. Mu'in et al. (2017) have researched the role of tongue twisters in improving pronunciation in foreign speakers through the two characteristics of active learning styles and reflective style. Putri (2018) discussed gradually learning English using a tongue twister for students at SMPN 19 Pontianak using the classroom action research method. Ambarwati (2020) has not found the effectiveness of one shoot *virelangue* among year 11 students.

Our research is a further study of "*Virelangue* sebagai Strategi Mengatasi Interferensi Fonetik" which will be published in the proceeding of INUSHARTS Symposium 2021. The previous research examines the ability of ten novice speakers who have never studied French to pronounce *virelangue*. The results showed that the pronunciation ability of the beginners could be fixed with *virelangue*.

On the contrary of *Duolingo*, the findings of the studies above show that *virelangue* has a characteristic owing to the fact that the pronunciation is challenging since the similarity of the sounds contained in one sentence. In addition, to ensure that *virelangue* is correctly pronounced, it needs the teacher's role who is proficient in pronouncing the *virelangue* or the language, thus there will be an interaction.

To fill in the gap from the previous researches, this article will discuss the effectiveness of *virelangue* as a method of improving the pronunciation of French language for Indonesian speakers at the beginner level consisting of groups of non-language student, French students, Asian language students and European language student using Weinreich theory of interference (2011). Each group consists of 3 students who were beginners with the age range from 19 to 23 years and had 2 types of criteria: they are not students of the French study program and first-year in French studies students who have never studied French before. The purpose of this study is to examine the *virelangue* potential in improving the ability to read aloud French for beginners and examine the differences between research subjects who are students but never learned French and French Studies students in the Faculty of Humanities Universitas Indonesia.

METHOD

This case study qualitative research used pre-test and post-test strategies to see the development of pronunciation from each trial, then analyzed the tests results using the theories of phonetics and phonology by Léon (1993) and Chaer (2009), the analysis of language errors by Tarigan & Tarigan (2011), and the theory of interference by Weinreich (2011). Research subjects imitate first the pronunciation according to the given French language basic sounds rule and then pronounce the two *virelangue* source-sentences taken from *TV5 Monde* website in the rubric of French learning at a slow tempo ("*douze douches douces*" -'twelve gentle showers' and "*qui sont ces six singes suisses*" -'who are these six swiss monkeys?'). This stage was also an opportunity for research subjects to discuss things that they might still not understand about the sentences or how to pronounce certain sounds in French before continuing the test every week for three weeks.

RESULTS AND DISCUSSION

The potential of virelangue in pronunciation practice

Virelangue is not easy to pronounce in one try since it has similar sounds in one sentence and must be pronounced loudly and quickly. *Virelangue* can be used as an alternative for beginners in pronouncing vocabulary in a foreign language. The *virelangue* sentence 1 contains the sounds [s], [z], and [ʃ]. There are also French vowel sounds in *virelangue 2*. These sounds

possibly mistakenly pronounced by the research subject whose pronunciation will be tested. This study sees the development of pronunciation by the research subjects on the pronunciation of *virelangue*.

Pronunciation of the sounds [s], [z], and [ʃ] in virelangue 1

Virelangue 1 (V1) consists of 3 words that form a sentence, *douze douches douces*. The sentence contains the sounds [s], [z], and [ʃ] whose pronunciation is often confusing the research subjects. However, some research subjects are able to pronounce it. The table below shows the pronunciation development of the research subjects regarding the V1 pronunciation.

Table 1. V1 Pronunciation development

		Week 1	Week 2	Week 3
No. ASIAN LANGUAGE STUDIES STUDENTS				
1.	AS (Japanese Department 2019)	V1: [duz duʃ duʃ]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
2.	LT (Chinese Department 2019)	V1: [duz dufe dus]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
3.	FT (Arabic Department 2018)	V1: [du s duʃ dus]	V1: [duz duʃ dus]	V1: [du s duʃ dus]
No. EUROPEAN LANGUAGE STUDIES STUDENTS				
1.	BH (Dutch Department 2016)	V1: [du s duʃ dus]	V1: [du s duʃ dus]	V1: [duz duʃ dus]
2.	HD (English Department 2018)	V1: [doz doʃ do s]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
3.	FR (Russian Department 2018)	V1: [du s duʃ dus]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
No. NON-LANGUAGE STUDIES STUDENTS				
1.	MAH (Library Science Dep. 2018)	V1: [duzʃ duʃ dus]	V1: [du s duʃ dus]	V1: [duʃ duʃ dus]
2.	AD (Philosophy Department 2018)	V1: [duz duʃ dus]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
3.	BQ (Library Science Dep. 2019)	V1: [da s duʃ dus]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
No. FRENCH STUDIES STUDENTS				
1.	OA (French Department 2021)	V1: [duz duʃ dus]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
2.	SF (French Department 2021)	V1: [dy dy du]	V1: [duz duʃ dus]	V1: [duz duʃ dus]
3.	AD (French Department 2021)	V1: [duz duʃ dus]	V1: [duz duʃ dus]	V1: [duz duʃ dus]

In the first week, only 3 research subjects could pronounce V1 correctly. According to the research subjects' data questionnaire, most of them speak more than two languages. Even though some of them are students of literature study programs from various languages, Indonesian and English are the languages that they speak well. From those two languages, it can be seen that errors arise due to the interference or hypercorrection when the research subjects try to pronounce the *virelangue* sentences. The major difficulties experienced by the subjects of this study were the presence of foreign French sounds. They had never learned or even heard the sounds before, such as the nasal vowels. In addition, they also still have the difficulty to pronounce foreign languages in a short time. It is proven by the results of the first trial of pronunciation in the first week which reached a total error up to 75%, which means more than half of the research subjects.

In the first trial, none of the students of Asian and European languages were able to pronounce V1 correctly, while there were one of three research subjects of the non-language learners who had managed to pronounce V1 correctly in the first trial. Likewise, two of three research subjects from French Studies can pronounce V1 well. This happens since they already have basic French knowledge in *Kelas Kemahiran Berbahasa Prancis* (French language proficiency class). The words with the most errors in V1 in the first week were *douze* [duz] and *douces* [dus]. The word *douze* has a sound error in [z] which is pronounced with [s], while the word *dus* which has a sound error in [s] was pronounced with [ʃ]. The error in V1 occurred because the research subject still had difficulty articulating the three successive fricative sounds in French in the same sentence, even though the three sounds had their equivalents in Indonesian. This error happens because the sounds have different manners of articulation to pronounce.

Based on the first week of pronunciation results, the research subjects from non-language study programs have difficulty pronouncing *douze*. However, there is one who can pronounce the sentence correctly in the first week pronunciation trial. His ability to pronounce V1 also persisted until the last week's pronunciation training. Based on their foreign language skills, the research subjects were much more careful in recognizing the differences in sounds and how to pronounce them when compared to other research subjects.

Furthermore, the research subjects who are students of the Chinese Studies and Japanese Studies tend to be more sensitive in understanding the difference between [s] and [z] compared to the research subject from the Arabic Studies who pronounces [dus] instead of using the [z] sound in the word [duz]. In Arabic language rules, the sound [z] is not a foreign sound as it already has an equivalent. This error was repeated in the pronunciation trial in the third week. The possibility of this error is influenced by the research subject who was swizzled by other hissing sounds. In addition, other research subject who is a European language studies student also has difficulty pronouncing *douze*, especially in the first week of pronunciation. Instead of pronouncing it with [duz], he/she (?) pronounce it with [dus]. In other words, there has been a deviation of sound [z] with [s]. In French phonology, the phonemes [s] and [ʃ] are voiceless fricative consonants which have close place of articulation in predorsal-alveolar and prédorso-préalatales-labiales. While in Indonesian, both phonemes are classified as shift consonants, voiceless, and their adjacent places of articulation are the lamino-alveolar and lamino-palatal. The difference between these two sounds is found in Indonesian. The sound [ʃ] is not labialized as in French. Interference made by a bilingual can be influenced by various things, both L1 and L2 when learning a new language.

In contrast to what has been mentioned above, the research subjects who are students from the French Studies Program are mostly able to pronounce V1 correctly since they have been provided with the first level of French Language Proficiency (KBP) course for two to three weeks. There was only one research subject who had difficulty in pronouncing V1 as a whole. This error is pronounced with [dy dy du] and occurred because the research subject made a hypercorrection. In French, there is a pronunciation rule that the consonant at the end is not always sounded, for example in the words "*près*" 'near', "*deux*" 'two', or "*donner*" 'to give'. In the sentence *douze douches douces* there are three types of hissing sounds in the middle of the word such as [z] in 'douze', [ʃ] in 'ch', and [s] in 'douces'. The presence of the letter 'S' at the end tricked him to make a mistake. In this case, the research subject was still confused about the pronunciation of the consonant at the end, hence the hissing sound in V1 was completely eliminated by him.

The ability of pronouncing vowel sounds and [ʒ] in virelangue 2

Based on the testimonial questionnaire from the research subjects, *virelangue 2* or V2 is more difficult to pronounce than V1. The V2 contains foreign language vowel sounds such as [ɔ̃] and [ɛ̃]. The consonant [ʒ] is also often mispronounced. The following is a table of the research subjects' pronunciation development in pronouncing V2.

Table 2. V2 pronunciation development

	Week 1	Week 2	Week 3
ASIAN LANGUAGE STUDIES STUDENTS			
No.			
1.	AS (Japanese 2019) V2: [ki sɔ̃ ce si sa ce sɥisa]	V2: [ki sɔ̃ se si sa sɥis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
2.	LT (Chinese 2019) V2: [ki sɔ̃n se sis sinze suze]	V2: [ki sɔ̃ se si seis sɥis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
3.	FT (Arabic 2018) V2: [ki zɔ̃ŋ se si siŋ suis]	V2: [ki zɔ̃ŋ se si satʃ suis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
EUROPEAN LANGUAGE STUDIES STUDENTS			
No.			
1.	BH (Dutch 2016) V2: [ki sɔ̃ ses si sas sɥis]	V2: [ki sɔ̃ se si sas sɥis]	V2: [ki sɔ̃ se si saʒ sɥis]
2.	HD (English 2018) V2: [ki sɔ̃ se sis sang sɥi]	V2: [ki sɔ̃ se sis saŋ sɥis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
3.	FR (Russian 2018) V2: [ki sɔ̃ŋ sis sɛ̃z sɥisəs]	V2: [ki sɔ̃ sis sɔ̃ səsɥis]	V2: [ki sɔ̃ se sis saf sɥis]
NON-LANGUAGE STUDIES STUDENTS			
No.			
1.	MAH (Library 2018) V2: [ki zɔ̃ŋ se si seŋ sɥize]	V2: [ki sɔ̃ se si sas sɥis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
2.	AD (Philosophy 2018) V2: [kɥi sɔ̃ŋ se si sɥiŋ jə sɥiə]	V2: [ki sɔ̃ se sis saŋ sɥis]	V2: [ki sɔ̃ se sis saf sɥis]
3.	BQ (Library 2019) V2: [kɥi sɔ̃n ces si siŋ slus]	V2: [ki sɔ̃ŋ se si sɛ̃z juis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
FRENCH STUDIES STUDENTS			
No.			
1.	OA (French 2021) V2: [ki sɔ̃ se si sɔ̃ sɥis]	V2: [ki sɔ̃ se si saʒ sɥis]	V2: [ki sɔ̃ se si saʒ sɥis]
2.	SF (French 2021) V2: [ki sɔ̃ se si siRes suse]	V2: [ki sɔ̃ ses sis sɛ̃z sɥis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]
3.	AD (French 2021) V2: [ki sɔ̃ se si saŋ sɥis]	V2: [ki sɔ̃ ses sis fɛ̃ʒ sɥis]	V2: [ki sɔ̃ se si sɛ̃z sɥis]

Virelangue 2 contains some words that are much more difficult to pronounce. This can be proven by the testimonial questionnaire in which 81.3% of the research subjects stating that V2 contains vocabulary that is more difficult to pronounce than V1. The percentage shows that most of the overall research subjects found it difficult to pronounce. Some of the sounds in V2 were considered foreign by the research subjects because there were no equivalents in Indonesian or in other languages that they were fluent, such as English and European languages that they were studying. These foreign sounds include French nasal vowels [ɔ̃], [ɑ̃], [œ̃], and [ɛ̃], and the consonant [ʒ], as well as several other sounds so that the research subjects still have difficulty in pronouncing them the first time.

In the first week of trial, none could pronounce the entire V2 sentence correctly. The percentage of pronunciation errors in the early stages reaches 100%. Not much different from the V1, there are several sounds in V2 that are pronounced incorrectly, such as *sont* [sɔ̃] which has an error in the sound [ɔ̃], *singes* [sɛ̃ʒ] which has an error in the sound [ɛ̃] and [ʒ], and *suisses* [sis] as a whole. These three words were the most difficult to pronounce.

According to the pronunciation of non-language research subjects, it can be seen that there are pronunciation errors in the sound [ɔ̃] which is pronounced with [ɔŋ] or [ɔn]. The resemblance between these two letters resulted in the research subject not being able to find that the two sounds were two different sounds. Indonesian does not recognize nasal vowels like French, but only nasal consonants [ŋ]. Besides [ɔ̃] in the word *sont*, there are also errors made by the non-language research subjects in pronouncing *singes* [sɛ̃ʒ] and *suisses* [sɥis]. The sound [ɛ̃] and [ʒ] also have no equivalent in Indonesian. According to the French phonology by Léon (1993) and the Indonesian phonology by Chaer (2009), the sound [ɛ̃] is classified as *voyelle antérieure* (back), *moyenne* (semi-open), and *non-arrondie* (not round), so that when trying to pronounce the sound, the research subjects who were still influenced by their mother tongue pronounced it with [sa] or [sas] because the sound [a] was

both classified as *voyelle antérieure* (back) and *non-arrondie* (not round). The sound [a] is also classified as a *très ouverte* (very open) sound. This error in the word *singes* also occurs in the research subjects of the Asian, European, and even French languages studies students. This error can be influenced by the research subjects who only catch glimpses of the examples of proper pronunciation from native speakers without knowing how the sound is produced.

Mispronunciation in the word *suisses* can be classified into the phonetic interference treatment of borrowed words. This interference is caused by the similarity of the lexical elements that occur in L1 with L2. This similarity causes beginners unable to distinguish the pronunciation of several sounds. Generally, the proximity of one language to another can affect the pronunciation of the research subjects. Indonesians have a tendency to read texts according to what is written, so it is possible that in learning a new language there will be habits of native Indonesian speakers who are still influenced by their mother tongue.

This interference can be found in one of the research subjects who is a European language student who pronounces *suisses* [sʷis] with [sʷisəs]. In pronouncing the word, it was found that there were additional sounds ending in *-es* when trying to pronounce *suisses* [sʷis]. In English, native speakers generally pronounce the ending *-es* [-əz] for plural things such as dresses ['dresəz], boxes ['baksəz], and watches ['wɑtʃəz]. Through this pronunciation error, it can be said that the research subject has been affected by sounds of English.

This can also be found in the research subjects of Asian languages studies, non-languages, and French studies. Some research subjects are able to recognize the vowel sound at the end of the word *suisses* according to native speakers of French in general, so when recording is done, they try to pronounce it until it sounds similar, even though it is not perfect due to their limited knowledge. This case can also be influenced by the subject of the study and it is proven in the additional sounds at the end such as [sʷisa], [suze], [sʷisəs], [sʷize]. When pronouncing French vocabulary that ends in *-e* such as *suisse*, *cause*, or *rose*, native speakers generally sound [ə] at the end of the word, but the it is not clearly pronounced. In contrast, some of the research subjects caught this, so they tried to pronounce it in such a way. In the third week, on the other hand, the research subjects had succeeded in pronouncing it according to the correct French phonetic transcription.

The differences in French sounds pronunciation by the research subject groups

In the second week of V1 pronunciation training, there has been a significant development by the research subjects. In the first week, they only reached 33% of correct pronunciation, while in the second week they pronounced the sentence 75% correctly. This development can occur with the assistance of the researchers who acted as teachers in evaluating and showing the focus of phonemes' pronunciation errors at each trial to avoid the same mistakes. The researchers also provided examples of proper pronunciation through the links provided on the French language learning site on *TV 5 Monde*. There were still some words that need improvement from the developments that have begun to be seen in the second week.

Starting from V1 in the second week, the errors were only pronounced by two students, one student from the European language studies and the other student from the non-language studies. Both sounds are [z] and [s]. This error happens since they are Indonesians who have a permissive tendency or allow several sounds in a word for example, the word *ijazah* [ijazah] 'diploma' is often pronounced with [ijasah] as a non-formal form, or *syarat* [ʃarat] which in the KBBI means a demand that must be obeyed, is often pronounced as [sarat] which actually also has its own meaning, too much or too heavy.

In addition, from the two research subjects that have been mentioned, the other groups have been able to pronounce the entire V1 correctly in the second week. According to the developments that appeared in the second week, the word *douche* [duʃ] is a word that most research subjects can pronounce very well from the beginning. This happens because most of the research subjects have proficiency in English that recognizes the sound [ʃ] or "ch-".

Based on the pronunciation of V2 in the second week, the development began to be seen from the several words that were pronounced correctly by the research subjects. However, as a whole, it can be said that the entire group of the research subjects was still not able to pronounce all the words contained in V2 yet. Most of them still had difficulty in pronouncing *singes* [sɛ̃ʒ] correctly. Still, there was already one group of the non-language research subjects who has been able to pronounce

the word *singes* according to French rules. However, the other vocabulary was still encountered error. Mispronunciation of these words can occur because in the video on the *TV 5 Monde* website, the native speakers pronounce the word *singes* [sɛ̃ʒ] with an open (*ouverte*) at the first glance. This could affect the pronunciation of the research subject to pronounce [sas] with the sound [a] which belongs to a very open place of articulation (*très ouverte*). This difficulty was also experienced by the research subjects of the Asian language studies, European language studies, and French studies. This explanation shows that in the second week, there was no significant difference in pronunciation development in all groups of the research subjects.

Besides *singes*, there is also the word *suisses* [sqis] which is still pronounced incorrectly, one of which is [ʃqis] which was found in one of the research subjects of the non-language studies group. The similarity between the sound [ʃ] and the phoneme [s] in Indonesian and French causes some research subjects to realize the sound [ʃ] and [s] from Indonesian and vice versa (Perdana & Laksman-Huntley, 2019). As explained above, this error can also come from the permissive tendency of Indonesian speakers.

These errors can also be classified as hypercorrection, which is often found in someone learning a foreign language. This case happens since the research subjects only slightly heard what the native speakers said on the *TV 5 Monde*, hence they only imitated the sound of what they heard. In addition, hypercorrection can also happen because of the limited knowledge of the research subjects. The interference of the phonetic treatment of borrowed words on *suisses* [sqis] also happened in one of the subjects from the European language studies who pronounces it with [sqisəs]. The word has the addition of an [əs] sound at the end which does not really need to be articulated.

Final result of virelangue pronunciation

In the last trial or posttest stage, all research subjects were asked to read the two *virelangue* sentences quickly. This strategy is carried out with the aim of finding the results of the development of *virelangue* pronunciations. At this stage, the impact of French pronunciation training using *virelangue* also can be seen.

In evaluating the V1, the researcher focused on the sounds [s], [z], and [ʃ] which are often confusing in pronunciation, especially between the words *douze* and *douces* which sound the same as [dus] and between the words *douches* and *douces* which are both sounded with [duʃ] without any sound distinction. After a few trials, the research subjects have begun to understand the differences between [s], [z], and [ʃ]. Most of the non-language studies and Asian language studies students could pronounce the V1 correctly and there is only one from both groups who still made mistakes in the pronunciation of the word *douze* [duz] which is read with [dus], while in European language studies and French studies have succeeded in pronouncing the entire sentence according to the correct rules. In the final week, the development of V1 pronunciation in the research subjects was better than the first meeting, which percentage of correct V1 pronunciation reached 84%.

The evaluation was done by pointing out the phoneme that has errors especially for the pronunciation of V2 in the sounds [ɛ̃] and [ʒ] from *singes* and *suisses* which often have pronunciation errors. The posttest stage showed that there was a significant development compared to the previous two weeks. At this stage, most of the non-language studies students have been able to pronounce the entire V2, and only one subject has an error in the word *singes* which is pronounced with [saf]. This was also experienced by French studies students who pronounced *singes* with [saʒ], while in the European language studies students, they still had difficulty pronouncing *singe* and *suisses*, but other words were pronounced correctly. The number of word errors in this group is about 1 to 2 words.

The Asian language studies students were the only group who succeeded in pronouncing all the words in V2 correctly without any errors because of their accuracy in recognizing different sounds in French. Through this explanation, more than half of the research subjects were able to pronounce the entire sentence with the correct rules. The percentage of accomplishment reached 59% and only 5 research subjects still found it difficult to pronounce the word *singes* because they did not fully understand the mistakes they made. However, they have been able to pronounce other words correctly. The pronunciation of *virelangue* can gradually be used by teachers in improving the pronunciation of beginners, especially for foreign sounds that have no equivalent in their mother tongue or language they are fluent in.

CONCLUSIONS

According to the results of French pronunciation training using *virelangue*, it is proven that *virelangue* is potential to trigger the skills and accuracy of beginners in recognizing the differences in the sounds of the language they have just learned, especially those who have never heard before in their mother tongue or the language they are fluent in. As mentioned in Lorenzi et al (2021), there should be phonetic correction class since the role of the teacher for beginners is also needed to ensure the accuracy of pronunciation or errors that can be overcome with evaluation or feedback. Through this strategy, beginners will realize the new pronunciation skills they already have.

Based on the results of the pronunciation training, the Asian language research subject group is the most successful group in improving their pronunciation through *virelangue*. This success is influenced by their attention in getting used to recognizing the differences of sounds of languages. This study also proves that although there are some research subjects who have studied French, it is still possible that pronunciation errors happen. This can be fixed by providing gradual training as well as constructive feedback for the research subjects.

This analysis proves that *virelangue* is an effective strategy in overcoming phonetic interference for beginners who have never studied French before. This is not a one-time trial, but it takes gradual training and constructive evaluation to get maximum results. Teachers are also advised to understand which languages were previously mastered by beginners in order to assume what kind of interference might occur, as in this study there was contact with Indonesian and English, and also hypercorrection.

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