

**THE EFFECTIVENESS OF TONGUE TWISTER TECHNIQUE IN
TEACHING PRONUNCIATION AT SMAN 1 NAWANGAN
PACITAN**

THESIS



By

**YUSTA FRAESTI
NIM. 210916055**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

APRIL 2020

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THESIS

Presented to

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in Partial Fulfillment of the Requirement

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By

YUSTA FRAESTI

NIM. 210916055

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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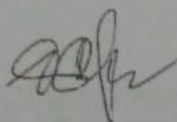
APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Yusta Fraesti
Student Number : 210916055
Faculty : Tarbiyah and Teacher Training
Department : English Education Department
Title : The Effectiveness of Tongue Twister Technique in Teaching
Pronunciation at SMAN 1 Nawangan Pacitan

has been approved by the advisor and is recommended for approval and acceptance.

Advisor

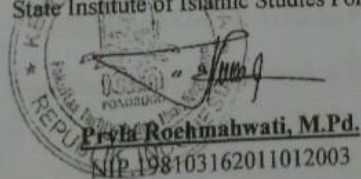


Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 198303272011012007

Ponorogo, April 21st, 2020

Acknowledged by

Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Prati Rochmahwati, M.Pd.
NIP. 198103162011012003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO**

PENGESAHAN

Skripsi atas nama saudara :

Nama : YUSTA FRAESTI
NIM : 210916055
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF TONGUE TWISTER TECHNIQUE IN
TEACHING PRONUNCIATION AT SMAN 1 NAWANGAN PACITAN

Telah dipertahankan pada sidang Munaqasah di Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Ponorogo, pada :

Hari : Rabu
Tanggal : 06 Mei 2020

dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris Bahasa Inggris, pada :

Hari : Senin
Tanggal : 18 Mei 2020

Ponorogo, 19 Mei 2020

Rektor Institut Agama Islam Negeri Ponorogo, Fakultas Tarbiyah dan Ilmu Keguruan,



Tim Penguji Skripsi :

1. Ketua Sidang : **Dr. HARJALI, M.Pd**
2. Penguji I : **Dra. ARIES FITRIANI, M.Pd**
3. Penguji II : **Dr. DHINUK PUSPITA KIRANA, M.Pd**

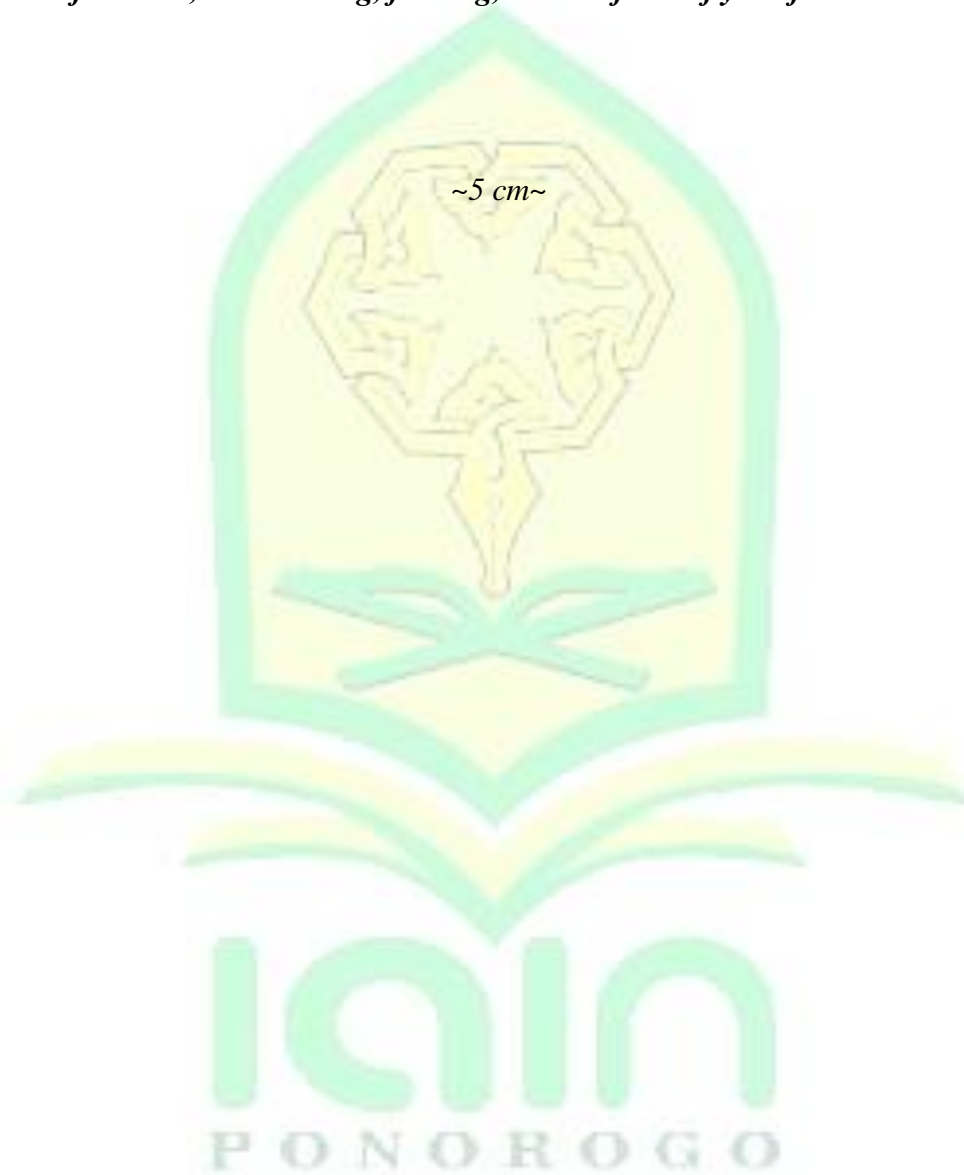
DEDICATION

This paper is dedicated to all people who always pray and give me support in finishing this paper for my success, they are:

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MOTTO

“All your dreams, your goals, your beliefs, what you want to pursue, put here, in front of the forehead, let him hang, floating, 5 cm in front of your forehead”



ABSTRACT

FRAESTI, YUSTA. 2020. *The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan.* Thesis, English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Keyword: Tongue Twister, Pronunciation.

Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Tongue twister is a good technique to improve pronunciation. It is because through tongue twister the students can practice their pronunciation more fun. The students also can practice and study about the brain and language that show the melodic of intonation patterns which are governed on the opposite side of the brain from speech patterns.

The objective of this study was to know whether there is any significant difference between the students who are taught using tongue twister Technique and students who are not taught using tongue twister technique at the Tenth grade of SMAN 1 Nawangan Pacitan in academic year 2019/2020. The research was conducted from February to April 2020 in SMAN 1 Nawangan Pacitan.

The researcher applied a quantitative approach and used a quasi-experimental design. This research took two classes which are taught using different techniques. The experiment class was taught using tongue twister technique and the control class was taught using conventional method. The sampling technique applied in this research was cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile

a list of the elements composing the population. The population was students Tenth grade of SMAN 1 Nawangan Pacitan which consists of 106 students. The sample is 48 students (24 students in experimental class, 24 students in control class). The data were gathered through test. This research was conducted by the following procedure: giving pre-test, conducted the treatment, and giving a post-test.

The data were analyzed after getting the score of the test and processed using T-test formula in SPSS version 23. The result of this research showed that the average of the pre-test score in experimental class was 67,75 and it increased in post-test into 92. The value of $t\text{-test} = 8,585$ was consulted with 5% significant level with df 46, that is 2.01 ($t\text{-test} > t\text{-table}$). Therefore, H_a is accepted and H_0 is rejected.

The result of this research showed that there was a significant difference between the students' pronunciation achievement that were taught using tongue twister technique and students who were not taught using tongue twister technique. In other words, tongue twister technique is effective to improve the students' pronunciation achievement at the tenth-grade students of SMAN 1 Nawangan Pacitan in academic year 2019/2020 .

ABSTRAK

FRAESTI, YUSTA. 2020. *The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan.* Thesis, English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Keyword: Tongue Twister, Pengucapan.

Pronunciation adalah salah satu bagian terbesar dari bahasa Inggris untuk berkomunikasi dengan orang lain karena ada perbedaan antara simbol dan suaranya. Ketika kita berkomunikasi dengan orang lain, kita seharusnya tidak hanya memiliki kosa kata yang baik tetapi juga memiliki pengucapan yang baik. Tongue twister adalah teknik yang baik untuk meningkatkan pengucapan. Karena ini membuat para siswa berlatih dengan lebih menyenangkan. Para siswa dapat melatih otak dan bahasa menunjukkan bahwa pola intonasi diatur pada sisi otak yang berlawanan dari pola bicara.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang diajar menggunakan Teknik tongue twister dan siswa yang tidak diajarkan menggunakan teknik tongue twister di kelas X SMAN 1 Nawangan Pacitan pada tahun akademik 2019/2020. Penelitian ini dilakukan dari Februari hingga April 2020 di SMAN 1 Nawangan Pacitan.

Peneliti menerapkan pendekatan kuantitatif dan menggunakan desain eksperimen semu. Penelitian ini mengambil dua kelas yang diajarkan dengan menggunakan teknik yang berbeda. Kelas eksperimen diajarkan menggunakan Teknik tongue twister dan kelas kontrol

diajarkan menggunakan metode konvensional. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah cluster random sampling. Populasinya yaitu terdiri siswa kelas X SMAN 1 Nawangan Pacitan yang terdiri dari 106 siswa. Sampel yang diambil yaitu terdiri dari 48 siswa (24 siswa di kelas eksperimen, 24 siswa di kelas kontrol). Data dikumpulkan melalui tes. Penelitian ini dilakukan dengan menggunakan prosedur sebagai berikut: memberikan pre-test, melakukan treatment, dan memberikan post-test. Data dianalisis setelah mendapatkan skor tes dan diproses menggunakan rumus T-test dalam SPSS versi 23. Hasil penelitian ini menunjukkan bahwa rata-rata skor pre-test di kelas eksperimen adalah 67,75 dan meningkat pada hasil nilai post-test yaitu bernilai 92. Nilai t-test = 8.585 dinyatakan dengan tingkat signifikan 5% dengan df 46, yaitu $2.01 (t\text{-test} > t\text{-table})$. Oleh karena itu, H_a diterima dan H_0 ditolak.

Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan antara prestasi pengucapan siswa yang diajar menggunakan teknik tongue twister dan siswa yang tidak diajar menggunakan teknik tongue twister. Dengan kata lain, teknik tongue twister efektif untuk meningkatkan prestasi pronunciation di kelas X SMAN 1 Nawangan Pacitan pada tahun akademik 2019/2020.

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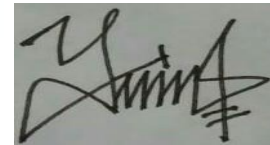
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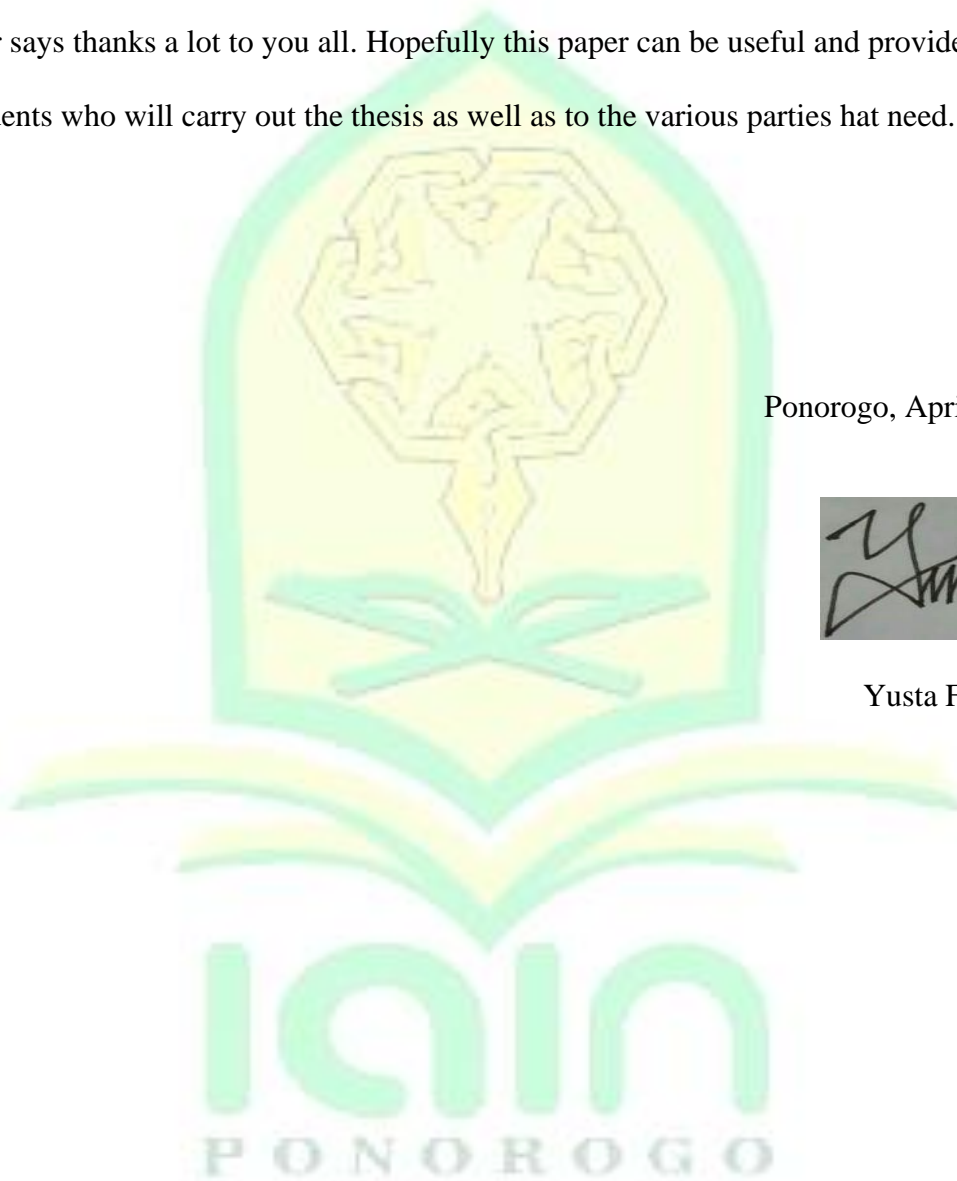


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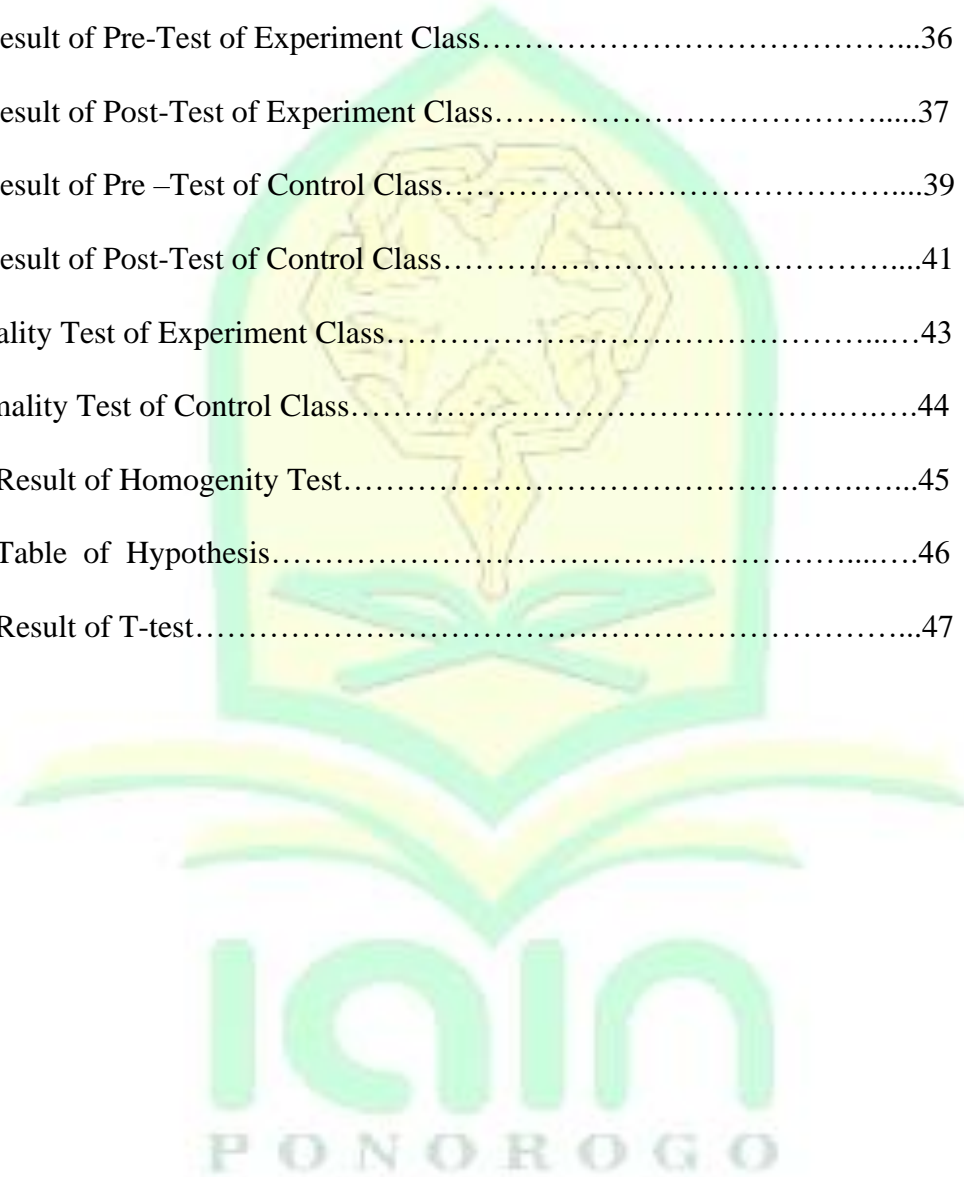
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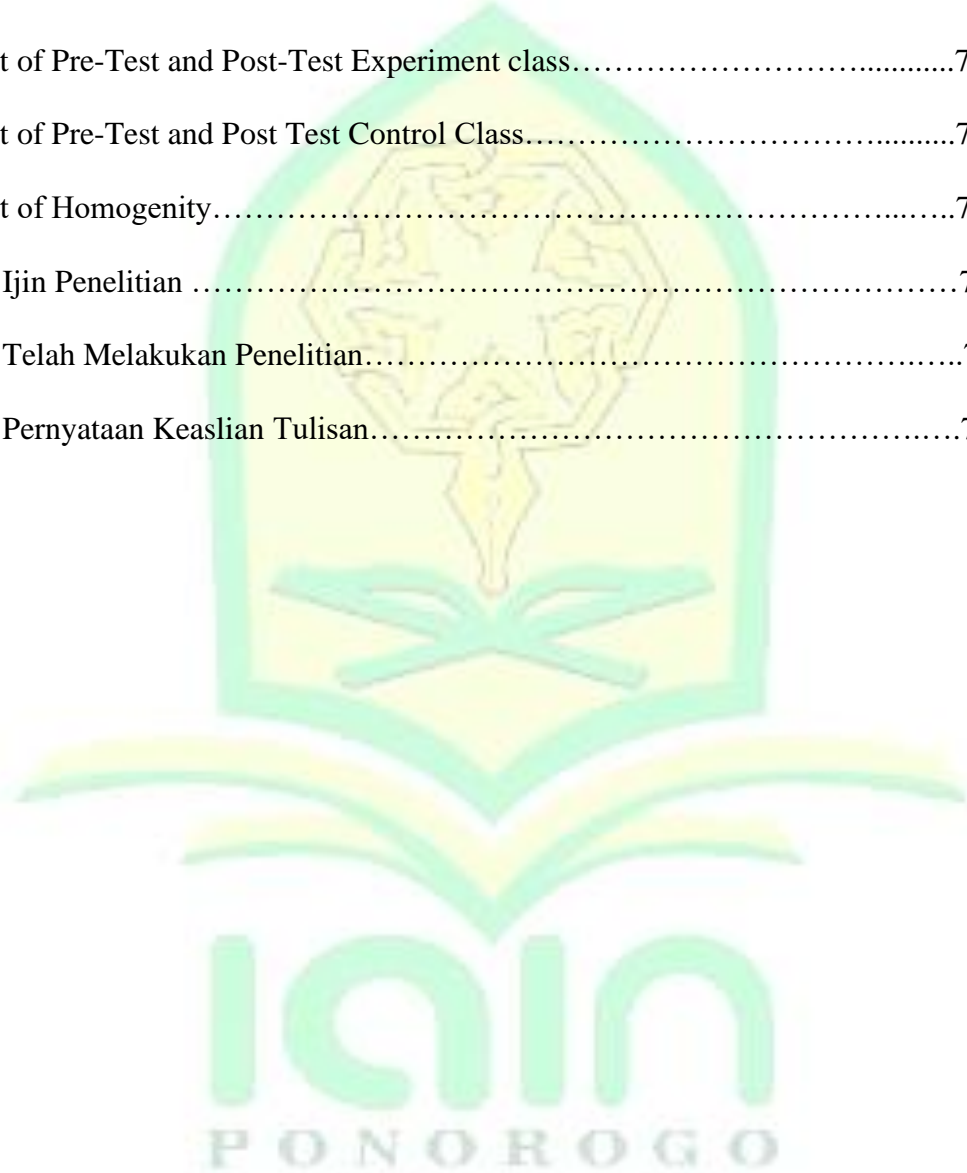
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CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about background of the study, limitation of the study, statement of problem, objective of the study, significant of the study and organization of the study

A. Background of the study

In this world, many languages are used as communication tools, one of them is English. English becomes an international language. There are four things that students need to do with new language; be exposed it, understand its meaning, understand its form, and practiced it.¹ English language has a central role in the intellectual, social, and emotional development of students and is a key to success in learning all field of study.

In English, there are four skills that must be considered in the effort to master English competence. These various skills are related to one another, such as listening, reading, writing, and speaking.² When a person hears someone speaking, the person pay attention to the speaker sounds like almost automatically. Based on what they hear, they make some tentative and possibly subconscious judgements about the speaker's personality, attitudes, home region and native/ non- native.³ Speaking is considered an important skill in achieving English competence. Various methods are used in teaching speaking such as role play and others. In addition to the four aspects above, there are four more skills to be mastered, called 'micro-skills'. Micro-skills

¹ Jeremy Harmer, *How To Teach English* (An Introduction to the Practice of English Languge Teaching: Addison Wesley Logman Limited, 1998), hlm. 52.

² Douglas Brown, *Teaching by Principles* (An Interactive Approach to Language Pedagogy, San Francisco), hlm. 232.

³ Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), hlm. 9

consist of grammar, vocabulary, and spelling pronunciation. In speaking, students must give attention to how the way we speak the word. The way to speak the word is called pronunciation. Pronunciation is still difficult to recite for students here are expected that students are able to pronounce English texts well in accordance with the pronunciation.

Pronunciation is the step in which a language or sound is spoken. To make the speaker speaks more fluently and easy to understand they need good pronunciation. In the context of the language, students are expected to be able to pronounce text or language with appropriate pronunciation. However, non native students often have difficulty to pronounce English language because English is not their first language or second language. They must get used to changing the conceptual patterns of their first language that they have from childhood to overcome the main problem of second language pronunciation.⁴ Many students develop their pronunciation ability with phonetic available in the dictionary, but it is not effective because the students do not know how to read the phonetic transcription.

Pronunciation is one of the elements of speaking skill. In pronunciation, students usually find the problems, especially students in Indonesia because English is not their mother tongue. Pronunciation is related to producing the word properly utterance of a word as it is being used generally and as the way a word or a language is usually spoken.⁵ Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation.⁶

⁴Abas Pourhossein Gilakjani dan Mohammad Reza Ahmadi, “*Why is Pronunciation So Difficulty to Learn*”?, English Language Teaching Vol.4 No.3,2011, Hlm 74.

⁵ Suci Maharani, “*The Effectiveness of Audio Visual Aids in Teaching Pronunciation*”, School of Teacher Training and Education, 2017. Hlm. 96.

⁶ Devi Mulatsih, “*Pronunciation Ability By Using English Song in Indonesian Students of Unswagati*”, Journal Of English Language and Learning, Vol.2 No.2,2015.

Based on the preliminary study that researcher conducted in tenth grade students as SMAN 1 Nawangan, the problem faced by students was the students' lack of attention to the lesson and it affected their pronunciation, they had difficulty to pronounced in the English word and they were still confused to read with a good pronunciation. After knowing the students' difficulty in pronunciation, the researcher should help students to solve their problems. One of the ways to help the students is applying an appropriate technique in teaching and learning English. There are a lot of methods and techniques to get the English teaching effectively. One of the alternative techniques that can be used is tongue twisters technique. So, it is expected that by using this technique, they will be able to pay more attention to the lesson and not be easily bored.⁷

In teaching pronunciation, the teacher can utilize various kinds of technique . Various technique that can increase students` interest in learning such as using tongue twister technique. Many technique can develop English language skills. The teachers already use tongue twister technique to learn English in the class . The students more fun in the teaching learning.

Tongue twister is a fun activity in any language classroom. Practicing tongue twisters allows people who are learning English to strengthen their speech skills. The faster a person can say the tongue twister without slipping up, the stronger their language skills become.⁸ A tongue twisters as a sequence of words that is difficult to pronounce quickly and correctly. Even native English speakers find the tongue twisters on this page difficult to say quickly.⁹ Tongue twisters

⁷ Observation, 22 Desember 2019, pukul : 08.00-10.15

⁸Dewi Lutfiani & Indri Astutik, *Using Tongue Twister to Improve Students' Pronunciation*, Universitas Muhammadiyah Jember, *Journal of English Language, Literature, and Teaching*, Volume 02, No. 2, November 2017.

⁹ Robert carmen, *Spoken English Flourish Your Language*. (Chandigrah: Abhishek Publication Press. 2010, hlm. 114

are words, phrases, or sentences that are difficult to say because of a varying combination of similar sounds. They can be very challenging as well as motivating and fun to learn. People want to repeat tongue twisters. This makes them ideal for reinforcing newly acquired articulation skills, increasing mean length of utterance, and improving self-monitoring skills.¹⁰

By using Tongue Twisters and it is going to be used as a learning technique in which students would feel enjoy while saying the words. Many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds exchanged for example “she sells sea shells on the seashore”. This kind of technique can be effective for students because the students can practice and enjoy the pronunciation of the English words.¹¹

With the use of tongue twister technique, it is expected that students can receive lessons well. Therefore, this research is aimed to solve the problem about the pronunciation of the Tenth grade students of SMAN 1 Nawangan.

Based on the explanation above the researcher uses tongue twister technique as a technique that can help to solve students’ problem in pronunciation. Related to the background above, the researcher takes a title of this thesis is “The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan” .

B. Limitation of the study

There are many problems in teaching and learning activity. They may be related to the learner, the teacher, the material, the technique or the teaching method. The researcher focus on

¹⁰ Kevin Stuckey, M.Ed. CCC-SLP “*Tongue Twisters as Therapy Tools*”, *www. Superduperinc. Com*. Hlm.1

¹¹ Yara Amanda dkk, *Improving Students’ Pronunciation By Using Tongue Twister Technique*. English Education Study Program Of Teacher Training and Education Faculty, Tanjungpura University, Pontianak 2018.

English language teaching for Tenth Grade Students at SMAN 1 Nawangan Pacitan in academic year 2019/2020 using quantitative research, and the researcher is limited on pronunciation ability using tongue twisters technique

C. Statement of the problem

Based on the background of the study above the statement of the problem is:

Is tongue twister technique effective to teach pronunciation at SMAN 1 Nawangan ?

D. Objective of the study

The objective of the study is to know whether is the tongue twister technique effective to teach pronunciation at Tenth grade of SMAN 1 Nawangan Pacitan.

E. Significant of the study

The result of this study is expected to be useful for the teachers and students to give an alternative way to overcome their pronunciation problems in the teaching-learning process, especially in pronunciation.

1) The teachers,

The result of this study can be an alternative in teaching pronunciation.

2) For students,

This method can also be used to improve and develop their abilities in English pronunciation. Because it will give them a lot of new experiences in order that they will be more interested and enjoy learning pronunciation through tongue twister technique.

3) The researcher,

The researcher can practice a method of learning and promote the method to teach English.

F. Organization of The Thesis

To make easier in writing the thesis, the thesis will be divide into five chapter as follows:

The first chapter is introduction which contain of background of the study, statement of the study, objective of the study, significance of the study, limitations of the study, and organization of the study.

The second chapter is review of related literature, theoretical background, previous of the study, and theoretical framework which contain of review of literature, teacher-student relationship, and student engagement.

The third chapter is research methodology which contain of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is research result which explain about research location, description, analysis of the data and the interpretation of the result of the study.

The fifth chapter is closing which contain about the conclusion and suggestion.

CHAPTER II

PREVIOUS RESEARCH FINDING, REVIEW OF RELATED LITERATURE, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

In this chapter the researcher discusses about previous research finding, review of related literature, conceptual framework and hypothesis.

A. Previous Research Finding

There are some previous related study of some researcher that have relation such as follows :

A study by Tri Iryani “*Improving Fifth Graders Pronunciation of “TH” By Using Tongue Twisters*”, the researcher use tongue twisters technique to improve pronunciation. She focus in the pronunciation of “TH” by using pronunciation. The reseacher formulate research problems, those are : a.) How do students pronounce consonants which do not exist in Indonesian such as /ʒ/, /ʃ/, /ð/ and /θ/? ; b). How effective Tongue Twisters in helping students improving their pronunciation of /ð/ and /θ/? The researcher applied classroom action research, the method for collecting data in this research the researcher was mixed-method using both quantitative and qualitative data.

Based on the result, it can be concluded that Tongue Twisters were well accepted by students and significantly improved their pronunciation of /ð/ and /θ/. Thus, I suggest applying tongue twisters in English teaching learning, especially as an oral exercise in pronunciation.¹²

¹² Tri Iryani, “*Improving Fifth Graders Pronunciation of “TH” By Using Tongue Twisters*”, (Thesis, English Department Faculty of Language and Arts Semarang State University, 2015)

The second was the research by Miftahur Rohman, “*The Use of Tongue Twister Technique to Improve EFL Students’ Pronunciation*”. The researcher want to use an interesting and fun technique namely tongue twister. A tongue twister is an activity that is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice. Tongue twister sentence consists of some similar sounds of words but they often different in meaning. Moreover, some tongue twisters are humorous and giving amusement values.

This technique is needed because students will be drilled how to pronounce English words correctly by using some similar and interesting phrases or sentences. Through tongue twister, students are hoped to feel easy in imitating and remembering the English phonemes. Those are the reasons of the researcher choosing this topic. The researcher used this research was classroom action research. The data were obtained by interviewing teacher, observation, and test. The result of the study showed that there was improvement of students’ pronunciation after being taught by using tongue twister technique.¹³

The third was the research by Rahmad Purnama, “*The Application of Tongue Twisters to Improve Students’ Pronunciation*”. The researcher focus on improving the students’ English pronunciation. As a facilitator and model in teaching learning process, teacher should be able to use various techniques or teaching strategies in order to boost students’ ability in pronunciation. To solve the problems above the researcher tries to apply an alternative technique of teaching to teach them called tongue twister. This study

¹³ Miftahur Rohman, *The Use of Tongue Twister Technique to Improve EFL Students’ Pronunciation*, (Thesis, English Education Department of Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2016).

investigated two research questions, there are: a.) To what extent does tongue twister improve Students' pronunciation? ; b.) What are the students' perception toward the application of tongue twister in improving their pronunciation? The researcher used quantitative approach.

Based on the results of test the writer concludes that the mean score of post-test is higher than pre-test (72>52) and (61>55). It indicates that there is a significant difference in score between the two mean. It can be concluded that the students get improvement in learning pronunciation through tongue twister. The result of the questionnaire proved that most of the students were interested in using tongue twister (95 %) in learning pronunciation.¹⁴

The fourth was the research by Suci Maharani with their study titled "*The Effectiveness Of Audio-Visual Aids in Teaching pronunciation*". After the researcher analyze the data, teaching pronunciation by using audio visual aids is successful. The students can learn effectively by using audio visual aids. It is can improve students pronunciation ability. This is a quantitative research. Based on the results of pre \-test and post-test scores, the researcher finds that the use of audio visual aids gives positive effect to the students' pronunciation.¹⁵

The fifth was research by Yanuarria Kukuh Perwira with their titled "*Students Pronunciation Ability in Reading Report Text*".

The students should do much practice in learning English pronunciation since it is very important for them in their future lives. They can learn English pronunciation not

¹⁴ Rahmad Purnama, *The Application of Tongue Twisters to Improve Students' Pronunciation*, (Thesis, Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam –Banda Aceh, 2019).

¹⁵ Suci Maharani , "*The Effectiveness Of Audio-Visual Aids in Teaching pronunciation*", (Thesis, School of Teacher Training and Education, 2017).

only in classroom but also at home, not only by reading textbooks but also by listening to their favourite music or by watching their favourite movies without Indonesian subtitles. The researcher used qualitative approach in this research. Based on the result, it is suggested that teachers ought to find another media beside textbooks in order to create students' interest in learning pronunciation and make them easier to remember and to produce the correct pronunciation¹⁶

B. Literature Review

Below are the definitions for all relevant variabls and concepts used in this study:

1. Pronunciation

a. Definition of Pronunciation

Speaking is one of the important English skills. A person can be said mastering English if they can speak English clearly and fluently with good pronunciation.

Pronunciation is one of the elements of speaking skill. In pronunciation, students usually find the problems, especially students in Indonesia because English is not their mother tongue. Pronunciaton is related to producing the word properly utterance of a word as it is being used generally and as the way a word or a language is usually spoken.¹⁷ Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its

¹⁶ Yanuarria Kukul Perwira, "Students Pronunciation Ability in Reading Report Text, (Thesis A case of the English Department of Semarang State University on the Academic Year of 2009).

¹⁷ Celce-Murcia, *Teaching Pronunciation Hardback with Audio CDs, A course Book and Reference Guide* 2nd Cambridge University Press, 2010.

sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation.¹⁸

From these opinions can be concluded that pronunciation is the act or manner or pronouncing syllables, words, and phrases with regard to the production of sound and the placing of stress and intonation and how we say or produce sounds from words that gives meaning.

b. Elements of Pronunciation

In pronunciation in order to be able to distinguish where our situation or atmosphere when speaking there are several parts, pronunciation certainly has important elements in pronunciation skill. The elements of pronunciation are divided into two parts, that is segmental and suprasegmental. It is shown in the following diagram

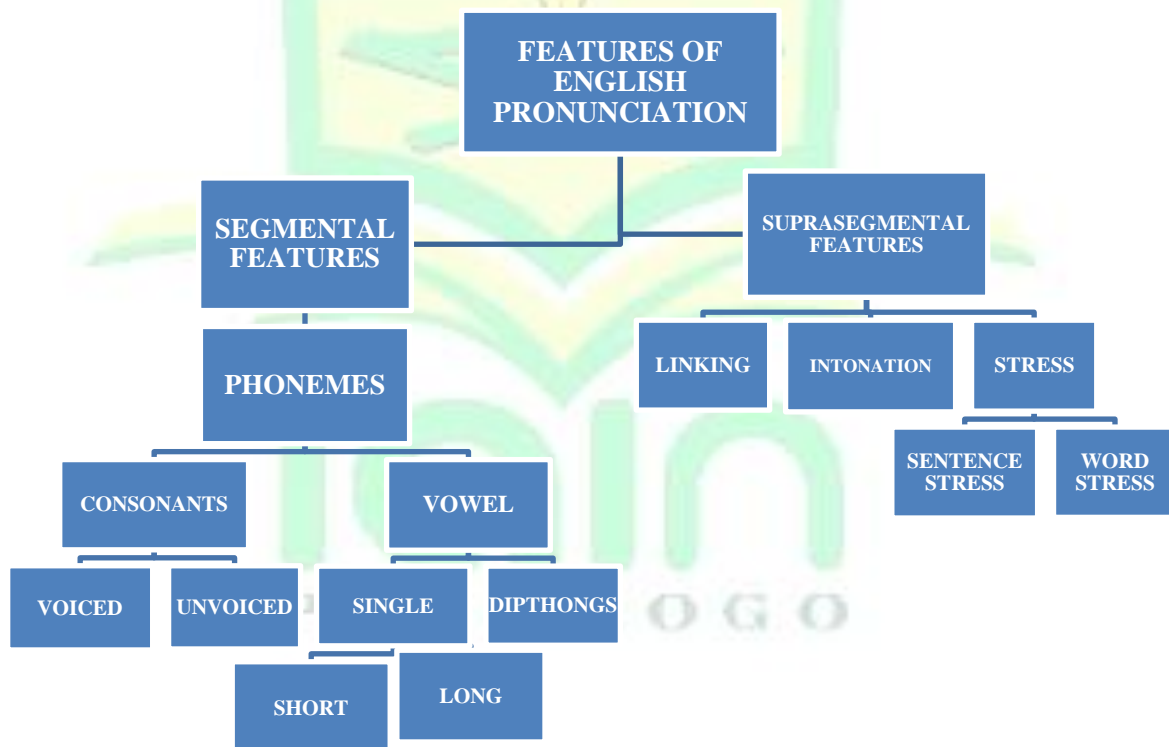


Figure 2.1 Elements of pronunciation.

¹⁸ Devi Mulatsih, "Pronunciation Ability By Using English Song in Indonesian Students of Unswagati", Journal Of English Language and Learning, Vol.2 No.2, 2015.

The segmental feature consists of consonant and vowel, and for the suprasegmental feature consists of stress, intonation, and linking .¹⁹

The following is the definition of each elements,

- a. Word stress is an emphasis on words, namely one syllable that stands out compared to other words. In one syllable there is sometimes more than one syllable emphasized.
- b. Intonation is the constant tone in a word that gives an advantage to syllables while giving a different meaning to a word that is spoken.
- c. Linking is the addition of consonants that do not exist phonemically. Usually the last sound of a word follows the first sound of the next word.
- d. A vowel is the voice of a language that produces' vocal resonance, quality, intensity, and tone. about vowel phonemic inventory.
- e. A consonant is phonemes that are not vowels and in other words realized by obstruction. So the air flow through the mouth is inhibited in places of articulation.²⁰

c. Teaching and Learning Pronunciation

Teaching and learning pronunciation have a relation and have the different role. In teaching English, especially pronunciation, for the beginning levels, the teachers want learners are expected to be able to pass through the pronunciation ability that comes from their ability to communicate. While for the advanced levels, the

¹⁹ Nuria Edo Marza, “Pronunciation and Comprehension of Oral English in the English as a Foreign Language”, Journal of Language Teaching and Research, Vol. 5 No.2, 2014.

²⁰ Ee-Ling low, *Pronunciation for English as an International Language*, from research to practice. London ; New York: Routledge, 2015, hlm 50.

learners can focus on elements that enhance communication. A teacher has an important role to see students' abilities.²¹

The following is the role of a teacher in teaching pronunciation:

1) Helping Learners Hear

The first role of a teacher is to help perceive the sound of the learners. By using media, such as video, the learners can easily to receive sound. By hearing to the native speaker can make the learners more understand about the pronunciation of a word. In this process, the teacher must guide the learners on how to say the right words.

2) Helping Learners Make Sound

Sometimes English language sounds are not available in other languages. The learners must be able to imitate the new sound. However, if they are in trouble, the teacher must give instructions to help the learners.

3) Providing Feedback

In learning pronunciation, the learners sometimes do not know whether they are right or wrong. So, the role of the teacher is to give feedback on the performance of the learners.

4) Pointing Out What's Going On

²¹ Douglas Brown, *Teaching by Principles* (An Interactive Approach to Language Pedagogy, San Francisco), hlm. 284.

To improve understanding in pronunciation, the teacher's role is to make students aware of the utterance that is spoken. They may not realize that when a particular word is stressed, may give the meaning to the listener.

5) Establishing Priorities

The teacher must help the learners in establishing a plan for action, in deciding what to focus on and when to leave. It can occur because the learners are not able to tell this pronunciation is important or not.

6) Devising Activities

Devising activities in learning pronunciation must be considered properly. The teacher must be determining which activities have the most influence of learner pronunciation.

7) Assessing Progress

Since the learner can't easily assess themselves, the teacher must provide information about the progress made by the learners.²²

In a teaching and learning pronunciation, teachers and students have different roles. The teachers should be able to guide or help their students to get good score and to motivate the students to learn English pronunciation, while for the students they must have good efforts and motivation to learn pronunciation.

d. Pronunciation in Speaking

Pronunciation is one of the components of speaking skills, of course has a relation between pronunciation and speaking. Speaking needs the learners' to understanding about the way to produce grammar, vocabulary, and pronunciation, and

²² Joanne Kenworthy, *Teaching English Pronunciation*, United States: Longman Group, 1987, hlm.1.

about sociolinguistic competence such as when, why, and how to speak. That means if you have a good pronunciation, it will affect the speaking ability.²³

In speaking English, pronunciations error can change the sentence meaning. Therefore, pronunciation is important in speaking English and has a key role in successful communication both productively and receptively (Abubakar & Ridhuan, 2015). They also state that pronunciation is also has important role in teaching English, that the teachers must have generally placed minimal emphasis on the importance of pronunciation.

The following are four dimensions emerged in their perception for the importance of correct pronunciation in spoken English (Abubakar & Ridhuan, 2015):

- 1) Their awareness towards the importance of correct pronunciation
- 2) Concern on its accuracy
- 3) Level of achievement on their performance
- 4) The affinity for the effort to improve their English pronunciation in general.

If the four dimensions can realize, Abubakar & Ridhuan believed that the speaker can get correct pronunciation. To get correct pronunciation, the students must pay attention to four dimensions is important. Such as, awareness, accuracy, level of achievement, and the effort.

e. Technique and Activity Pronunciation

²³ Mukminatus Zuhriyah, *Story Telling to Improve Students' Speaking Skill*, English Education: Jurnal Tadris Bahasa Inggris Vol 10(1), 2017, hlm 122.

What techniques and activities can teacher employ? The range is multifarious from highly focused techniques, such as drilling, to more broad-reaching activities such as getting students to notice particular pronunciation features within listening texts.

a.) Drilling

One of the main ways in which pronunciation is practised in the classroom is through drilling. In its most basic form, drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Being able to drill properly is a basic and fundamental language teaching skill. The technique has its roots in behaviourist psychological theory and audio lingual approach to teaching. Through drilling has stayed with us a tried and tested classroom technique. Drilling aims to help students achieve better pronunciation of language item and to help them remember new items. Choral drilling can help to build confidence, and gives students the chance to practice pronouncing the drilled item relatively anonymously, without being put on the spot. It is typically followed by individual drilling, where students are invited one by one to repeat. This gives the teacher the chance to ascertain how well individuals are able to pronounce the item being drilled.²⁴

b.) Chaining

Chaining can be used for sentences which prove difficult for students to pronounce, either because they are long, or because they include difficult words and sounds. The following examples show how the teacher isolates certain parts of the sentence, modelling them separately for students to repeat, and gradually building the sentence up until it is complete.

➤ Back chain

²⁴ Gerald Kelly, *How to Teach Pronunciation*, (England : Longman, 2000) p.16

The sentence is drilled and built up from the end, gradually adding to its length. Certain parts may be drilled separately, if they present problems. Each part of the sentence is modelled by the teacher, and the students repeat.

... told him.

...would've...

...would've told...

I would've told him

If I'd seen him...

If I'd seen him, I would've told him

➤ Front Chain

The sentence is drilled and built up from the start, gradually adding to its length. Certain parts may be drilled separately, if they present problems. Each part of the sentence is modelled by the teacher, and the students repeat.

If I'd seen him...

If I'd seen him, I would've...

I would've...

I would've told him.

If I'd seen him, I would've told him...²⁵

2. Tongue Twister

a. Definition of Tongue Twister

There are many experts defined what tongue twister is, the following are some definitions of tongue twister. Carmen, states that "a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly."²⁶

²⁵ *Ibid*, P. 17

Tongue Twister is a phrase or sentence which is difficult to say as it has similar repeated sounds. The example of tongue twisters in English is “a big black bag bit the big black bear but the big black bear bit the big black bag back”. Doing tongue twisters should be enjoyable as we know it is hard to be pronounced undoubtedly and well even for the English native speakers.²⁷ Moreover, according to Bailey, tongue twister is a popular game enjoyed by children and adults alike. This activity is aimed to consolidate the English Daniel Kriegel, Teaching ESL versus EFL Principle and Practices, sounds students have learned by creating a game like atmosphere for practice. It is wise to include tongue twister that highlight particularly problematic minimal sound differences (e.g., pronunciation of /f/ and /v/; /s/ and /ʃ/; /f/and /θ/).²⁸

Many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds exchanged for example “she sells sea shells on the seashore”. This kind of technique can be effective for students because the students can practice and enjoy the pronunciation of the English words. Meanwhile, for this research the researcher would focus on the sounds /æ/, /i:/, /tʃ/, and /f/.²⁹

Tongue twister is a good technique to improve pronunciation. This is two reasons why must use tongue twister technique. The first is that encourage that

²⁶ Robert Carmen, Spoken English: *Flourish you Language* (Abhisheek Publication, 2010), 114

²⁷ Rosita Masfirotul Uyun, *Using Tongue Twisters to Teach English Pronunciation to an Indonesian Young Adult Learner With French Interference*, English Education Study Program, Faculty of Language and Arts, Surabaya State University. Vol.2, No.2, 2014.

²⁸ Miftahur Rohman. *The Use Of Tongue Twisters Technique To Improve EFL Students' Pronunciation*, (from <https://www.researchgate.net> ,2016).

²⁹ Danijela, *The Use of Tongue Twisters Technique EFL Teaching*, Retrived from <https://www.Researcgate.net>. 2012)

will make practice more fun. The second is the students can practice and studies about the brain and language show that melodic intonation patterns are governed on the opposite side of the brain from speech patterns. That makes practice fun is bound to help, simply because the students who are having fun with the practice is more likely to do the practice.³⁰

b. The Application of Tongue Twisters

Tongue twister is the techniques that can help the teachers improving the students' pronunciation on difficult sounds. Tongue twisters are very useful in all stages of teaching foreign language because of their shortness, capacity and full sense. Beside, tongue twister can be used as perfect exercises to check up how the pronunciation rules were learnt. Tongue twister can be combined with some activities in order to be more interesting and able to gain students' attention.

a.) Chain reading

Chain reading is very communicative activity because it can involve all students in class and good cooperation in group work is so much needed by them. The first step, teacher starts the activity by grouping students and asks them to stand up making some lines facing whiteboard. After that, every member of the group have to read a word of tongue twister one by one. The group who finish the reading more quickly become the winner. Then, teacher and students discuss the result together.

b.) Whispers tongue twister

³⁰ Theresa Bareither, *Tongue Twisters, Rhymes, and Song to Improve Your English Pronunciation*, (Blomington: Author House, 2011)

This activity is very interactive and challenging because students must memorize a tongue twister sentence and whisper it to the next member of their group. The result of students' whisper will be varied depend on the listening ability and language competences they have.

c. The Advantage and Disadvantage of Tongue Twisters

Using tongue twisters in pronunciation class gives both advantages and disadvantage to the students . Firstly,tongue twisters improve their motivation as a result of various activities conducted during the course like whispering game, watching videos, and peer teaching. They become more self confident as they are actively involved in the learning process. Their awariness of using accurate pronunciation also improves. It was indicated when one of the students, spontaneously, told us that so far he made mistake when pronouncing the word 'sweater'. He used to pronounce /swi:te(r)/ 'sweeter' instead of pronouncing the correct one /swetə/.

Secondly, the class condition also improves. The students learnt in more exciting and relax atmosphere. They were willing to actively response to the lecturer's questions and instruction. They also enjoyed the pleasant sounds the tongue twisters made. It made the class more alive. Whispering game was one of valuable techniques to improve class condition.

Finally, their pronunciation improve. Since they got models from native speakers by watching youtube videos specifically concerning tongue twisters and routine drills using tongue twister before starting the class, they could minimize

mistakes. The improvement was observed during course and the result of the test. Moreover, their muscles became relax when pronouncing words.

On the other hand, there are some disadvantages of using tongue twister in pronunciation class. They reported that they still found it difficult to pronounce tongue twisters several times fast. It was still hard for them to move their mouth and tongue appropriately since they did not get enough exposure o pronunciation in their previous studies. The students got more drills on grammar and vocabulary building. Even when they were in reading class, they did not practised pronunciation nor reading aloud.

Beside that, using tongue twister need more time and energy both of the students and the teacher. Each students should get the same opportunity to practise the tongue twisters. Since they have to pronounce them several times normally three times fast, more time is needed. The students should also be patient to wait their friends practising tongue twisters. The teacher also needs more time and energy while assisting the students practising tongue twisters. Each students may have different pronunciation problems. Therefore, the teacher needs more effort to observe the problems and find the best ways out.

According to some experts, ideally when teaching pronunciation both segmentals and suprasegmentals need to be focused. And pronunciation class should be meaningful to foster students' communicative skill. Unfortunately due to the limited time and the students' condition the pronunciation class here still

focused more on segmentals and improving students' motivation and awareness. Suprasegmentals were also learnt although they were still limited³¹

C. Conceptual Framework

One way to make students' learning motivation is the use of some interesting technique in the class. According to the researcher experience, students the learning English as foreign language feel that they are uncomfortable when learning English. Its cause of students fell that learning English is difficulty. This research use quantitative research, and the title "The Effectiveness of tongue twister Technique in Teaching Pronunciation at SMAN 1 Nawangan".

This research will use students interesting and enjoy to join the class and to increase students pronunciation in learning English. After that the researcher will observe this process to know, is there any significant difference score between students who were taught by using tongue twister technique at the Tenth grade students of SMAN 1 Nawangan. Tongue twister is difficult to do but if the students practice it, they can speak almost like native speaker of English.

Tongue twister is also fun to do for them because is it unique to be spoken.it can improve the students' motivation in learning pronunciation. Tongue twisters allows them to strengthen their speech. Tongue twister also stimulates the brain into developing pronunciation skill.

The step to know the effectiveness of tongue twister technique at the Tenth grade of SMAN 1 Nawangan, are:

³¹ Ulupi Sitoresmi, *Tongue Twisters in Pronunciating Class*, (Vol I, No 1, Surakarta : Central Java Indonesia) 2016. P. 591.

1. The researcher gave a pre-test to the experimental group and control group.
2. After the researcher saw the result of pre-test, she teaches experimental group using tongue twister technique and teach controlling group using other technique.
3. The researcher gave a post-test for experimental and controlling group.
4. The researcher saw the result and find the significant difference between them.

D. Hypothesis

The hypothesis of the researcher as formulation as follow:

Ho : Tongue twister technique is not effective to improve students' pronunciation achievement in learning English..

Ha : Tongue twister technique is effective to improve students' pronunciation achievement in learning English.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher discusses about research design, population and sample, data collection instrument and data collecting technique.

A. Research Design

In this research, the researcher employed quantitative approach. A quantitative approach is one in which the investigatory primarily uses this technique claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypothesis and questions, use of measurement and observation, and the test), employs strategies of inquiry such as experiments and surveys and collect data on predetermined instruments that yield statistics data.³²

Quantitative researchers attempt to operate under the assumption of objectivity. They assume that there is a reality to be observed and that rational observers who look at the same phenomenon will basically agree on its existence and its characteristics. They try to remain as neutral or value-free as they can, and they attempt to avoid human bias whenever possible. In a sense, quantitative researchers attempt to study the phenomena that are of interest to them “from a distance.” For example, standardized questionnaires and other quantitative measuring tools are often used to measure carefully what is observed. In experiments, researchers frequently use random assignment to place participants into different groups to eliminate the

³² John W. Creswell, . *Research design: Qualitative, Quantitative, and Mixed Methods Approach*. (USA: SAGE Publications, Inc., 2009),Hlm. 21.

possibility of human bias while constructing the comparison groups. In judging results, statistical criteria are used to form many conclusions.³³

In this study, the researcher used quasi experimental study. A quasi experimental study used because it depends on the availability of population. In quasi experiment, the investigator uses control and experimental groups but does not randomly assign participants to groups, they may be intact groups available to the researcher.³⁴ Experiment research is all experiments involve at least a treatment, an outcome measure, units of assignment and some comparison from which change can be inferred and hopefully attributed to the treatments.³⁵

In this study will have two classes, one as experimental class and the other as controlling class. The process of this research includes pre-test, experimental treatment, and post-test. The researcher teaches the students in the experimental class with tongue twister technique. And for the control class, the researcher teaches the students with other media. Pre-test is given before the treatment to measure their achieve in learning process. And for the post-test is given after the researcher gives a treatment to the experimental class. The result of pre-test from both classes is compared to the result of post-test.

B. Population and Sample

According to Kultar Singh, population is a group of individuals, objects, or items from among which samples are taken for measurement.³⁶ The

³³ R. Burke Johnson, *Educational Research: Quantitative, Qualitative, and Mixed Approach*, (USA: SAGE Publications, Inc., 2014), 43.

³⁴ *Ibid.*, 19

³⁵ Dale. T. Griffe. *An Introduction to Second Language Research Methods: Design and Data*. (USA: TESL-EJ Publication, 2012), Hlm. 71

³⁶ Kultar Singh, *Quantitative Social Research Methods* (New Delhi: Sage Publication, 2007), 88.

populations in this research were the students Tenth grade of students of SMAN 1 Nawangan Pacitan in academic year 2019/2020 from 2 Socials classes and 2 Sains classes and the total number of population was 106 students. The researcher took two classes from four classes of SMAN 1 Nawangan Paacitan which consist of 48 students.

The sample is part of the population whose characteristics are to be investigated. A sample can be defined as a finite part of a statistical population whole. It can be defined as a set of target respondents selected from a large population for the purpose of the survey.³⁷ The sampling technique applied in this research was cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population.³⁸ The researcher found that class X Mipa 1 and X Mipa 2 at SMAN 1 Nawangan Pacitan as experimental and control class. Each class consists of 24 students. X Mipa 1 decided as the control class which is taught with conventional method and X Mipa 2 decided as an experiment class which is taught with tongue twister technique.

³⁷ *Ibid*, 88.

³⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*,148.

Skors rubric for pronunciation :

Table 3.2 Score rubic of Pronunciation

Criteria	Score
Correct pronunciation of word	1
Error pronunciation of word	0

C. Data Collection Instrument

In this research, the researcher used oral test. The oral test was to know the students reading and speaking ability. The test was divided into two types, pre-test and post-test. The pre-test is directed at the beginning study before the treatment and the post-test is given after the treatment. Pre-test was to gain information about the student achievement before the treatment as the teaching process. Post-test is to gain information about the student achievement after the teaching process finish. The instrument of the research is in the following:

TEST OF READ RECOUNT TEXT
Read a recount text about “Meeting My Idol” based on your knowledge.
<ul style="list-style-type: none">• You have 5 minutes to read your text• Read with a good pronunciation

Figure 3.3 Worksheet Instrument of Test

D. Data Collection Technique

The task of data collection began after a research problem has been defined and research design/plan chalked out. Collect the primary data during the course of doing experiment in an experimental research.³⁹

1. Test

The technique to collecting data is test. Test is methods of measuring of person's ability, knowledge, or performance in a given domain. A well constructed test as an instrument that provides an accurate measure of the test taker's ability within a particular domain.⁴⁰ To know the effectiveness of tongue twister technique in this researcher, the researcher applied some technique to get the valid data as follows:

2. Pret-test

The researcher gave a pre test in the first meeting in both group (experimental and control class) to get data of students. The test was to know the students' ability in pronunciation.

3. The treatment

The research gave the treatment in the experiment class using tongue twister technique for teaching pronunciation.

4. Post-test

After pre-test and treatment was done the researcher conducting the post-test. The test was reading recount text, the material was same from pre-test but

³⁹ C.R. Kothari, *Research Methodology*, Second Revised (New Delhi: New Age International Publisher, 1990), 95.

⁴⁰ H. Douglas Brown, *Language Assessment* (New York; Longman, 2004), 3-4.

was different from treatment. In this research, the researcher used a test which has been prepared by the researcher to find out the effectiveness of tongue twister technique to teaching pronunciation of tenth grade class.

Table 3.3 Research Schedule

Date	Activities
Monday February 10 th , 2020	Test Homogeneity X Mipa 2
Wednesday February 12 th , 2020	Test Homogeneity X Mipa 1
Thursday February 20 th , 2020	Test Validity
Monday February 24 th , 2020	Pre test experiment class
Wednesday February 26 th , 2020	Pre test control class
Monday March 2 nd , 2020	First meeting experiment class
Wednesday March 4 th , 2020	First meeting control class
Monday March 9 th , 2020	Second meeting experiment class
Wednesday March 11 th , 2020	Second meeting control class
Monday March 16 th , 2020	Third meeting experiment class
Wednesday March 18 th , 2020	Fourth meeting control class
Monday March 23 th , 2020	Post test experiment class
Wednesday March 25 th , 2020	Post test control class

E. Data Analysis Technique

To analyze data, researcher used a comparative technique. The researcher will compare scores before and after treatment is given. This technique is useful for statistically proving whether the results will different between the experimental class and

the control class. To find significant differences from the experimental class and the control class, the researchers used the T-test to find data. Before using the T-test to find statistical results, the researchers will use the Normality and Homogeneity Test.

1. Normality Test

Normality test is used to determine whether a data set was well-modeled by normal distribution or not, or to compute how likely the random variable is to be normally distributed. The calculation of normality test is using SPSS Program.⁴¹

2. Homogeneity Test

Homogeneity means the similarity variance of each group, so the researcher will faced with groups that have the same condition from the beginning. This test is needed to compare data in some group. It is also needed to test the homogeneity of variance in comparing two or more groups. Homogeneity test in experimental research is used to know whether experimental and control group that are taken from population have same variant or not. To calculate the homogeneity of the test, the researcher will use Mini tab as tools.⁴²

3. T-Test

After testing of normality and homogeneity test, the researcher continue to analyze the data using T-test. T-test one of the statistical tests used to state that between two mean samples taken randomly from the same population has

⁴¹ Retno widyaningrum. Statitika Edisi Revisi, (Yogyakarta: Pustaka Felicha, 2017), 206.

⁴² Ibid.p,203

no significant differences.⁴³ In this test, the researcher analyzes the data by comparing the score between experimental class and control class in pre-test and post- test.



⁴³Ibid., 151.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses about data description, data analysis, and discussion.

A. Research Location

1. Identification of School



NAME : SMAN 1 NAWANGAN PACITAN
NSS/NPSN : 20511007
ACREDITATION : A
ADDRESS : JL. PAKIS BARU NO. 47 NAWANGAN
TOWN : PACITAN
VILLAGE : NAWANGAN
SUB-DISTRICT : PACITAN
PROVINCE : EAST JAVA
NO PHONE : (0357) 371054
E-MAIL : smanawangan@gmail.com

2. History of School

SMAN 1 Nawangan is a High school established in Nawangan sub-district located on March 14, 1988. In this year High school this country has reached the age of 32 years. Which at the time was given the name SLTA NEGERI 1 NAWANGAN.

In 1989 SMAN 1 Nawangan gained state status with the first headmaster Mr. Drs Soedjono (he as the teacher in 1 Pacitan). With the status of the county step by step SMAN 1 Nawangan has successfully graduated. Produced until 2019 in the high school the country has graduated less than 28 generations.

B. Data Description

The researcher used quasi-experimental as the research design. The population that used in this research was the students tenth grade of SMAN 1 Nawangan in academic years 2019/2020. Then the researcher took two classes as a sample , one as experiment class and the other was control class. The total numbers of students from two classes were 48 students. The experimental class consisted of 24 students, while the control class consisted of 24 students.

In the experimental class, the students were taught using tongue twister technique. While in the control class the students were not taught using tongue twister technique.

1. The Procedure of The Research in Experiment Class

In the experimental class, the number of students in this class were 24 students. In this class the researcher taught the students using tongue twister technique. Before the researcher taught using tongue twister technique, the

students were given pre-test. The form test was reading from recount text with the topic of meeting my idol one by one. Furthermore the researcher gave the example to read the text with a good pronunciation. Afterwards the researcher introduced and explained about tongue twister technique to the students.

The second treatment, the researcher gave the example video of tongue twisters. Then the researcher also gave the example about tongue twisters and the students can repeat after me. After that the students made a group to speak tongue twister one by one in front of their class.

The next meeting, the researcher still did treatment in this class. The researcher asked the students to made a group again to do chain read to speak tongue twisters. Before reading in front of their class, they practice with their groups. This technique is used in learning games. So they enthusiastic in learning to use the tongue twister technique.

In the next meeting, the researcher gave the last treatment. The researcher gave the other example of the sentences about tongue twisters. Still with group the same in the third meeting, the students can speak two sentences of tongue twister every group. After that the researcher gave post-test to them.

2. The Procedure of The Research in Control Class

In the control class the researcher took class X Mipa 1 as the sample. The number of this class were 24 students. In the first meeting, the researcher gave pre-test to the students. The form test was reading from recount text with the topic of meeting my idol, one by one. After that the researcher explained the

material of recount text form the definition, generic structure and language features.

The second meeting, the researcher started from review the last material about the definition of recount text. Then the researcher asked the students for discuss about how to make a recount text. After that the researcher gave feedback and explained clearly from the discussion. Next the researcher asked the students to answered the questions in their book.

The next meeting the researcher continue the material about recount text. Then the researcher asked the students to read the text in front of their class to know their pronunciation ability . After the students read the text in front of their class, the researcher have found the mispronunciation of students' reading. Next the researcher gave the example to read recount text with the good pronunciation.

The last meeting, the researcher reviewed the material of recount text, then asked them to do post test. The form test was read in recount text with the topic of meeting my idol.

3. The Score of Students' Pronunciation Test in Experimental Class

- a. The table below showed the score of pre-test of students who were taught using tongue twister technique.

Table 4.5 The result of pre-test in experiment class

Name	Error Pronunciation	Correct Pronunciation	Score
AH	15	35	70
AR	13	37	74
ABS	16	34	68
AF	17	33	66
BDC	19	31	62
CVH	15	35	70
EM	17	33	66
ER	14	36	72
IN	15	35	70
IZ	18	32	64
IFH	16	34	68
MDA	18	32	64
MDS	19	31	62
RMN	14	36	72
RMP	19	31	62
RGP	11	49	78
RA	15	35	70

RSC	16	34	68
SNA	13	37	74
SMF	20	30	60
TAB	15	35	70
AP	16	34	68
UA	17	33	66
YCO	19	31	62
Total			1626
Mean			67.75

Based on the result of pre-test in experimental class the data showed that the mean score of pre test was 67,75 from 24 students. The higher score of pre-test was 78, while the lowest score of pre-test was 60. The total score of pre-test was 1626.

- b. Furthermore the description from table about the result of students' post-test in experimental class. The table below showed the description of students' score of post-test in experimental class.

Table 4.6 The result of post-test in experimental class

Name	Error Pronunciation	Correct pronunciation	Score
AH	2	48	96

AR	3	47	94
ABS	4	46	92
AF	5	45	90
BDC	2	48	96
CVH	4	46	92
EM	5	45	90
ER	4	46	92
II	3	47	94
IZ	4	46	92
IFH	6	44	88
MDA	6	44	88
MDS	5	45	90
RMN	2	48	96
RMP	4	46	92
RGP	2	48	96
RA	2	48	96
RSC	2	48	96
SNA	1	49	98
SMF	8	42	84
TAB	4	46	92

AP	8	42	84
UA	4	46	92
YCO	6	44	88
Total			2208
Mean			92

Based on the result of post-test in experimental class the data showed that the mean score of post- test was 92 from 24 students. The higher score of pre-test was 98, while the lowest score of pre-test was 84. The total score of pre-test was 2208.

4. The Score Of Students' Pronunciation Test in Control Class

a. The table below showed the description of students' score of pre-test in control class.

Table 4.7 The result of pre-test in control class

Name	Error Pronunciation	Correct Pronunciation	Score
ANS	12	38	76
AY	13	37	74
ARN	17	33	66
ADA	15	35	70

AYP	13	37	74
AB	13	37	74
DPW	12	38	76
ES	17	33	66
FI	11	39	78
FN	12	38	76
FTD	14	36	72
FAB	15	35	70
GS	17	33	66
HNP	13	37	74
IGL	18	32	64
IBS	15	35	70
IAP	19	31	62
KAR	16	34	68
KTA	13	37	74
LIB	14	36	72
MF	15	35	70
RDL	17	33	66
RAS	15	35	70
RYB	14	36	72

Total		1700
Mean		70,84

Based on the table above, the data showed that the higher score of pre-test in control class was 78, while the lowest score of pre-test was 62. The total score of pre-test was 1700 with the mean score of pre-test was 70,84

- a. The second was the result of students' post-test in control class. The table below is the description of students' score of post-test in control class.

Table 4.8 The result of post- test in control class

Name	Error Pronunciation	Correct Pronunciation	Score
ANS	10	40	80
AY	9	41	82
ARN	9	41	82
ADA	10	40	80
AYP	10	40	80
AB	12	38	76
DPW	11	39	78
ES	6	44	88

FI	8	42	84
FN	9	41	82
FTD	12	38	76
FAB	9	41	82
GS	10	40	80
HNP	11	39	78
IGL	5	45	90
IBS	5	45	90
IAP	7	43	86
KAR	6	44	88
KTA	8	42	84
LIB	10	40	80
MF	9	41	82
RDL	9	41	82
RAS	9	41	82
RYB	7	43	86
Total			1978
Mean			82,416

Based on the result of post -test in control class the data showed that the mean score of post- test was 82,416 from 24 students. The higher score of pre-

test was 90, while the lowest score of pre-test was 76. The total score of pre-test was 1978.

C. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be distributed normally and homogeneity. In this research the researcher used spss version 23 .

1. Normality test

Normality test is used to know whether the data come to the distribution or not. There are many ways to conduct a normality test that is Kolmogorov-Smirnov. In this study, the researcher used SPSS program version 23 with Kolmogorov Smirnov to analyze the normality.

a). Normality test of Experiment class

Table 4.9

One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal	Mean	.0000000
Parameter	Std. Deviation	3.10857863
s ^{a,b}		
Most	Absolute	.131

Extreme Positive	.106
Differences Negative	-.131
Test Statistic	.131
Asymp. Sig. (2-tailed)	.200 ^{e,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the calculated of SPSS version 23 above, it could be seen that the test used one sample kolmogrov – smirnov test. The table above, showed that the value of sig. 2 tailed of experiment class was 0.200. It can be concluded that the data of this research was normal because the value was higher than 0.05 ($0.200 > 0.005$).

b). Normality of Control Class

Table 4.10

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.96692305

Most Extreme Absolute Differences	Positive	.146
	Negative	-.095
Test Statistic		.146
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the calculation above, it showed that the value of sig. 2 tailed of experiment class was 0.200. It can be concluded that the data of this research was normal because the value was higher than 0.05 ($0.200 > 0.005$).

a. Homogeneity test

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data the researcher used the SPSS program version 23. The result of the calculation as below :

Table 4.11 The Result of Homogeneity Test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,643	1	46	,427

Based on table above, the researcher calculated that the data was homogeneously distributed because the value of a statistic is higher ($0.427 > 0.05$).

1. Testing Hypothesis

After testing the normality and homogeneity, the researcher tested the hypothesis. The researcher used the T-test to analyze the data.

Table 4.12

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Bahasa Inggris	Kelas Experiment	24	92.0000	3.77636	.77085
	Kelas Control	24	82.4167	3.95537	.80739

Based on the group statistic above, it means that the total of experiment class and control class were 48 students. The mean of experiment class was 92 while the mean of control class was 82,4167. It can be concluded that there were differences in the average of post-test of students between experiment and control class.

Table 4.13 The result of T- test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of test	Equal variances assumed	.101	.753	8.585	46	.000	9.58333	1.11628	7.33638	11.83028
	Equal variances not assumed			8.585	45.902	.000	9.58333	1.11628	7.33625	11.83041

Based on the result from the table the value of T-test was 8.585 and the degree of freedom (df) = 46 (df – 2; 48 – 2 = 46). The value of T table in significant 5% was 2.01. Score sig. (2-tailed) = 0.000. To interpret the data above, the researcher formulated a hypothesis as below:

Ha : There is significant effect of using tongue twister technique to improve students' pronunciation achievement.

Ho : There is no significant effect of using tongue twister technique to improve students' pronunciation achievement.

The result showed that the value of T test is higher than T table. It means that H0 was rejected and Ha was accepted ($8.585 > 2,01$).

D. Discussion and Interpretation

From the calculation above, it was shown that the difference coefficient of students who were taught by tongue twisters technique and students who were not taught by tongue twisters technique is 8.585

Hypothesis test (t_0) at 8.585 from calculation above was compared to the "t" index (t_t) with the condition below:

1. If the $t_0 > t_t$ Ha was accepted. It meant that there was a significant difference between two variables.
2. If the $t_0 < t_t$ Ha was refused. It meant that there was no significant difference between two variables.

To determine that value of t_0 the researcher checked db and consulted with the tt score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 24 + 24 - 2 \\ &= 48 - 2 \\ &= 46 \end{aligned}$$

At the significant standard 5% the value “t” = 2.01. Then, the values of t0 was 8.585, so $t_0 > t_t(8.585 > 2.01)$. It meant that H_a was accepted and H_0 was rejected.

From the calculation above, there is significant effect of the students' who were taught using tongue twisters technique got better score than the students who were not taught by tongue twister technique in SMAN 1 Nawangan Pacitan in academic year 2019/2020.



CHAPTER V

CLOSING

In this chapter, the researcher discusses about the conclusion and recommendations.

A. Conclusion

Based on the data analysis, it can be concluded that there was a significant different in pronunciation achievement of the students who were taught using tongue twister technique and who were not taught using tongue twister technique at the Tenth grade of SMAN 1 Nawangan Pacitan in academic year 2019/2020. The result of the mean score was the students who were taught using tongue twister technique got a better score of the student's post-test from the experimental group (92.00) was higher than the control group (82.41). It was found that the comparison between students' pronunciation who were taught using tongue twister technique and who were not was 8,585. This score was higher than T table which was 2.01 at the level of a significant 5% with $db = 46$. It meant H_a was accepted. In other hands, the use of tongue twister technique was effective to improve students' pronunciation.

B. Recommendation

From the conclusion above, the researcher would like to suggest:

1. For the teachers

The English teachers should choose appropriate techniques in teaching English, especially for teaching pronunciation. The teachers should present or deliver the material in an enjoyable and understand for the students. If the students in the

classroom are bored with the teacher's techniques or methods, the teachers have to find out another appropriate methods or techniques.

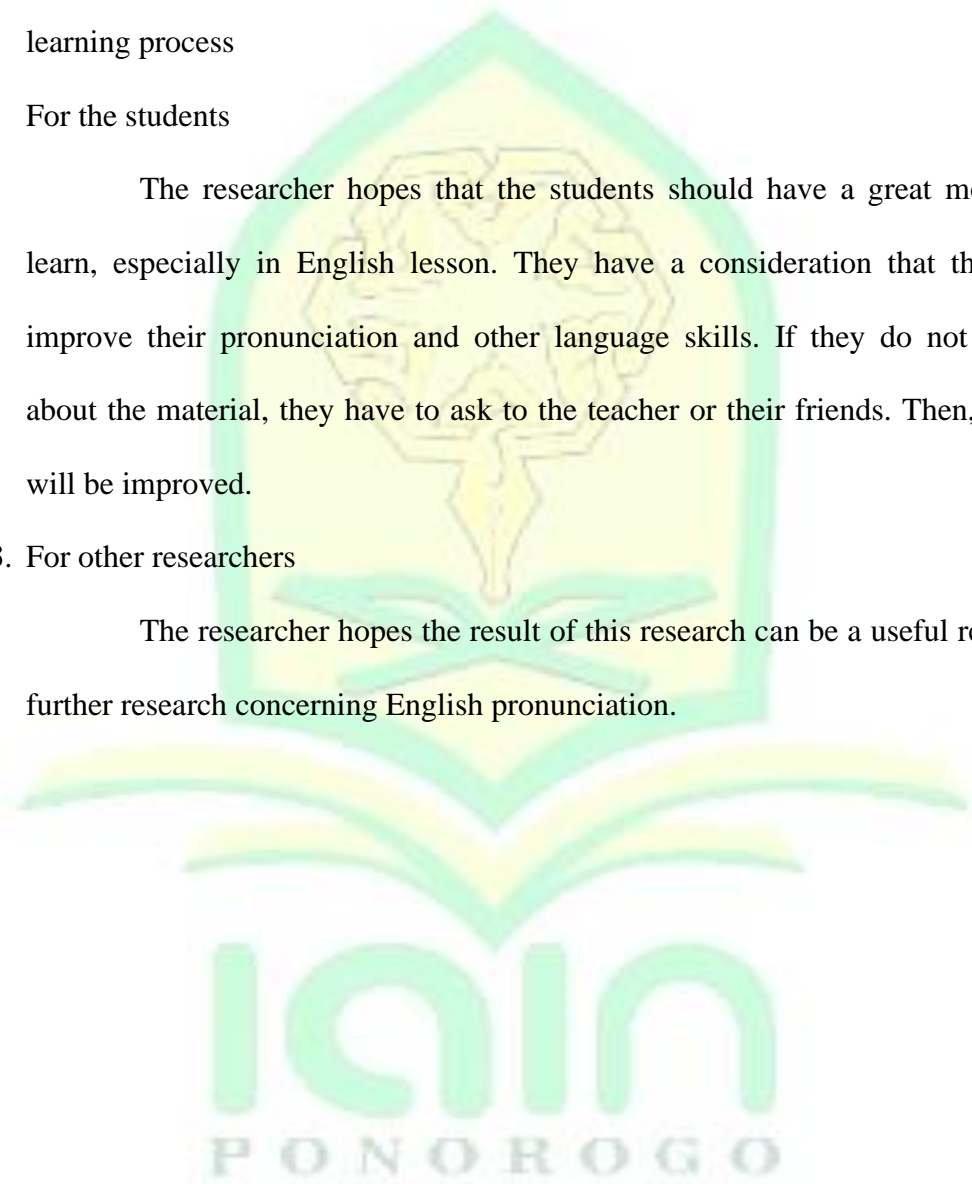
After conducting this research, the researcher suggested to applying the tongue twisters technique in teaching pronunciation. It will make students enjoy in learning process

2. For the students

The researcher hopes that the students should have a great motivation to learn, especially in English lesson. They have a consideration that they have to improve their pronunciation and other language skills. If they do not understand about the material, they have to ask to the teacher or their friends. Then, their skills will be improved.

3. For other researchers

The researcher hopes the result of this research can be a useful reference for further research concerning English pronunciation.



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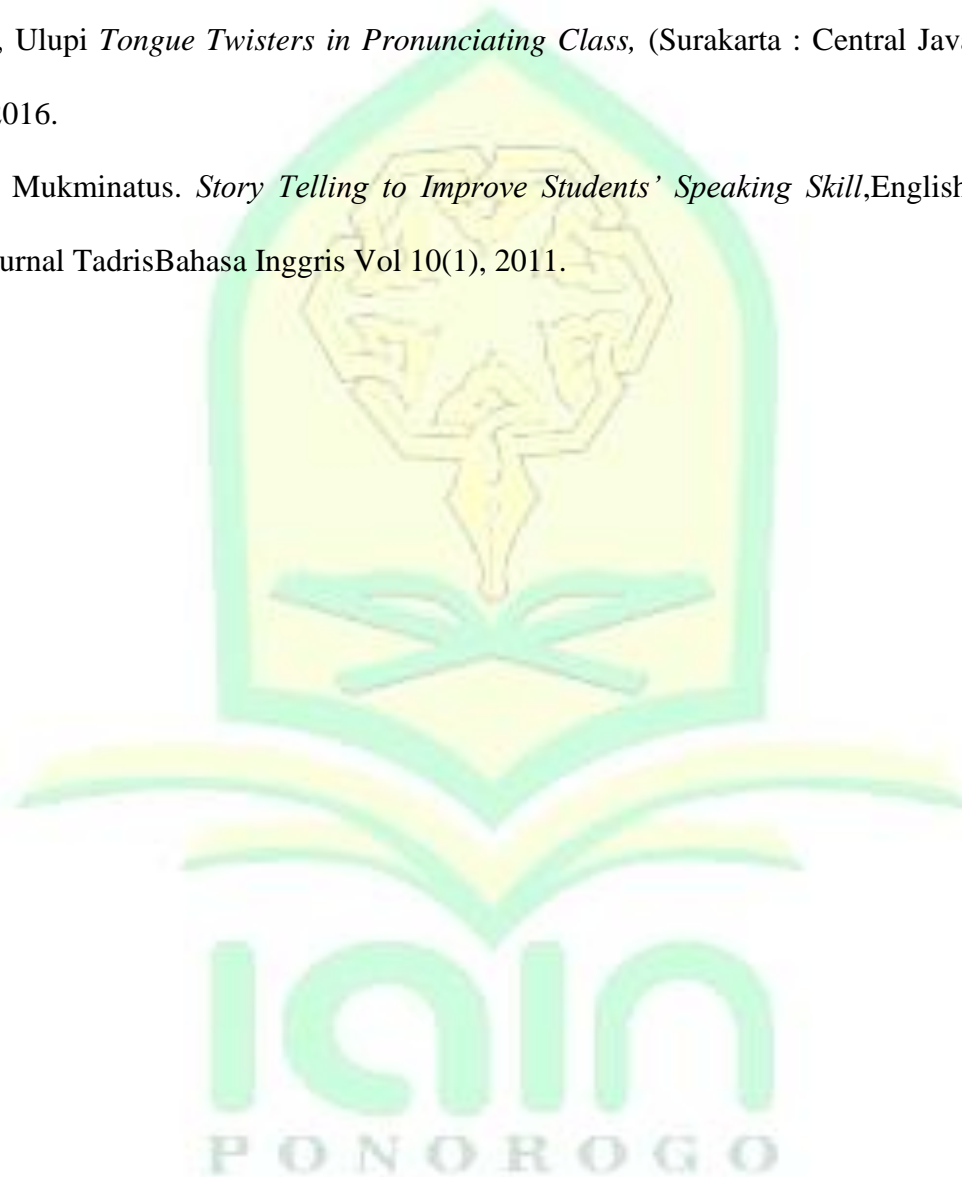
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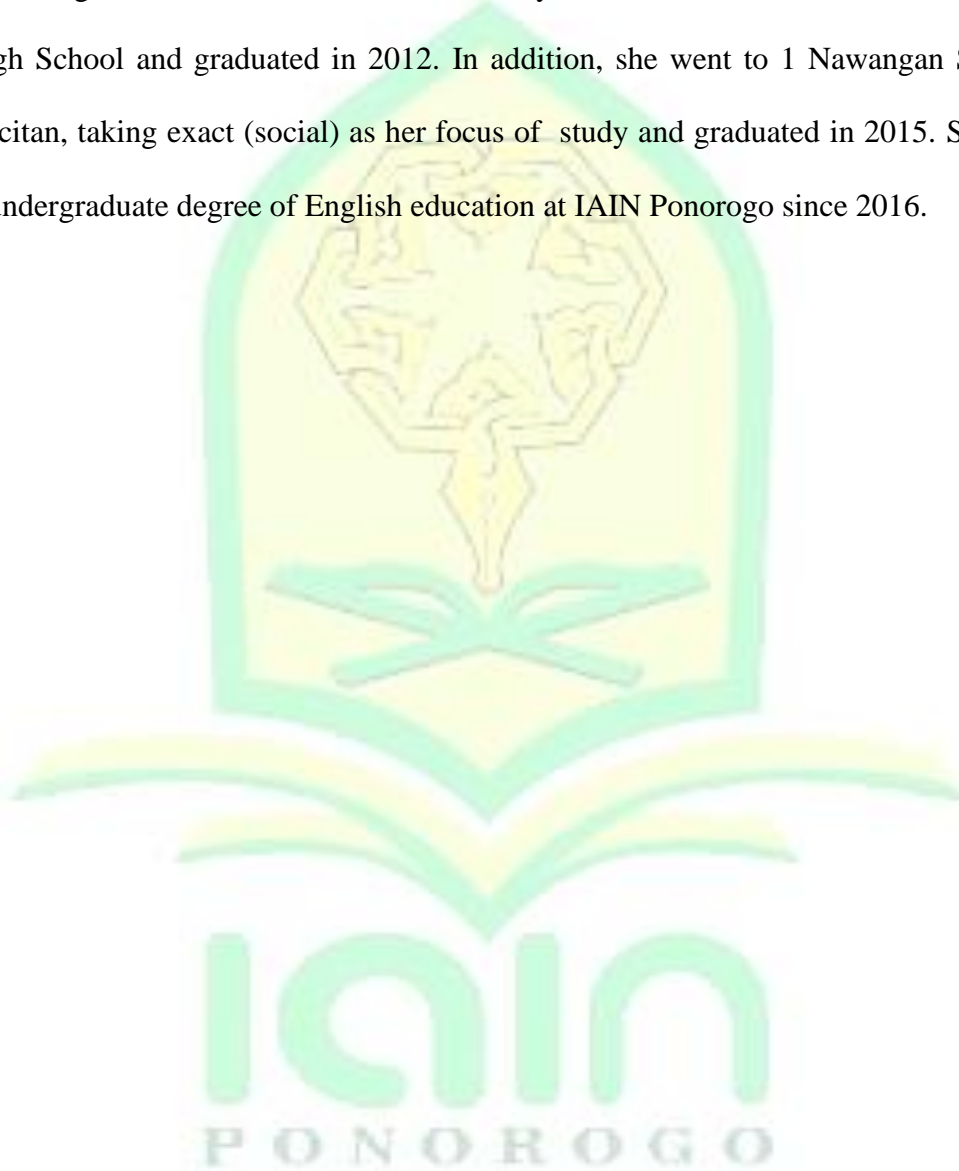
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CURRICULUM VITAE

Yusta Fraesti was born in Pacitan, July 22, 1997. She is so thankful for living on earth as a daughter of Mr Suratno and Mrs Harini and a sister of one lovely brother, Mr Eko Cahyono. In 2009, she was graduated from Jeruk 1 Elementary School Pacitan. She studied in Bandar 3 Junior High School and graduated in 2012. In addition, she went to 1 Nawangan Senior High School Pacitan, taking exact (social) as her focus of study and graduated in 2015. She has been persuing undergraduate degree of English education at IAIN Ponorogo since 2016.



Appendix 1. Instrument of Research

Meeting My Idol

mitɪŋ maj ajdəl

Afgan has always been my favorite singer. I had always been thinking of how I would feel

Afgan hæz əlwez bɪn maj fevərət sɪŋər. I ɪd hæd əlwez bɪn θɪŋkəŋ əv haw aj wʊd fɪl when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to wən aj mət hɪm. ðæn aj wəz sədənli hɪt baj laɪtnɪŋ wən aj fawnd awt Afgan wəz kəmɪŋ tu town for a concert in a local auditorium. A day before the concert, there would be a meet and tawɪn fɔr e kənsərt ɪn e lokəl ədətɔriəm. e de befɔr ðə kənsərt ðer wʊd bi e mi:t ænd greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his grɪt ɪvent æt e lokəl redio steɪʃən . fɪlɪŋ ɪksaɪtəd aj pækt əl maj Afgan's CDs tu get hɪz signature at the event.

sɪŋnətʃər æt ðə ɪvent .

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's an ðæt braɪt ænd sənɪ sætərdi mɔrɪŋ, ðə redio steɪʃən wəz fʊl əv afganɪzəm (ðæt ɪz how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. haw Afgan's fænz ar kɔld). ðe sæt ɪn ðə tʃeɪəz prɪpərd ɪnsaɪd ðə redio steɪʃən labi.

Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared səm stʊd ɪn rəʊz ɪn ðə frənt jɑrd əv ðə redio steɪʃən. e spɔt ɪnsaɪd e labi wəz prɪpərd with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's wɪð e mɪni steɪdʒ fɔr Afgan's sɪŋɪŋ pɜ:fɔrməns ænd e teɪbəl fɔr Afgan tu saɪn afganɪzəm memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio memərəbɪljə. faɪnəli æftər əbawt 40 ɔr 50 mɪnɪts wet , Afgan ʃəʊd əp frəm ɪnsaɪd ðə redio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good steɪʃən .hi smajld ænd wɜ:vɪd tu əl afganɪzəm. hu hæd bɪn wetɪŋ ɪksaɪtədli seɪŋ, gʊd

morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank

mornin. haw ar ju ol? ðə krawd went krezi ðə fawts sawndəd lajk e miks əv fajn θæŋk

you" and screams of Afgan's name.

ju ænd skrimz əv Afgan's nem.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even

ðen hi startəd ðə ɪvent baj siŋŋ hɪz hit siŋgəl "dia dia dia". Afganism went ivən

crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my

kreziər ðe sæŋ əlɔŋ wið him θruawt ðə sɔŋ. əv kɔrs əj did tu . əj kʊd nat tek maj
eyes off this amazing singer who had released three albums. When he was finished with the

ajz əf ðis əmeziŋ siŋər hu hæd rilist θri ælbəmz .wən hi wəz finiʃt wið ðə

song, the host announced that it was time for autographing the memorabilia. I prepared my CDs

sɔŋ ðə host ənawnst ðæt it wəz tajm fɔr autɔgrəfiŋ ðə məməərəbiljə. əj pripeəd maj CDs

and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just

ænd bigən tu stænd ən ðə lajn.wən əj əraɪvd æt ðə tebəl ,əj wəz spi:tʃləs it wəz ənri:l dʒəst

seeing him that close. I thought it was really cool seeing him like that because he really just felt

siŋ him ðæt klo:s . əj θɔ:t it wəz ri:lɪ kul siŋ him lajk ðæt bɪkɔz hi ri:lɪ dʒəst felt

like a normal person, which was awesome. He asked my name so that he could write it on the

lajk e nɔrməl pɜrsən wi:tʃ wəz əsəm .hi æskt maj nem so ðæt hi kʊd raɪt it ən ðə

CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had

tu se "tu Mia, lɔv Afgan". hi wəz əlso veri frændli, so əj did nat fil tu nərvəs wən əj hæd

a chance to take pictures with him. He was just an amazing person. That was one of the best

e tʃæns tu tek pi:kʃərz wið him . hi wəz dʒəst ən əmeziŋ pɜrsən .ðæt wəz wən əv ðə best

days in my personal life history.

deɪz ən maj pɜrsənəl laɪf hɪstəri .

Appendix 2. Pictures of Classroom Activities









RENCANA PELAKSANAAN PEMBELAJARAN

(Sesuai Edaran Mendikbud Nomor 14 Tahun 2019)

Sekolah : SMAN 1 NAWANGAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X
Materi Pokok : Teks Recount (My Idol, Bj Habibie, Cut Nyak Dien)
Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi isi, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana tentang pengalaman pribadi
2. Menjelaskan isi teks yang menceritakan pengalaman pribadi dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks recount sesuai konteks penggunaan
3. Menceritakan pengalaman pribadi secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount sesuai konteks.

B. Media/alat, Bahan dan Sumber Belajar

Media : Worksheet atau lembar kerja siswa.
Alat/ Bahan : Board marker, Papan tulis, Laptop
Sumber Belajar : Buku Bahasa Inggris Kelas X, Kemendikbud Tahun 2016

C. Langkah-langkah Pembelajaran

1. Pertemuan ke- I (Experimental Class)

Kegiatan Pendahuluan (15 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk

mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Mengamati	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali . Mereka diberi tayangan dan bahan bacaan terkait materi <i>teks recount</i>
Menanya	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>teks recount</i>
Mengeksplorasi	<p>Peserta didik secara kelompok membacakan teks recount sederhana dengan tema “ Meeting My Idol” berupa kegiatan/ kejadian/ peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat.</p> <p>Setelah guru menilai siswa masih banyak kesalahan dalam membaca teks, secara berkelompok peserta didik diminta untuk berdiskusi dan saling bertukar informasi mengenai ketepatan cara membaca teks recount tersebut. Kemudian guru memberikan kalimat tongue twister kepada siswa. Yang mana setiap kelompok siswa diberi kalimat tongue twister yang berbeda.</p> <p>Kalimat tongue twister yang diberikan oleh guru yaitu :</p> <ol style="list-style-type: none"> a. I saw Susi sitting in a shoe shine shop b. I scream, you scream, we all scream for ice cream c. She said she should sit! d. How can a clam cram in a clean cream can ? <p>Kemudian peserta didik diminta untuk mempresentasikan dengan pengucapan dan intonation yang tepat.</p>
Mengkomunikasikan	Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru Peserta didik mempresentasikan hasil kerja kelompok dengan ketepatan bacaan yang benar , mengemukakan pendapat atas presentasi dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikannya.
Mengasosiasi	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>teks recount</i> peserta didik kemudian diberikan kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman	
Peserta didik membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	

2. Pertemuan ke- II (Experimental Class)

Kegiatan Pendahuluan (15 Menit)	
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran	
Member motivasi belajar kepada peserta didik	
Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Mengamati	Siswa mendengarkan teks recount sederhana tentang kegiatan/kejadian/peristiwa yang telah dibacakan oleh guru. Kemudian beberapa siswa secara bergantian membacakan sebuah teks recount tentang kegiatan/kejadian/peristiwa.
Menanya	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami. Kemudian peserta didik menanyakan tentang bagaimana perkembangan cara baca siswa terhadap bacaan teks recount.
Mengeksplorasi	<p>Peserta didik secara kelompok membacakan teks recount sederhana dengan tema “Bj Habibie” berupa kegiatan/ kejadian/ peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat.. Kemudian guru memberikan kalimat tongue twister kepada siswa. Yang mana setiap kelompok siswa diberi kalimat tongue twister yang berbeda. Kalimat tongue twister yang diberikan oleh guru yaitu :</p> <ol style="list-style-type: none"> The big black bug bit the big black bear, but the big black bear bit the big black bug back How many cookies could a good cook if a good cook could cook cookies Betty butter bought some butter, but she said the butter is bitter She sells sea shells on the sea shore, the shells she sells are sea shore shells <p>Kemudian peserta didik diminta untuk mempresentasikan pengucapan kaimat tongue twister kedepan kelas bersama anggota kelompoknya dengan pengucapan dan intonation yang tepat.</p>
Mengkomunikasikan	Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru Peserta didik mempresentasikan hasil kerja kelompok dengan ketepatan bacaan yang benar , mengemukakan pendapat atas presentasi dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikannya.

Mengasosiasi	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>teks recount</i> peserta didik kemudian diberikan kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.
Kegiatan Penutup (15 Menit)	
Memberikan umpan balik terhadap proses dan hasil pembelajaran.	
Peserta didik membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	

3. Pertemuan ke- III (Experimental Class)

Kegiatan Pendahuluan (15 Menit)	
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran	
Member motivasi belajar kepada peserta didik	
Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Mengamati	Siswa mendengarkan teks recount sederhana tentang kegiatan/kejadian/peristiwa yang telah dibacakan oleh guru. Kemudian guru menunjuk salah satu siswa secara acak untuk membacakan sebuah teks recount tentang kegiatan/kejadian/peristiwa.
Menanya	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami. Kemudian peserta didik menanyakan tentang bagaimana perkembangan cara baca siswa terhadap bacaan teks recount.
Mengeksplorasi	<p>Peserta didik secara kelompok membacakan teks recount sederhana dengan tema “ Cut Nyak Dien” berupa kegiatan/ kejadian/ peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat.</p> <p>Kemudian guru memberikan kalimat tongue twister kepada siswa. Yang mana setiap kelompok siswa diberi kalimat tongue twister yang berbeda. Kalimat tongue twister yang diberikan oleh guru yaitu :</p> <ol style="list-style-type: none"> a. A loyal warrior will rarely worry why we rule b. He threw three free throws c. Peter piper picked a peck of pickled peppers. d. I thought, I thought of thinking of thanking you. <p>Kemudian peserta didik diminta untuk mempresentasikan pengucapan kalimat tongue twister kedepan kelas bersama anggota kelompoknya dengan pengucapan dan intonation yang tepat. Peserta didik yang melafalkan kalimat dengan tepat dan lancar itulah yang jadi pemenang kemudian guru memberikan point tambahan kepada peserta didik</p>

	tersebut .
Mengkomunikasikan	Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru Peserta didik mempresentasikan hasil kerja kelompok dengan ketepatan bacaan yang benar , mengemukakan pendapat atas presentasi dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikannya.
Mengasosiasi	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>teks recount</i> peserta didik kemudian diberikan kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.
Kegiatan Penutup (15 Menit)	
Memberikan umpan balik terhadap proses dan hasil pembelajaran.	
Peserta didik membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	

4. Pertemuan ke-I (Contol Class)

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Mengamati	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Guru menjelaskan mulai dari pengertian, generic structure sampai dengan unsur kebahasaan dari teks recount.
Menanya	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>teks recount</i> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.
Mengeksplorasi	Siswa melaporkan hasil pada tahap mengamati dan ditanggapi oleh guru. Siswa membacakan teks recount sederhana dengan tema “ Meeting My Idol” berupa kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat. Guru mengajar siswa menggunakan metode ceramah. Siswa menemukan gagasan pokok, informasi rinci dan informasi

	tertentu serta fungsi social dari teks recount.
Mengkomunikasikan	Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru Peserta didik mempresentasikan hasil kerja kelompok dengan ketepatan bacaan yang benar , mengemukakan pendapat atas presentasi dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikannya.
Mengasosiasi	Dalam kerja terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan focus pada fungsi social, struktur teks, dan unsure kebahasaan. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>teks recount</i> peserta didik kemudian diberikan kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman	
Peserta didik membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	

5. Pertemuan ke-II (Control Class)

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Mengamati	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Guru menjelaskan mulai dari pengertian, generic structure sampai dengan unsur kebahasaan dari teks recount.
Menanya	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>teks recount</i> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang adadalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsure kebahasaan.

Mengeksplorasi	Siswa melaporkan hasil pada tahap mengamati dan ditanggapi oleh guru. Siswa membacakan teks recount sederhana dengan tema “ Bj Habibie” berupa sebuah kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks recount.
Mengkomunikasikan	Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru Peserta didik mempresentasikan hasil kerja kelompok dengan ketepatan bacaan yang benar dan juga mengerjakan tugas berupa menjawab butir soal yang berkaitan dengan bacaan dari buku paket siswa.
Mengasosiasi	Dalam kerja terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan focus pada fungsi social, struktur teks, dan unsure kebahasaan. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>teks recount</i> peserta didik kemudian diberikan kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman	
Peserta didik membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	

6. Pertemuan ke-III (Control Class)

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Mengamati	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskan nya kembali. Guru menjelaskan mulai dari pengertian, generic structure sampai dengan unsur kebahasaan dari teks recount.
Menanya	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>teks recount</i> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain

	perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsure kebahasaan.
Mengeksplorasi	Siswa melaporkan hasil pada tahap mengamati dan ditanggapi oleh guru. Siswa membacakan teks recount sederhana dengan tema “Cut Nyak Dien” berupa sebuah kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks recount.
Mengkomunikasikan	Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru. Peserta didik dengan bimbingan dan arahan guru diberikan tugas untuk menganalisis generic structure dari teks recount kemudian siswa diminta untuk membacaknya.
Mengasosiasi	Dalam kerja terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan focus pada fungsi social, struktur teks, dan unsure kebahasaan. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>teks recount</i> peserta didik kemudian diberikan kesempatan untuk menanyakan kembali hal-hal yang belum di pahami.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman	
Peserta didik membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/ simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	



D. Penilaian Hasil Pembelajaran

- Penilaian pengetahuan berupa tes tulis dan percakapan serta penugasan

Pacitan, 10 Februari 2020

Mengetahui

Guru Bahasa Inggris,

Mahasiswa Penelitian,

Erni Mariani, S.Pd
NIP. 19800406 201406 2 009

Yusta Fraesti
NIM. 210916055



Appedix 4. Result of Pre-test and Post-test Experiment class

HASIL NILAI KELAS EXPERIMENT

No	Nama	Pre- Test	Post-Test
1	Aditia H	70	96
2	Alviatur R	74	94
3	Arya Bintang S	68	92
4	Astri Afriza	66	90
5	Betty Dwi C	62	96
6	Clarisma Varadila	70	92
7	Elmi Mutfiana	66	90
8	Eva Ramadhani	72	92
9	Icha Indawati	70	94
10	Isma Zubaidah	64	92
11	Izur Fatma Hamidah	68	88
12	Maulsa Dwi A	64	88
13	Muhammad Dwima	62	90
14	Rafitan Meidiansyah	72	96
15	Rafitan Meidiansyah	62	92
16	Riki Galang Pratama	78	96
17	Rizki Ardianti	70	96
18	Rohmatin Risas C	68	96
19	Siti Nurul Aini	74	98
20	Safda Maulana F	60	84
21	Tantrayana Aji B	70	92
22	Aji Pamungks	68	84
23	Ulul Azmi	66	92
24	Yeny Cahya O	62	88

Appendix 5. Result of Pre-Test and Post Test Control Class

HASIL NILAI KELAS CONTROL

NO	NAME	PRETEST	POST TEST
1	Affah Nurul S	76	80
2	Agasya Yara	74	82
3	Alma Riskya N	66	82
4	Alvinda Digta A	70	80
5	Alvino Yoga P	74	80
6	Arum Banawati	74	76
7	Dian Puspita W	76	78
8	Eris Setyaningsih	66	88
9	Fachrizar Ichwan	78	84
10	Fathonah Nurul	76	82
11	Febri Tendi D	72	76
12	Feimasya Akbarka B	70	82
13	Geri Subekti	66	80
14	Husnun Nabila P	74	78
15	Ilham Gus L	64	90
16	Insan Barkah S	70	90
17	Intan Alystiana P	62	86
18	Khansa Atikah R	68	88
19	Kunanti Tia A	74	84
20	Lalang Indra B	72	80
21	Mohammad F	70	82
22	Ratna Duwi L	66	82
23	Rifki Amar S	70	82
24	Rizky Yoga W	72	86

Appendix 6. Result of Homogeneity

HASIL HOMOGENITY 2 KELAS

kelas A	Nilai	nilai 2	jumlah	rata-rata	kelas B	nilai 1	nilai 2	jumlah	rata-rata
1	84	85	169	84	1	80	65	145	72
2	88	75	163	81	2	85	75	160	80
3	90	85	175	87	3	86	85	171	85
4	90	85	175	87	4	80	80	160	80
5	87	65	152	76	5	88	65	153	76
6	85	80	165	82	6	85	85	170	85
7	83	78	161	80	7	78	90	168	84
8	87	80	167	83	8	80	80	160	80
9	87	68	155	77	9	84	70	154	77
10	65	80	145	72	10	75	80	155	77
11	87	85	172	86	11	88	78	166	83
12	84	70	154	77	12	84	70	154	77
13	70	85	155	77	13	78	60	138	70
14	86	65	151	75	14	84	75	159	79
15	84	70	154	77	15	78	80	158	79
16	80	90	170	85	16	84	60	144	72
17	87	70	157	78	17	78	84	162	81
18	87	75	162	81	18	80	80	160	80
19	80	85	165	82	19	80	65	145	72
20	80	75	155	77	20	80	50	130	65
21	85	65	150	75	21	70	60	130	65
22	88	68	156	78	22	78	80	158	79
23	87	65	152	76	23	75	75	150	75
24	83	70	153	76	24	78	80	158	79

Appendix 7. Surat Izin Penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PONOROGO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Terakreditasi B sesuai SK BAN PT Nomor: 2619/SK/BAN-PT/Ak-SURV/PT/XI/2016
Alamat : Jl. Pramuka No.156 Po.Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893
Website: www.iainponorogo.ac.id E-mail: www.iainp@iainponorogo.ac.id

Ponorogo, 31 Januari 2020

Nomor : **B-0429/In.32.2/PP.00.9/01/2020**
Lampiran : **1 (Satu) Eksemplar Proposal**
Perihal : **PERMOHONAN IZIN UNTUK
PENELITIAN INDIVIDUAL**


Kepada
Yth. **Kepala SMA N 1 Nawangan Pacitan**
Di Tempat

Assalamu'alaikum Wr. Wb.
Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

N a m a : **YUSTA FRAESTI**
N I M : **210916055**
Semester : **VIII (delapan)** Tahun Akademik : **2019/2020**
Fakultas/ Jurusan : **Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris**


dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :
“ **THE EFFECTIVENESS OF TONGUE TWISTERS TECHNIQUE IN TEACHING
PRONUNCIATION AT SMA N 1 NAWANGAN** ”
Perlu mengadakan penelitian secara individual yang berlokasi di :
SMA N 1 NAWANGAN PACITAN
Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya saudara berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan saudara kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Wakil Dekan I,

H. M. MIFTAHUL ULUM, M.Ag.
NIP. 19740306 200312 1 001

Appedix 8. Surat Telah Melakukan Penelitian

 PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 NAWANGAN
Jl. Pakis Baru, Kec. Nawangan, Pacitan Telp. (0357) 371054 email : smanawangan@gmail.com
PACITAN Kode Pos : 63584

SURAT KETERANGAN
Nomor : 072/069/101.6.20.3/2020

Yang bertanda tangan di bawah ini :

Nama : AGUS ZAMRONI, S.Ag., M.Pd.
NIP : 19680804 199802 1 005
Pangkat/Golongan ruang : Pembina Tk.I , IV/b
Jabatan : Kepala Sekolah

Menerangkan bahwa :


Nama : YUSTA FRAESTI
NIM : 210916055
Program / Jurusan : S1 / Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Nama tersebut di atas telah mengadakan riset di SMA Negeri 1 Nawangan pada tanggal, 10 Pebruari 2020 s.d. 25 Maret 2020 untuk judul Skripsi "THE EFFECTIVENESS OF TONGUE TWISTER TECHNIQUE In TEACHING PRONUNCIATION AT SMAN 1 NAWANGAN PACITAN"

Demikikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Nawangan, 20 April 2020
Kepala Sekolah,

Agus Zamroni, S.Ag., M.Pd.
NIP 19680804 199802 1 005



Appedix 9. Surat Pernyataan Keaslian Tulisan

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Yusta Fraesti

NIM : 210916055

Jurusan : Tadris Bahasa Inggris

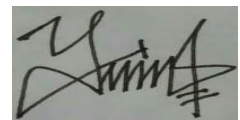
Fakultas : Tarbiyah dan Ilmu Kependidikan

Judul Skripsi : The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan.

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, April 2020



Yusta Fraesti

NIM. 210916055