

**THE EFFECTIVENESS OF TONGUE TWISTER  
ON STUDENTS' PRONUNCIATION AT THE EIGHTH GRADE  
OF SMP MAARIF NU 2 KEMRANJEN, BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)**

**Degree**

**by**

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Purwokerto, 25 July 2023



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**THE EFFECTIVENESS OF TONGUE TWISTER  
ON STUDENTS' PRONUNCIATION AT THE EIGHTH GRADE  
OF SMP MAARIF NU 2 KEMRANJEN, BANYUMAS REGENCY**

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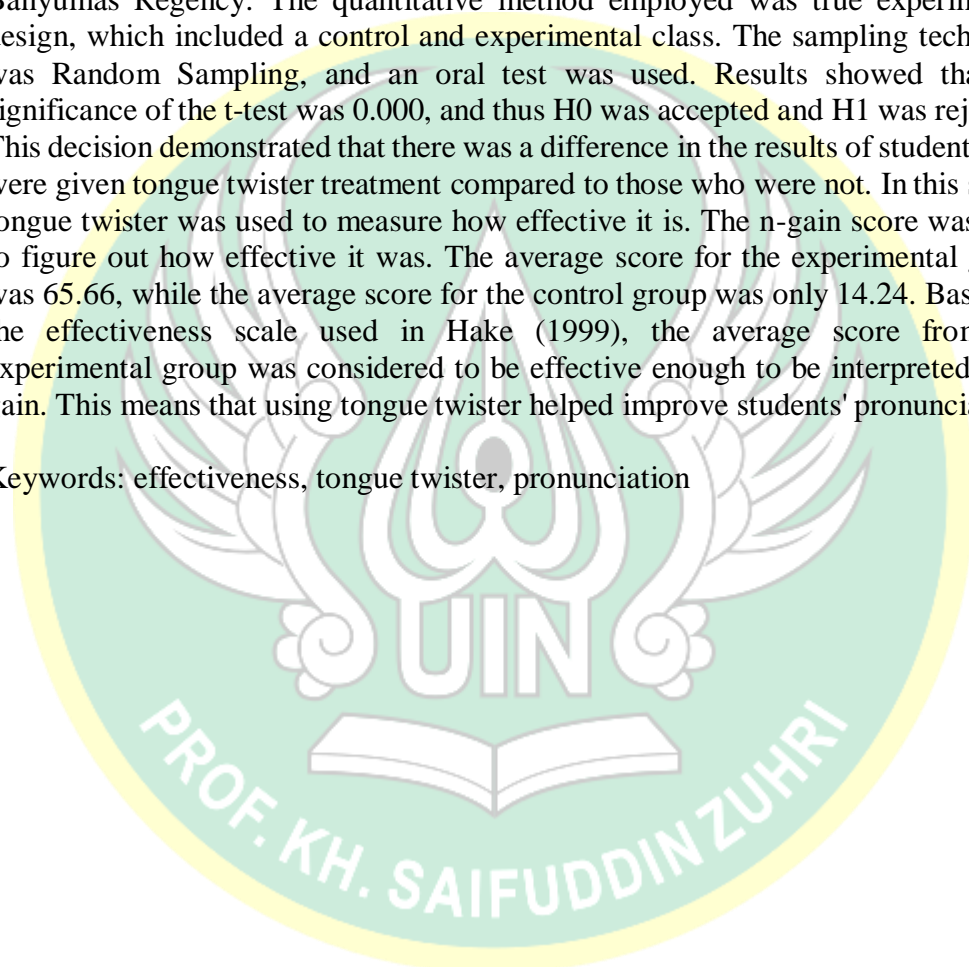
**THE EFFECTIVENESS OF TONGUE TWISTER  
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**ABSTRACT**

**Abstract:** This research sought to assess the impact of a tongue twister on the pronunciation of students at the eighth-grade level of SMP Maarif NU 2 Kemranjen, Banyumas Regency. The quantitative method employed was true experimental design, which included a control and experimental class. The sampling technique was Random Sampling, and an oral test was used. Results showed that the significance of the t-test was 0.000, and thus H<sub>0</sub> was accepted and H<sub>1</sub> was rejected. This decision demonstrated that there was a difference in the results of students who were given tongue twister treatment compared to those who were not. In this study, tongue twister was used to measure how effective it is. The n-gain score was used to figure out how effective it was. The average score for the experimental group was 65.66, while the average score for the control group was only 14.24. Based on the effectiveness scale used in Hake (1999), the average score from the experimental group was considered to be effective enough to be interpreted as n-gain. This means that using tongue twister helped improve students' pronunciation.

**Keywords:** effectiveness, tongue twister, pronunciation



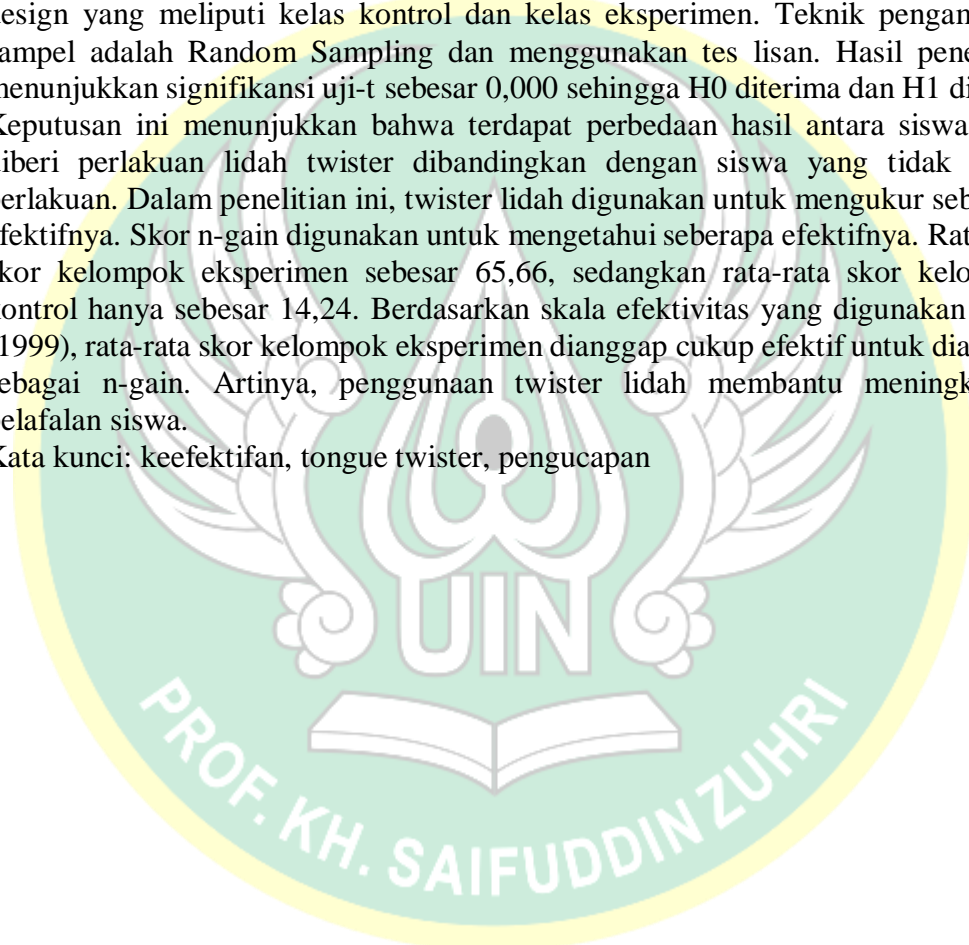
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**ZULFA NIKMAH  
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**ABSTRAK**

**Abstrak:** Penelitian ini bertujuan untuk menilai dampak tongue twister pada pengucapan siswa di tingkat kelas delapan di SMP Maarif NU 2 Kemranjen, Kabupaten Banyumas. Metode kuantitatif yang digunakan adalah true eksperimen design yang meliputi kelas kontrol dan kelas eksperimen. Teknik pengambilan sampel adalah Random Sampling dan menggunakan tes lisan. Hasil penelitian menunjukkan signifikansi uji-t sebesar 0,000 sehingga H<sub>0</sub> diterima dan H<sub>1</sub> ditolak. Keputusan ini menunjukkan bahwa terdapat perbedaan hasil antara siswa yang diberi perlakuan lidah twister dibandingkan dengan siswa yang tidak diberi perlakuan. Dalam penelitian ini, twister lidah digunakan untuk mengukur seberapa efektifnya. Skor n-gain digunakan untuk mengetahui seberapa efektifnya. Rata-rata skor kelompok eksperimen sebesar 65,66, sedangkan rata-rata skor kelompok kontrol hanya sebesar 14,24. Berdasarkan skala efektivitas yang digunakan Hake (1999), rata-rata skor kelompok eksperimen dianggap cukup efektif untuk diartikan sebagai n-gain. Artinya, penggunaan twister lidah membantu meningkatkan pelafalan siswa.

Kata kunci: keefektifan, tongue twister, pengucapan



;

## MOTTO

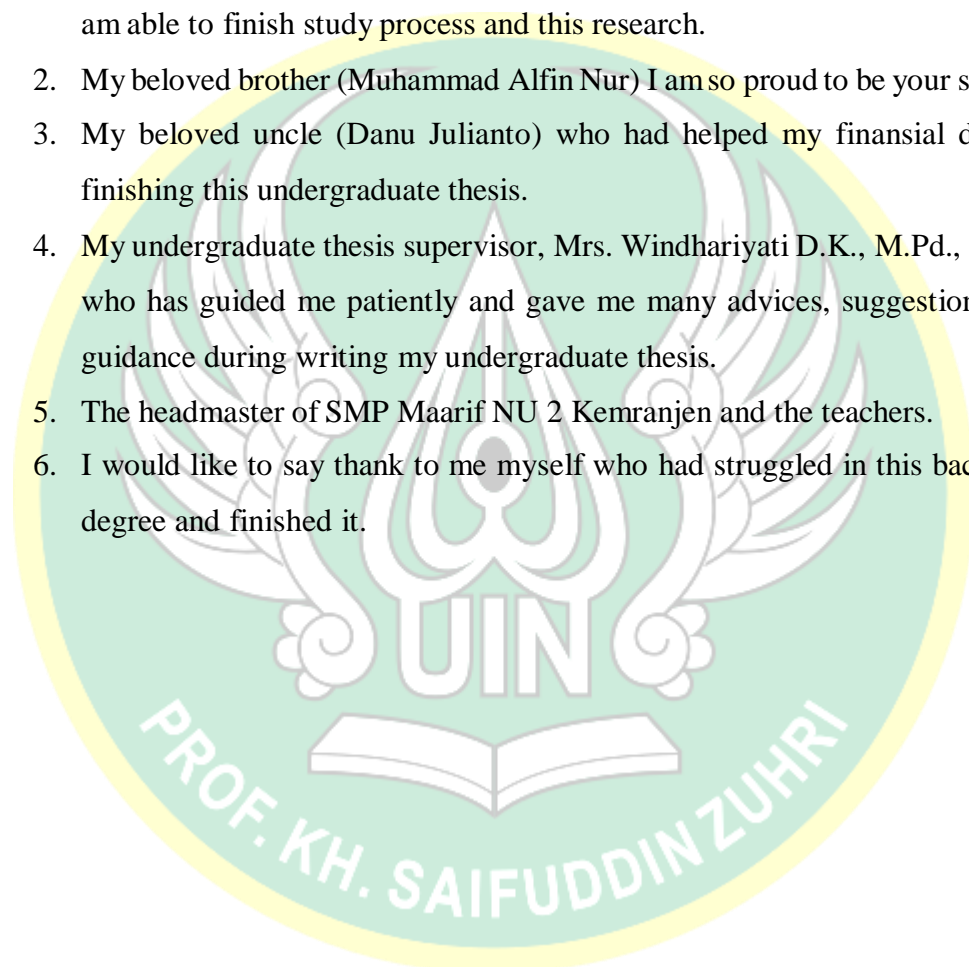
*“Jangan menua tanpa cerita”*



## DEDICATION

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

1. My beloved father (Mr. Mahmud Muqodam) and my beloved mother (Mrs. Siti Fatimah) who always support me and give full of affection to me so I am able to finish study process and this research.
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This research thanks and apologizes for all the good faith in the process of completing the thesis, this research hopes that the deeds of worship are rewarded by Allah SWT and can provide blessings in the world and the hereafter. Amen.

Purwokerto, 25 July 2023

Researcher,

**Zulfa Nikmah**

**S.N. 1817404092**



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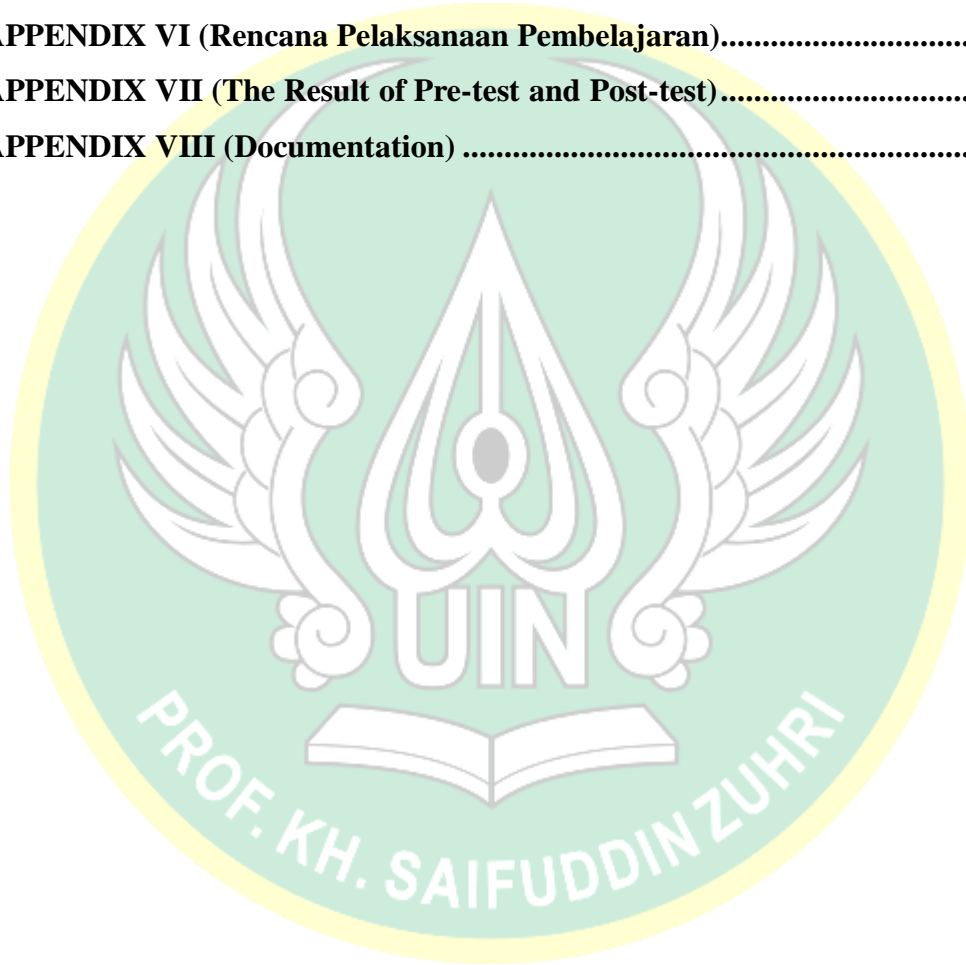
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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides background of the study and describes general issues related to this research. Clarification of key terms, research question, aims and significances of the research and organization of the paper are also described in this chapter.

#### **A. Background of the Study**

Indonesian students are taught four skills of English. Brown (2015) states that four skills are listening, reading, speaking, and writing. Speaking is useful skill because it demonstrates a speaker's correctness and language faults. Tahir (2015) said if foreign language learners are able to speak, they are considered to be a successful person in foreign language they are learning. In learning a language must be practiced frequently, especially in speaking. The more often language learners practice in speaking, the more the language learners will understand the language. In addition, Kai (2016) said that a noteworthy part of learning and teaching second language is speaking. To speak in a target language, such as a second language or a foreign language, it is needed to own a deeper understanding of that language. This includes accuracy, fluency and clarity of language use so that the listener can understand the speaker's intentions (Sartika, 2014). The understanding of language is able to be seen by responding in speaking skill. Additionally, Munawar (2015) states that speech is a means of communicating in life, with or without special tools to meet human needs and emotions, verbally making sounds and voices, and expressing emotions and thoughts. The ability of humans to share or express with others. Speaking is needed to reach the goal of learning foreign language. One of the important things in speaking is pronunciation.

Pronunciation is the process of speaking a language or sound. Correct pronunciation makes the listeners understand what speakers are saying. In Indonesia, English pronunciation errors are caused by articulation in dissimilar language, due to discrepancy in speakers' first language (Aslifa, 2019).

Students are facing pronunciation problem. The students are expected to read text or speak language correctly in the context of language. Non-native students, in the other hand frequently have difficulties pronouncing English words. They do not speak English because it is not their first language. They need to gain used to it. Students who are good at pronouncing English words are more possible to understand even if they make mistakes in other parts (Kayi, 2006). Indeed, pronunciation is the most noteworthy for English conversation skill. Gilakjani (2011) said that if the speaker sounds bad at pronunciation, the speech will not be grasped by the listener. Gilakjani (2012) also stated that pronunciation is an integral part of learning a foreign language because it straight affects the students' communication skills and performance. Pronunciation is needed to understand the meaning of what the speaker are saying and avoid misunderstanding.

Based on the preliminary research on 18 January 2023, many students at eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency had English pronunciation problems and it affected English communication to the students. There were some common problems such as limited vocabulary and poor pronunciation, so they were unable to have a good English conversation. They were afraid of making mistakes in spelling or pronouncing words in English. Then, students were not interested in learning English because written words in English is different from how they are pronounced.

In English speaking skills, English learners should pronounce the pronunciation in speaking English according to international pronunciation standards. In fact, eighth grade students at SMP Maarif NU 2 Kemranjen, Banyumas regency had difficulty pronouncing English words. They pronounced and spoke English according to what was written, not according to the English international pronunciation standard, for example the words *you*, some students read *jəv* and the correct one is *ju:*.

The urgency of this research is to determine the effectiveness of utilizing the tongue twister technique in improving the pronunciation of eighth



grade students at SMP Maarif NU 2 Kemranjen, Banyumas Regency. The pronunciation ability of eighth graders at SMP Maarif NU 2 Kemranjen is still low. This is because pronunciation skill is difficult for the students to learn. Students need too long time to really master the pronunciation skill. This research is conducted by the research in the classroom using the tongue twister technique to investigate the effectiveness of tongue twister on students' pronunciation. The advantages of tongue twister are helping students to build good pronunciation correctly, improving listening skill for students, aiding students' awareness of their pronunciation matter, challenging the students become more active to practice speaking in classroom, trying to imitate the accent and the pronunciation like native English speaker (Sukiani, 2020). This research is very noteworthy to do in English learning, especially speaking. The research using the tongue twister will have an impact on students' pronunciation. It will affect in students' speaking English.

Based on the elucidation above, this research would like to improve students' pronunciation by applying tongue twister at eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency. This research is conducted in an experimental study in classroom. By applying this method, this research is expected that students will be more enthusiastic and easier to pronounce English words correctly and fluently.

## **B. Clarification of Key Terms**

In order to alleviate and avoid misunderstandings about the elucidations of the concepts in this research, the following are the concepts that explained in this research:

### **1. Tongue-Twister**

Phrases or sentences that is complicated to pronounce because it contains identical words is called tongue twister (Machackova, 2012). Teaching English pronunciation can be very hard despite the problems that English students have by pronouncing English pronunciation. Yara Amanda (2018) states that finding a fun way to teach pronunciation for basic English students is not

easy. Teacher can use tongue twister technique. It can be viewed as games and it is more fun and challenging. Tongue twister method is not only useful for learning pronunciation nevertheless also a great way to learn stress and rhythm. According to Carmen (2010), a string of words that is complicated to speak fast and correctly is named tongue twister. In summary, tongue twister can be referred to as sentence or phrase with dissimilar spelling nevertheless with similar pronunciation and must be said quickly and repeatedly.

## 2. Pronunciation

Yates argues that defining meaning through sound is the elucidation of pronunciation (Gilakjani, 2016). Pronunciation is very noteworthy in communication because it can affect the meaning of a phrase. Even listeners can gain confused if the speaker doesn't speak properly. According to Hornby (1995), pronunciation is the method a person pronounces words from that language, the method a language is spoken, and the method a word is spoken. Pronunciation is known as the action of delivering the original sound of letters in words, as well as the virtual accent and number of words. In this research, pronunciation points to the process of creating sound and learning how to pronounce a good word that the listener can understand. So that the listener does not misinterpret the speaker's message. Based on the above theory, you can show this pronunciation as a way of saying words to make speech or communication understandable.

### **C. Research Question**

Based on the background that elucidated above, the following is the research question formulated:

Is tongue twister effective to increase students' pronunciation at the eighth-grade students of SMP Maarif NU 2 Kemranjen, Banyumas Regency?

### **D. Aims and Significances of the Research**

#### 1. Aim of the research

The aim of the research is to investigate the effectiveness of tongue

twister on students' pronunciation at eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency.

## 2. Significances of the research

This research hopes that the readers and educators who read this study will gain new insights into how this research was conducted - flexing the tongue to increase students' pronunciation.

## 3. Practical Significances

### a. For teacher

It is expected that teachers can apply tongue twister as learning material to teach students from the outcome of this research.

### b. For the other researchers

This research can be applied for other researcher as the example or reference to make further research in relevant research. This research encourages further researchists investigate on more specific focus dealing with teaching technique or teaching strategy by organizing research on more specific focus, it is able to be analyzed deeply.

## E. Organization of Research

To make easier in understanding the content of this research, it is divided into three general description those are early part, main part and end of part on this thesis.

The first part contains the title of the research, page of statement of authenticity, page of attestation, page of official supervisory note, abstract, preface and table of content.

The main part contains main issues starting from chapter I to chapter V. The chapter I is introduction that contains of background of the study, classification of key terms, research question, aims and significances of the research and organization of the research.

Chapter II is literature review that contains of theoretical framework, previous studies, conceptual framework and hypothesis.

Chapter III is methodology that contains of research design, research site and participants, population and sample, variable and indicators of the research, data collection technique and data analysis.

Chapter IV is findings and discussion that contain of findings and discussion.

Chapter V is conclusion and suggestions that contain of conclusion, limitation of study and suggestion from the entire series thesis discussion.

In the end of the research contains of references, appendices and biography.





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses theoretical studies, previous studies, Conceptual framework and hypothesis that underpin this research.

#### **A. Theoretical Framework**

In this point, this research elucidates some theoretical studies, including; tongue twister and pronunciation. The following is the elucidations of these theories:

##### **1. Pronunciation**

###### **a. The Meaning of Pronunciation**

Yates argues that defining meaning through sound is the definition of pronunciation (Gilakjani, 2016). Pronunciation is very noteworthy in communication because it can affect the meaning of a phrase. Even listeners can gain confused if the speaker doesn't speak properly.

From Hornby's point of view (1995), how a word is pronounced, pronounced, and pronounced in a language can all be defined as pronunciation. At the same time, Rebecca defines the design, intonation, and creation of speech sound intonation accents, including articulation, vowels, often referring to the correctness or acceptance of speech sounds, such as pronunciation (Rohman, 2016). In addition, Dervin and Murno argue that there is much help in normal communication when we have well reasons, especially understandable ones (Donald, 2016). Based on the above theory, you can show this pronunciation as a way of saying words to make speech or communication understandable.

###### **b. Troubles in English Pronunciation**

The main trouble of English pronunciation is building corresponding to English sounds, and breaking down the arrangement which the habits of native language have strongly built up (O'Connor, 1980). The following are three troubles of English pronunciation mentioned by O'Connor in his book:

### 1) Letters and sounds

In standard English spelling, the letters are used to indicate the corresponding sounds, however they cannot be used to pronounce sounds that are unknown to the speaker. It is not always straightforward to ascertain the meaning of the letters. In a book concerned with pronunciation, it is more beneficial to use the letters in a uniform manner. For instance, in the words "city", "busy", "women," "pretty," and "village", the letters "i", "u", "o", "e", and "a" are all associated with the same vowel sound. In the words "banana", "bather," "man" and "many", the letter "a" is used to represent five distinct vowel sounds to which the word is the key.

### 2) Sounds and sound-groups

There are a total of forty-four distinct sounds in the English language, each of which is represented by a single letter of the Phonetic Alphabet. Phonemes are fundamental contrasts that enable the distinction between words or longer utterances to be maintained. Phonemes can be represented by various sounds in various positions. The process of representing each of these phonemes by a single symbol is referred to as Phonemic Transcription. The first phase of learning pronunciation involves the production of 44 distinct consonants and vowels that do not sound alike in the English language. The second phase is the formation of many distinct sounds within a single position within a single phoneme. It is essential to make the necessary distinctions between words, etc. and to avoid any misunderstandings if the speaker of the English language uses a word in which a sound belonging to another phoneme is used in a different position. Phonemic Transcription may be enclosed in diagonal lines. The fundamental contrasts in English differ from those found in the French language, German language, Italian language, and Spanish language.

### 3) Words and utterances

To learn English, it is important to understand the basic sounds of the language. This can be done by practicing single words or short phrases. However, longer utterances require smooth pronunciation without stumbling over the combinations of sounds. The rhythm of English must also be mastered, including the different lengths of syllables. The melody of speech is different in different languages, and it is necessary to learn the English way of using tune.

### c. Technique in Teaching Pronunciation

Modern language teaching has come up with two main ways to teach pronunciation:

#### a) An intuitive imitative approach

The concept of intuitive imitative involves the learner's capacity to immerse themselves in the rhythm and sound of the intended language without the need for explicit instruction and requires the availability, accuracy and dependability of appropriate models to be listened to, including CDs, DVDs and computer programs.

#### b) An analytic-linguistic approach

Explicit instruction informs the learner of and concentrates their attention on the target language's sounds and rhythms. It is a method of instruction that utilizes information tools, including phonetic alphabet and articulation description, vocal apparatus charts, contrast information and other aids, to accompany listening, imitation and production. It was designed to supplement rather than replace the intuitive imitative method, which was traditionally used as a practice phase that was used in conjunction with phonetic information.

There are two main aspects of teaching pronunciation, those are teaching productive skills (speaking) and teaching receptive skills (listening), ( Kelly, 2000). The following are techniques and activities able to be applied to teach English pronunciation:

### 1) Listen and Repeat Activities

According to Peter Tench, " Imitation is the fundamental approach to the teaching of pronunciation. (Tench, 1991). English language teachers should therefore capitalize on the fact that children are capable of reproducing accurately the sounds they hear. In these activities, students follow a role-playing model that is given to them by their teacher or other sources(e.g. CD and DVD players) and repeat or imitate it. Due to the fact that children are prone to becoming bored, Scott et al. recommend that these activities be combined with movement, realistic objects, or visuals to ensure that they are more suitable for the development of young learners (Scott et al., 1990).

### 2) Applying Phonetic Alphabet

This technique involves the practice of phonetic transcription and the reading of text that has been transcribed. Harmer (2001) suggests that the introduction of various symbols is the most effective way to promote awareness of sound and spelling correspondences. Morcover (2001, Morcover) and Alfred Gimson (1989) suggest that the learner may find pleasure in transcribing phonetically distinct utterances. As for the intricate relationship between spelling and pronunciation in the English language, an interesting example of an experiment was conducted by Ms Masiero (2009). Ms Masiero attempted to incorporate phonology into the curriculum of her primary school students by introducing each phonetic symbol as a secret code, mapped to an object. The students were then invited to write "crazy sentences" using the symbols they had learned. At the conclusion of the school year, these sentences were used as phonetics posters. Masiero said that most of her students developed a really good understanding of their letters and that it made it easier for them to read English. They learn how to read the meaning and how to match the right letter to the written one without the spelling getting in the way (Masiero, 2011).

### 3) Phonetic Placement Methodology

This method uses articulatory descriptions, where the teacher shows the students how to put their tongue, teeth, and lips together to make the right sound. To help the teacher explain how sounds are made, they can use visual aids like Orograms, Vocograms, Labiograms, Palatograms, Dorsograms, Mirrors, and Sound-Coloured Charts (Celce-Murcia). Almond also suggested starting each activity with facial exercises to help the students get familiar with their vocal system, and says young learners seem to enjoy it (Almond, 2007).

#### 4) Minimal Pairs

Minimal pair drills are “words or phrases that differ only by one phoneme” (Kelly, 2000). According to Celce (1999) et al., “minimal pair drills” help students to discriminate between “similar” and “problematic” sounds in a target language by means of listening discrimination and speech practice” (Celia-Murcia, 1996). These drills can be word-level (e.g. “Sheep/ship”) or sentence-level exercises (e.g., “Don’t sit on your seat”, “Is that a Black Sheep?/ Is that a Black Ship? ”, etc. at the syntagmatic level).

The use of this technique can be highly beneficial, however, it can be very boring for children. Consequently, it is essential that drills go beyond simply recognizing and reproducing decontextualised sound contrasts in order to "perceive more relevant and communicative characteristics of input" and "integrate sound into efficient communication" (Jones, 2002).

#### 5) Songs and Rhymes

Songs, rhymes, and chants can be a great way to get authentic input if they're chosen carefully (Brewster et al., 2002). For example, if you say thymes and sing songs, it's a great way to practise your students' pronunciation and stress, as well as their intonation. According to Dunn, rhyming introduces children naturally to all the sounds of English, as well as how to stress them and intonate them. Young learners love repeating things, so songs and rhyme are usually repeatable and easy to memorize. Plus,



students usually like to sing and perform, and it can help them feel at home with English. Finally, if you want your students to read and listen at the same time, you can use songs and rhyme to help them do that too. According to Redstone, this activity can help students learn how to sound-spell in English.

#### 6) Tongue Twisters

Children can use tongue twisters to enhance their ability to articulate English sounds (for example, Red lorry, Yellow lorry, Red lorry, Yellow lorry) which can be both enjoyable and beneficial for their development (Celce-Murcia et al, 1996).

#### 7) Games

Games are a great way to help students learn how to speak English. Those are not only fun and motivating, but those can also help them practice their pronunciation, vocabulary and grammar skills (Brewster et al, 2002). When students engage in gaming activities, they employ the same form of language over and over again, which helps them remember it better. According to Opal Dunn, once a kid has memorized some pre-recorded language, they feel like they can speak lots of English (Dunn, 1983).

#### d. The Importance of Pronunciation

In conversation, people usually pay attention to the speaker's pronunciation. If the listener does not understand the pronunciation, the speaker causes the other person to miscommunicate and is also considered an incompetent student. Anne Burns states that students with good accents and accents can communicate effectively, even if they produce fewer words and grammatical errors. Therefore, clear pronunciation is very noteworthy for voice communication (Burns & Claire, 2003). To avoid misunderstanding and miscommunication, humans need to pronounce words correctly. Additionally, as Yates describes, if learners make any mistakes while they have a good pronunciation in English, they are more likely to be grasped. Nevertheless, when learners have perfect grammar with a difficult-to-

understand pronunciation, they will not be grasped (Gilakjani, 2016).

## **2. Tongue Twister**

### **a. The meaning of tongue twister**

Tongue twister, according to Karker (2000), is a text that has one or more sounds that are particularly complicated for mouth and the tongue to manage. Despite their complexity, tongue twisters are useful for learning numerous minimum pairings, especially for foreign learners. There are tongue twisters in other languages as well. According to Rahardi (2006), the tongue twister is an alternate method of teaching pronunciation that is more effective than the traditional and boring method. Rohman (2016) said that a tongue twister is a syllable or phrase that is formatted to be complicated to pronounce, especially when repeated fast and frequently. Tongue twisters might be based on comparable nevertheless distinct phonemes, unusual loanword structures, or other linguistic traits. Furthermore, tongue twister sentences are fascinating because they contain many identical sounds yet are frequently written in a dissimilar way and have a distinct meaning.

The tongue twister, according to Gonzales (2009), is catchy activity in any language class. She added, tongue twisters are applied to reiterate something as over and over again as possible, as swift as possible, sans mispronunciation. It is able to be applied to educational and English learning activity. Beare (2014) states that tongue twisters are concise, easy-to-remember lines that are complicated to pronounce, especially at high speed, due to subtle changes in alliteration and consonants. Tongue tongue twisters are especially worthwhile for pronunciation when concentrate on specific refered phonemes or sounds.

### **b. The Function of Tongue Twister**

According to Sukiani (2020) there are some functions of Tongue Twister such as helping students to build good pronunciation correctly, improving listening skill for students, aiding students' awareness of their pronunciation matter, challenging the students become more active to practice speaking in classroom, trying to imitate the accent and the pronunciation like native English speaker. Tongue twisters have been

indicated to illuminate the pronunciation of words. Tongue twisters also stretch and strengthen the muscles utilized for speech. Tongue Twisters indicate you what words and sounds you own matter of pronouncing.

#### c. The Element of Tongue Twister

The tongue twister, based on Gonzales (2009), has four elements of as follows:

##### a) Minimal pairs

Minimal pairs are two words that be at variance by only one sound, usually sounds that can be confusing, such as /f/ and /v/ in fan and van, or /e/ and /i/ in desk and disk. Minimal pairs are perfect for practicing English pronunciation in that they have to differentiate two similar sounds.

*Example: I scream you scream we all scream for ice cream.*

##### b) Alliteration and rhythm

Alliteration and rehash are found in close proximity in the literary world. Alliteration makes certain emphasis on sounds in words, while repetition engages in repeating the alike words or chains of words, to make an indicate in the written word.

*Example: She sells seashells by the seashore*

##### c) Short words or phrase

This tongue twister is repeated quickly. Ask the students to repeat 10 times and teacher will notice it is very impossible to do so rapidly due to the lip movement required by some sounds.

*Example :She sees cheese, Eleven benevolent elephants, Truly rural.*

##### d) Stories

This tongue twister is contain of short story. The words are pronounced similary and it makes students understand the discrepancy about how to pronounce word by word.

*Example: The big black bug bit the big black bear but the big black bear bit the big black bug back.*

#### d. Benefits of Tongue Twister

Aslifa (2019) mentioned that there ware six benefits of learning

pronunciation by applying tongue twister. Those are:

- 1) Assisting students in developing an understanding of their pronunciation issue.
- 2) Empowering students to identify and address issues that lead to immediate improvements.
- 3) Assisting students in the formation of new muscle memory.
- 4) Improvement in their listening capabilities.
- 5) Break up the boringness of lesson.
- 6) Teaching students how to use the language without worrying that they will make a mistake, as all learners, including teachers, make errors when using tongue twisters.

## **B. Previous Studies**

There are some prior related research by some researchers that have relations as follows:

A research by Irawati (2020), “*The use of Tongue Twister Technique to Improve Studenens’ Pronunciation*” improving students pronunciation by using tongue twister was used by this research. She concentrated on the English pronunciation of students in the context of the use of fricative consonants (/f/, /v/, /θ/, /ð /, /s/, /z/, /ʃ/, /ʒ/, and /h/). The research problem was formulated “Does students’ English pronunciation improve by using tongue twister technique at the 10<sup>th</sup> grade students’ of SMA Muhammadiyah 9 Makassar?”. This research used quantitative method. She made use of pre-experimental design with one group post-test-pre-test design. Based on the outcome, it is able to be deduced teaching pronunciation by applying tongue twister is effective to improve students’ pronunciation. Prior to and after teaching through tongue twister, there was a considerable difference in the English pronunciation of students. (Irawati, 2020). The similarity of this study is the type of technique used, namely tongue twisters. The discrepancy in Irawanti’s research is focused on the fricative consonant sound (/f/, /v/, /θ/, /ð /, /s/, /z/, /ʃ/, /ʒ/, and /h/). Meanwhile this research is focused on the vowels,

diphthongs and consonants that are mispronounced by students. The way to check students' mispronunciation was testing students by pronouncing phonetic symbols and recapturing the data which phonetic symbols are trouble on students' pronunciation.

The second was the research by Yusta Fraesty (2020), "*The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan*". This research focused on the words that pronounced by the students by reading the text. In order to enhance students' pronunciation, she employed tongue twister technique. The research problem statement is "Is the tongue twister technique effective to teach pronunciation at SMAN 1 Nawangan?" The means that utilized in this research is quantitative method. She used quasi-experimental study. The data was obtained by test, pre-test, treatment, post-test, and document. The outcome of the research denoted that the mean score of the students who were treated by utilizing tongue twister gained a better score. The post-test scores of the participants in the experimental group were higher than those in the control group. There was comparison between experimental group and control group (Yusta Fraesty, 2020). The similarity of this research is the type of technique used, namely tongue twisters. The discrepancy is Fraesty's research focused on the words that are pronounced by the students by reading the text. Meanwhile this research is focused on the words that mispronounced by students.

The third was the research by Aslifa (2019), "*The Effect of Tongue Twister Technique on Students' Pronunciation Ability*". This study focused on the pronunciation of dental and palate alveolar fricatives consonant sounds that students were unfamiliar with, such as /ʃ/, /ʒ/, /θ/, and /ð/. However, this did not dismiss the possibility of new features being offered in this study. Focusing on the pronunciations of a few sounds was due to several factors, specifically in terms of time. The purpose of this research was to see how tongue twisters affect the ability to pronounce words for students in MAN 2



Jambi first graders throughout the 2018-2019 school year. Based on the findings of the research, this research discovered that when students were taught pronunciation skills utilizing the tongue twister approach, their scores were higher. Their mean post-test experimental group score was 80.67. That score was higher than the control group's post-test mean score of 59.17. Then, because the data score of both independent and paired samples tests was 0.000, which was obviously less than 0.05, there was a noteworthy impact of applying tongue twister on students' pronunciation ability. This indicated that  $H_a$  was accepted and  $H_0$  was denied (Aslifa, 2019). The similarity of this study is the type of technique used, namely tongue twisters. The discrepancy is Aslifa's research focused on the pronunciation of dental and palate alveolar fricatives consonant sounds that students unfamiliar with. Meanwhile this research focuses on students' error pronunciation.

Based on the review of some foregoing studies, this research concluded that Tongue Twister was effective to help students to improve pronunciation. As an outcome, those previous studies serve while references for the researcher to do this research.

### **C. Conceptual Framework**

One mode to motivate student learning is through the utilize of fascinating mode in the classroom. According to this research's experience, students who learn English as a foreign language experience that learning English is very difficult. This study uses quantitative research and is titled "The Effectiveness of Tongue Twister on Students' Pronunciation at the Eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency".

This research used students' interest and pleasure in taking the class and increased students' pronunciation in their speaking skills. This research then observed this process to investigate if there was a noteworthy discrepancy between students who had learned to utilize tongue twister and the students who had not learned to use tongue twister at the eighth grade of SMP Maarif NU 2 Kemranjen,

Banyumas Regency. The tongue twisters are troublesome to pronounce nevertheless if students practise regularly, they are able to speak almost like native English speakers.

Here were the steps to ken the effectiveness of tongue twisters at the eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency:

1. Experimental class and control class were given pre-test by this research.
2. Experimental class was taught tongue twister by this research and control class was not taught tongue twister by this research.
3. Experimental class and control class were given post-test by this research.
4. This research found the noteworthy discrepancy between experimental class and control class.

#### **D. Hypothesis**

Ghony and Fauzan (2016) states that, the hypothesis is the answer from the research which is still temporary and still very theoretical and not yet practical. It needs for practical research, so that the answer from this research can be final or completed. There are several kinds of hypotheses, ranging from the main hypothesis, null and statistics, so it is necessary to have factors that are used as reinforcement regarding the use of the hypothesis.

The hypothesis of this research formulated as follow:

- H<sub>0</sub>:** The technique of tongue twister is not effective to improve students' pronunciation achievement in learning English. ( $\square\square = \square\square$ ).
- H<sub>1</sub>:** The technique tongue twister is effective to improve students' pronunciation achievement in learning English. ( $\square\square \neq \square\square$ ).

## CHAPTER III

### METHODOLOGY

This research describes the methodology. It consists of six parts. They are research design, research site and participants, population and sample, variable and indicators of the research, data collection technique and data analysis.

#### **A. Research Design**

Researcher applied quantitative experiment as a research method. Quantitative method was a research that apply postpositivist framework of thinking (e.g. regarding causation, reduction in variables, hypotheses and specific question) using research technique such as experiments and surveys that need statistical data (Emzir, 2020). This method was a mode of discovering knowledge that applies data in the form of numbers as a tool to analyze information about what you desire to ken. Quantitative method involved calculating numbers or quantifying data. The research process followed a planned procedure.

Experimental research methods were included in quantitative research methods. Fraenkel and Wallen (2009) stated that experimentation means trying, seeking, and confirming. Gordon L Patzer (1996) stated that the causal relationship or cause and effect was the essence of experimental research. Creswell (2012) stated that in the notion of experimental research methods was utilized if this research wants to ken the factitive effect between the independent and dependent variables. This signified that this research must be able to take control all the variables which will affect the outcome unless the independent variable.

The strategy that used by the researcher was True Experimental Design or real experiment. It was said to be true experimental, because in this design, the researcher could control all external variables that influence the course of the experiment. In this way, internal validity (the quality of implementing the

research design) could be high. In true experimental design, samples were randomly selected from a specified population for the purpose of the experiment and the control group. So the characteristics were that there was a control group and the sample was chosen randomly (Sugiyono, 2015). Based on the description, the researcher concluded that the method research is used to seek treatment under controllable conditions. The research method was carried out to obtain data.

This research applied Pre-test-Post-test Control Group Design. According to Sugiyono (2015), this design was executed on two classes. Those are experimental class and control class. The experimental class was given the tongue twister technique and the control class was not be given the tongue twister technique. It could be illustrated in the following picture (Sugiyono,2015):



Notes:

- $R_1$  : Experimental Class
- $R_2$  : Control Class
- $X$  : Intervention Using Tongue Twister Technique
- $O_1$  : Pre-test of Experimental Class
- $O_2$  : Pre-test of Control Class
- $O_3$  : Post-test of Experimental Class
- $O_4$  : Post-test of Control Class

The goal of this research was to investigate the data and information about the effectiveness of tongue twister on students' pronunciation. This meant that researcher observed information about the research location from direct

sources. This research collected all information about the effectiveness of tongue twisters at eighth grade students of SMP Maarif NU 2 Kemranjen, Banyumas Regency.

## **B. Research Site and Participant**

### **1. The Place and Time of the Research**

The subject of this research was the second year of SMP Maarif NU 2 Kemranjen, Banyumas Regency in the second semester of the academic year 2022/2023. In this school, the students had not been taught the tongue twister. The lessons were based on teacher's recommendation as most eighth-grade students had difficulty pronouncing English words. This class consisted of 30 students in each class. The researcher gained the information from the teacher that the students had poor pronunciation based on the score of speaking class when they were at the seventh grade. Additionally, the researcher checked the students' pronunciation by giving the test to eighth-grade to read the phonetic symbols and they could not pronounce some phonetic symbols well. The teacher pointed out that she often had difficulty in teaching to guide students to have good pronunciation. Therefore, to solve the matter, researcher applied the method of tongue twister to try to improve students' pronunciation ability.

There were three stages of research time, as follows:

#### **1) Planning Stages**

The research planning stage, for example the preparation and submission of proposal, applying for research permit, and drafting research instrument. This stage will be carried in July-November 2022.

#### **2) Implementation Stages**

This stage was conducted for a month in March 2023.

1. First, this research determined one class to be an experimental class and one class be a control class;



2. The next step is this research gave oral pre-test to the control class and experimental class;
3. The experimental class was been given treatment or intervention by using the Tongue Twister Technique;
4. In the control class, the treatment was not been given;
5. The last step, this research organized post-test in control class and experimental class;

### 3) Completion Stages

The research completion stage, such as the data analysis process and preparation of research report hold in April-July 2023.

## 2. Subject and Object of the Research

### a. Object of the Research

The object of this research is the effectiveness of tongue twister on students' pronunciation at the eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency.

### b. Subject of the Research

The subjects were eighth-grade students used as research sources subject to the experimental method. The term "research subject" refers to an individual who contributes to the study of human subjects by being subject to the surveillance of this research. The main subjects for the study were eighth A graders as the experimental class and eighth B graders as the control class according to random sampling by using lottery.

## **C. Population and Sample of the Research**

### **a. Population**

According to Edy (2020), the population is a group for which the outcomes of a research conducted will be generalized. Members of the population can be people, objects, or events. In this study, the research population was at the eighth-grade students of SMP Maarif NU 2 Kemranjen, Banyumas Regency Academic Year 2022/2023 there are 4 classes consisted of 30 students in each classes.

### **b. Sample**

According to Edy (2020), the term sample refers to a group from which researchers obtain information that will be generalized to a larger group. In this research, this research used the Random Sampling technique where all individuals in the population was given the same opportunity to be assigned as members of the sample. Random sampling is used to reduce data bias. Random sampling is the simplest and easiest data collection method to do. Researcher randomize by using lottery from 4 classes, which will draw 2 classes from 4 classes consisted of 30 students in each classes.

## **D. Variable and Indicator of the Research**

### **1. Variable of the Research**

This research had two variables, namely the dependent variable and the independent variable. The independent variable in this research was tongue twister and the dependent variable in this research was students' pronunciation.

### **2. Indicator of the Research**

Indicator of this research had the principle that learning pronunciation able to apply the utilize of the tongue twister with the use steps that are in the theoretical study.

## **E. Data Collection Technique**

The data collection method is the process or methods employed by

researchers to acquire the data required for a study. In addition, several data collection methods such as instrument test were used in this research in order to meet the requirements of the study.

Garry in his book reveals that the validity of the test tries to measure whether it can measure what it should measure (Ghony and Almanshur, 2016). The form of the test used by this research is the oral test. The words compiled consist of the variables to be measured, so this test instrument is able to answer from the existing research variables. The following were the steps used in the preparation of the oral test that carried out:

- a. Determining the words for pre-test experimental class and control class.
  - b. Determining the tongue twister that will be used for experimental class.
  - c. Choosing the words that taken from tongue twister and the words that consist of the error on students' pronunciation for pre-test and post-test.
  - d. Doing instrument test, that is validity test.
  - e. Choosing the words that valid for pre-test and post-test.
- a) Pre-test

Pre-test was delivered with the point of knowing whether the students who already knew about the material to be taught. Pre-test was also able to be deciphered as an activity to test the level of participants' knowledge of the material to be delivered, pre-test activities were carried out before teaching activities were given. The benefit of conducting a pre-test was to see the participants' initial abilities regarding the things presented. By knowing the initial abilities of these participants, they were able to ensure how the lessons delivered.

The process of pre-test data:

- a. Students read and pronounced 30 words as the oral test
  - b. Researcher collected score data.
- b) Post-test

Post-test was a form of question delivered after the studies had been

applied. According to Irawanti (2020), post-test was a final evaluation when the material lessoned on that day had been delivered in which a facilitator gave a post-test with the intention of whether the participants had grasped the material that was just applied that day. The advantage of holding this post-test was to gain an idea of the abilities achieved after the end of the delivery of the lesson. The outcomes of this post- test were compared with the outcomes of the pre-test that had been carried out so that it was kenneed how far the effect or influence of the teaching that had been carried out, besides at the same time it could be seen which parts of the teaching materials were still not grasped by most of the participants.

The process of post-test data:

- a. Students read and pronounced 30 words as the oral test
- b. Researcher collected score data.

## **F. Data Analysis**

According to Donald (2016) in his book, this research's actioned after the data collected was carrying out analytical activities. In this research, the statistical tools that used for making decision one sample population with inferential statistical analysis, so it will be done:

### **1. Normality Test**

According to Sugiyono (2015), normality test was used to ken sample that researched normally distributed or not. The test statistic that used for normality test was Kolmogrov-Smirnov.

The decision in this test was if the significance score was  $> 0.05$ , it signified that the daily assessment data was normally distributed, if the significance score  $< 0.05$ , it signified abnormal. This research used SPSS 22 software to facilitate analyzing the data.

### **2. Hypothesis Test**

The research hypothesis was to test whether the mean learning outcomes of the experimental class was dissimilar or not compared to the control class. Therefore, this research used t-test with the following statistical hypothesis.

$$H_0 : \mu E = \mu K$$

$$H_1 : \mu E \neq \mu K$$

$\mu K$  : the mean population of experiment class

$\mu E$  : the mean population of control class

In making decision, if the significance was less than 0.05, then  $H_0$  was rejected and  $H_1$  was accepted. If the significance was more than or equal to 0.05 then  $H_0$  was accepted and  $H_1$  was rejected.

In testing this hypothesis, namely comparing the mean learning outcomes of the experimental class with the learning outcomes of the control class. Where if the mean score of the experimental class learning outcomes was higher than the control class, the use of tongue twister technique was effective. However, if the mean score of class learning outcomes the experimental class was lower than the control class then the use of the tongue twister technique was not effective. In testing this hypothesis, this research used the SPSS 22 software tool.

### 3. Scoring Rubric for Pronunciation

In this study, the researcher gave students pre-test and post-test. Both tests had a scoring system to evaluate the test. Jamilah and Purnawan (2009) said that there were four aspects assessed in pronunciation. Here are four aspects assessed in pronunciation:

Table 3.1 Scoring System for Pronunciation

No.	Indikator	Sub. Indikator
1	Sounds	a. Vowels



		b. Consonants c. Diphthongs
2	Stress	a. Word stress b. Sentences stress c. Weak and strong forms
3	Intonation	a. Statements b. Questions
4	Other aspects	a. Assimilation b. Elision c. Intrusion

The test scoring system used was as follow:

Table 3.2 Scoring System for Pronunciation

Score	Description
0	The student always pronounced the word with phonemic errors, stress errors and intonation errors often occur which cause words not to be conveyed clearly
1	The student pronounced the word with some phonemic errors, stress errors and intonation errors often occur which cause words not to be conveyed clearly
2	Phonemic, stress and intonation are pronounced clearly by student so that the word that pronounced can be grasped

Total words of pronunciation test : 30

Scoring : total score x 10 : 6 = 100

#### 4. N-Gain Score Test

The n-gain score test will be applied to determine the scale of the

effectiveness of the use of a learning method in research utilizing experimental and control groups. Then the formula for calculating the n-gain score can be referred as follows:

$$\text{N-Gain Score} = \frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Ideal Score} - \text{Pre-test Score}}$$

With the decision effectiveness scale as follows (Hake R.R, 1999):

Table 3.3 Interpretation Category of N-Gain

Category Interpretation of N-Gain Effectiveness	
Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Effective Enough
> 75	Effective

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, this research examines about findings and discussion. It is applied pre-test and post-test to collect the data and N-gain test also applied to elucidate the effectiveness of this research and analyzed the data.

#### **A. Findings**

##### **1. Description of the Data**

This research is an experimental research that is executed at SMP Maarif NU 2 Kemranjen, Banyumas Regency. The population of this research is the eighth grade, and the subject is 60 students. Based on the outcome of sampling is 8A as the experimental class and 8B as the control class. In this research, the student from experimental class got the treatment about tongue twister and the control class did not gain the treatment about tongue twister. In order to determine the efficacy of using the reporting method to enhance speaking abilities, the researcher employed the N -gain test. In order to identify the significant difference in score between the experimental group that received treatment and the control group that did not receive treatment, an additional test was conducted.

From the outcome of pre-test and post-test in experimental class and control class, it is kened that there are 30 respondents from each class. The mean pre-test outcome in experimental class os 43.90 and the mean pre-test outcome in control class is 43. The mean post-test outcome in experimental class is 80.06 and the mean post-test outcome in control class is 51.06.

##### **2. Procedure of the Research**

This study employed a pre-test, post-test, and control group design as a research design. The population used in this study was eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency in the academic year 2022/2023. The next step in this study was to take samples from two groups. One group was applied as

an experimental group and one group was applied as a control group. There were 60 students in two classes. The experimental class comprised thirty students, while the control class comprised thirty students. In the experimental class, students were taught the tongue twister. In the control class, the student was not taught the tongue twister.

#### 1. The Procedure of The Research in Experimental Class

The experimental class consisted of 30 students. The tongue twister technique was given in this class. The students got pre-test before the researcher gave the tongue twister technique. The pre-test was conducted on Saturday, 11<sup>th</sup> March 2023. The pre-test form was oral test. The students read 30 words for the pre-test. The correct word that pronounced was given 2 point per word. The word that pronounced in some errors and could be grasped was given 1 point. The wrong word that pronounced was given 0 point per word. As the conclusion 60 is the highest score. The total score is the students' score multiplied by 10 then divided by 6 equals 100.

Then, the tongue twister technique was given by the researcher as an instructor in experimental class. The students got 16 tongue twisters in 14 days. Here was the schedule of giving treatment to the experimental class:

No.	Day/Date	Tongue Twister
1	Saturday, 11 <sup>th</sup> March 2023	Pre-test
2	Tuesday, 14 <sup>th</sup> March 2023	Introduction to Internasional Phonetic Alphabet

		VOWELS				DIPHTHONGS			
		i:	I	ʊ	u:	Iə	eɪ		
		green	pink	wood	blue	clear	grey		
		ɛ	ə	ɜ:	ɔ:	ʊə	ɔɪ	oʊ	
		red	silver	purple	fawn	pure white	turquoise	yellow	
		æ	ʌ	ɑ:	ɒ	ɛə	aɪ	ɑʊ	
		black	rust	khaki	orange	fair	sky blue	brown	
CONSONANTS									
		p	b	t	d	tʃ	dʒ	k	g
		Poland	Burma	Thailand	Denmark	China	Germany	Korea	Greenland
		f	v	θ	ð	s	z	ʃ	ʒ
		France	Vietnam	South Africa	The Philippines	Singapore	Zambia	Russia	Malaysia
		m	n	ŋ	h	l	r	w	j
		Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia
3	Wednesday, 15 <sup>th</sup> March 2023	The big black bug bit the big black bear but the big black bear bit the big black bug back. /ðə/ /bɪg/ /blæk/ /bʌg/ /bɪt/ /ðə/ /bɪg/ /blæk/ /beə(r)/ /bʌt/ /ðə/ /bɪg/ /blæk/ /beə(r)/ /bɪt/ /ðə/ /bɪg/ /blæk/ /bʌg/ /bæk/							
4	Thursday, 16 <sup>th</sup> March 2023	How much wood would a woodchuck chuck if a woodchuck could chuck wood? /haʊ/ /mʌtʃ/ /wʊd/ /wʊd/ /ə/ /wʊdʃʌk/ /tʃʌk/ /ɪf/ /ə/ /wʊdʃʌk/ /kʊd/ /tʃʌk/ /wʊd/							
5	Friday, 17 <sup>th</sup> March 2023	How many cookies could a good cook cook if a good cook could cook cookies? /haʊ/ /'meni/ /kʊkɪs/ /kʊd/ /ə/ /gʊd/ /kʊk/ /kʊk/ /ɪf/ /ə/ /gʊd/ /kʊk/ /kʊd/ /kʊk/ /kʊkɪs/							
6	Saturday, 18 <sup>th</sup> March 2023	Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he? /fʌzi/ /wʌzi/ /wəz/ /ə/ /beə(r)/ /fʌzi/ /wʌzi/ /hed:hæd/ /nəʊ/ /heə(r)/ /fʌzi/ /wʌzi/ /wəzn/ /'veri/ /fʌzi/ /wəz/ /hi:/							
7	Monday, 20 <sup>th</sup> March 2023	She sells seashell by the seashore. /ʃi:/ /sel/ /si:ʃel/ /baɪ/ /ðə/ /si:ʃɔ:(r)/ I scream you scream we all scream for ice cream. /aɪ/ /skri:m/ /ju:/ /skri:m/ /wi:/ /ɔ:/ /skri:m/ /fɔ:(r)/							



		/aɪs/ /kri:m/
8	Tuesday, 21 <sup>st</sup> March 2023	Thank the other three brothers of their father's mother's brother's side. /θæŋk/ /ðə/ /ʌðə(r)/ /θri:/ /brʌðə(r)/ /əv/ /ðeə(r)/ /'fɑðə(r)/ /mʌðə(r)/ /brʌðə(r)/ /saɪd/
9	Wednesday, 22 <sup>nd</sup> March 2023	Eleven benevolent elephant. /ɪ'levn/ /bə'nevələnt/ /'elɪfənt/ Wings are things with strings that sing. /wɪŋz/ /ɑ:r/ /θɪŋz/ /wɪθ/ /strɪŋz/ /ðæt/ /sɪŋ/
10	Thursday, 23 <sup>th</sup> March 2023	Justin jumping joyous joined in Johna's jubilee. Justin /dʒʌmpɪŋ/ /'dʒɔɪəs/ /dʒɔɪn/ /ɪn/ Johna's /'dʒu:bli:/ Near an ear, a nearer ear, a nearly eerie ear. /nɪə(r)/ /ən/ /ɪə(r)/ /ə/ /nɪərə(r)/ /ɪə(r)/ /ə/ /nɪərli/ /'ɪəri/ /ɪə(r)/
11	Friday, 24 <sup>th</sup> March 2023	3, 33, 333, 3.333, 33.333 /θri:/ /'θɜ:(r)ti θri:/ / θri: 'hʌndrəd ænd 'θɜ:(r)ti θri:/ / θri: 'θaʊz(ə)nd θri: 'hʌndrəd ænd 'θɜ:(r)ti θri:/ /'θɜ:(r)ti- θri: 'θaʊz(ə)nd θri: 'hʌndrəd ænd 'θɜ:(r)ti θri:/
12	Saturday, 25 <sup>th</sup> March 2023	Do not hang the ring thing next to the wrong thong. /du:/ /nɒt/ /hæŋ/ /ðə/ /rɪŋ/ /θɪŋ/ /nekst/ /tu:/ /ðə/ /rɒŋ/ /θɒŋ/
13	Monday, 27 <sup>th</sup> March 2023	How much oil boil can a gum boil boil if a gum boil can boil oil? /haʊ/ /mʌtʃ/ /ɔɪl/ /bɔɪl/ /kæn/ /ə/ /gʌm/ /bɔɪl/ /bɔɪl/ /ɪf/ /ə/ /gʌm/ /bɔɪl/ /kæn/ /bɔɪl/ /ɔɪl/
14	Tuesday, 28 <sup>th</sup> March 2023	Don't sabotage my treasure. /dəʊnt/ /'sæbətə:ʒ/ /maɪ/ /'treʒə(r)/

15	Wednesday, 29 <sup>th</sup> March 2023	A proper copper coffee pot.  /ə/ /'prɒpə(r)/ /'kɒpə(r)/ /'kɒfi/ /pɒt/
16	Thursday, 30 <sup>th</sup> March 2023	Post-test

Research implementation as follows:

a. The First Meeting

The first meeting was conducted on Tuesday, 14<sup>th</sup> March 2023. On this first day, respondents from the experimental class were given treatment regarding the introduction to the International Phonetic Alphabet to find out the basics of how to pronounce English. The instructor distributed papers related to the material to be taught in this research. Then, the instructor wrote on the whiteboard the symbols of International Phonetic Alphabet and the instructor instructed the students to imitate the pronunciation International Phonetic Alphabet one by one. Afterward, the instructor instructed the students to imitate pronouncing the example of applying International Phonetic Alphabet in the words. The researcher also checked students' pronunciation per line of table and followed per table and gave feedback how to pronounce the words correctly. The first meeting conducted face to face in the classroom.

b. The Second Meeting

The second meeting was conducted on Wednesday, 15<sup>th</sup> March 2023. On the second day, the instructor repeated the material about the International Phonetic Alphabet. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*The big black bug bit the big black bear but the big black bear bit the big black bug back.*

/ðə/ /bɪg/ /blæk/ /bʌg/ /bɪt/ /ðə/ /bɪg/ /blæk/ /beə(r)/ /bʌt/ /ðə/ /bɪg/ /blæk/ /beə(r)/  
/bɪt/ /ðə/ / bɪg/ /blæk/ /bʌg/ /bæk/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

c. The Third Meeting

The third meeting was conducted on Thursday, 16<sup>th</sup> March 2023. On the third day, the instructor reviewed the material about the International Phonetic Alphabet and the tongue twister material that was learned yesterday. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*How much wood would a woodchuck chuck if a woodchuck could chuck wood?*

/haʊ/ /mʌtʃ/ /wʊd/ /wʊd/ /ə/ /wʊdʃʌk/ /tʃʌk/ /ɪf/ /ə/ /wʊdʃʌk/ /kʊd/ /tʃʌk/ /wʊd/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to practice for a few minutes in line of tables. The instructor instructed the students to pronounce the tongue twister loudly in line of tables. Afterward, the students got instruction by the instructor review from the first day material to that day material.

d. The Fourth Meeting

The fourth meeting was conducted on Friday, 17<sup>th</sup> March 2023. On the fourth day, the instructor reviewed the material about the International Phonetic

Alphabet and the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*How many cookies could a good cook cook if a good cook could cook cookies?*

/haʊ/ /'meni/ /kʊkɪs/ /kʊd/ /ə/ /gʊd/ /kʊk/ /kʊk/ /ɪf/ /ə/ /gʊd/ /kʊk/ /kʊd/ /kʊk/ /kʊkɪs/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

e. The Fifth Meeting

The fifth meeting was conducted on Saturday, 18<sup>th</sup> March 2023. On the fifth day, the instructor reviewed the material about the International Phonetic Alphabet and the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*How many cookies could a good cook cook if a good cook could cook cookies?*

/haʊ/ /'meni/ /kʊkɪs/ /kʊd/ /ə/ /gʊd/ /kʊk/ /kʊk/ /ɪf/ /ə/ /gʊd/ /kʊk/ /kʊd/ /kʊk/ /kʊkɪs/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the

students to practice for a few minutes in line of tables. The instructor instructed the students to pronounce the tongue twister loudly in line of tables. Afterward, the students got instruction by the instructor review from the first day material to that day material.

f. The Sixth Meeting

The sixth meeting was conducted on Monday, 20<sup>th</sup> March 2023. On the sixth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*She sells seashell by the seashore.*

/ʃi:/ /sel/ /si:fel/ /baɪ/ /ðə/ /si:fɔ:(r)/

*I scream you scream we all scream for ice cream.*

/aɪ/ /skri:m/ /ju:/ /skri:m/ /wi:/ /ɔ:/ /skri:m/ /fɔ:(r)/ /aɪs/ /kri:m/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

g. The Seventh Meeting

The seventh meeting was conducted on Tuesday, 21<sup>st</sup> March 2023. On the seventh day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*Thank the other three brothers of their father's mother's brother's side.*

/θæŋk/ /ðə/ /ʌðə(r)/ /θri:/ /brʌðə(r)/ /əv/ /ðeə(r)/ /'fɑðə(r)/ /mʌðə(r)/ /brʌðə(r)/ /saɪd/



The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to practice for a few minutes in line of tables. The instructor instructed the students to pronounce the tongue twister loudly in line of tables. Afterward, the students got instruction by the instructor review from the first day material to that day material.

#### h. The Eighth Meeting

The eighth meeting was conducted on Wednesday, 22<sup>nd</sup> March 2023. On the eighth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*Eleven benevolent elephants.*

/ɪ'levn/ /bə'nevələnt/ /'elɪfənt/

*Wings are things with strings that sing.*

/wɪŋs/ /ɑ:r/ /θɪŋs/ /wɪθ/ /strɪŋs/ /ðæt/ /sɪŋ/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

i. The Ninth Meeting

The ninth meeting was conducted on Thursday, 23<sup>th</sup> March 2023. On the ninth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*Justin jumping joyous joined in Johna's jubilee.*

Justin /dʒʌmpɪŋ/ /'dʒɔɪəs/ /dʒɔɪn/ /ɪn/ Johna's /'dʒu:bɪli:/

*Near an ear, a nearer ear, a nearly eerie ear.*

/nɪə(r)/ /ən/ /ɪə(r)/ /ə/ /nɪərə(r)/ /ɪə(r)/ /ə/ /nɪərli/ /'ɪəri/ /ɪə(r)/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to practice for a few minutes in line of tables. The instructor instructed the students to pronounce the tongue twister loudly in line of tables. Afterward, the students got instruction by the instructor review from the first day material to that day material.

j. The Tenth Meeting

The tenth meeting was conducted on Friday, 24<sup>th</sup> March 2023. On the tenth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follows:

*3, 33, 333, 3.333, 33.333*

/θri:/ /'θɜ:(r)ti θri:/ / θri: 'hʌndrəd ænd 'θɜ:(r)ti θri:/ / θri: 'θaʊz(ə)nd θri: 'hʌndrəd ænd 'θɜ:(r)ti θri:/ / 'θɜ:(r)ti- θri: 'θaʊz(ə)nd θri: 'hʌndrəd ænd 'θɜ:(r)ti θri:/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the

instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

#### k. The Eleventh Meeting

The eleventh meeting was conducted on Saturday, 25<sup>th</sup> March 2023. On the eleventh day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*Do not hang the ring thing next to the wrong thong.*

/du:/ /nɒt/ /hæŋ/ /ðə/ /rɪŋ/ /θɪŋ/ /nekst/ /tu:/ /ðə/ /rɒŋ/ /θɒŋ/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to practice for a few minutes in line of tables. The instructor instructed the students to pronounce the tongue twister loudly in line of tables. Afterward, the students got instruction by the instructor review from the first day material to that day material.

#### l. The Twelfth Meeting

The the twelfth meeting was conducted on Monday, 27<sup>th</sup> March 2023. On the twelfth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*How much oil boil can a gum boil boil if a gum boil can boil oil?*

/haʊ/ /mʌtʃ/ /ɔɪl/ /bɔɪl/ /kæn/ /ə/ /gʌm/ /bɔɪl/ /bɔɪl/ /ɪf/ /ə/ /gʌm/ /bɔɪl/ /kæn/ /bɔɪl/ /ɔɪl/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

m. The Thirteenth Meeting

The thirteenth meeting was conducted on Tuesday, 28<sup>th</sup> March 2023. On the thirteenth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were given treatment regarding the tongue twister as follow:

*Don't sabotage my treasure.*

/dəʊnt/ /'sæbətə:ʒ/ /maɪ/ /'treʒə(r)/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to practice for a few minutes in line of tables. The instructor instructed the students to pronounce the tongue twister loudly in line of tables. Afterward, the students got instruction by the instructor review from the first day material to that day material.

n. The Fourteenth Meeting

The fourteenth meeting was conducted on Friday, 29<sup>th</sup> March 2023. On the fourteenth day, the instructor reviewed the material about the the tongue twisters material that was learned before. The respondents from the experimental class were

given treatment regarding the tongue twister as follow:

*A proper copper coffee pot.*

/ə/ /'prɒpə(r)/ /'kɒpə(r)/ /'kɒfi/ /pɒt/

The instructor wrote tongue twister sentences on the whiteboard. The instructor instructed the students to imitate the pronunciation per word that was exemplified by the instructor. The instructor instructed to the students to repeat after the instructor pronounced the tongue twister per sentence. Afterward, the instructor gave the challenge to the students to pronounce the tongue twister from the slow way, fast way and fastest way. Then, the instructor instructed to the students to make small groups consisting of 4 students in each group to practice for a few minutes. The instructor instructed the students to come to the front of the class in groups. Afterward, the students got instruction by the instructor review from the first day material to that day material.

The next meeting, the instructor collected the post-test score. The post-test in control class was conducted on Thursday, 30<sup>th</sup> March 2023. The post-test form was oral test. The students read 30 words for the post-test. The correct word that pronounced was given 2 point per word. The word that pronounced in some errors and could be grasped was given 1 point. The wrong word that pronounced was given 0 point per word. As the conclusion 60 is the highest score. The total score is the students' score multiplied by 10 then divided by 6 equals 100.

## 2. The Procedure of The Research in Control Class

The control class consisted of 30 students. The tongue twister technique was not given in this class. The students got pre-test. The pre-test in control class was conducted on Saturday, 11<sup>th</sup> March 2023. The pre-test form was oral test. The students read 30 words for the pre-test. The correct word that pronounced was given 2 point per word. The word that pronounced in some errors and could be grasped was given 1 point. The wrong word that pronounced was given 0 point per word. As the conclusion 60 is the highest score. The total score is the students' score multiplied by 10 then divided by 6 equals 100.



The next meeting, the tongue twister technique was not given by the researcher in control class. The control class got the lesson from the teacher on Fridays and Saturdays (17<sup>th</sup> , 18<sup>th</sup> , 24<sup>th</sup>, 25<sup>th</sup> March 2023). The teacher instructed the students to read the short story by repeating after her.

The next meeting, the researcher collected the post-test score. The post-test in control class was conducted on Saturday, 1<sup>st</sup> April 2023. The students got oral test as the post-test. Students read and pronounce 30 words as the oral test. The correct word that pronounced was given 2 point per word. The word that pronounced in some errors and could be grasped was given 1 point. The wrong word that pronounced was given 0 point per word. As the conclusion 60 is the highest score. The total score is the students' score multiplied by 10 then divided by 6 equals 100.

### 3. Research Result

The way to obtain data used by researchers is a test. This technique was carried out before and after treatment in the experimental class, the test was directly given to the control class. method of giving tests in the form of pre-test and post-test for respondents. The aim is to analyze the respondent's abilities after being given treatment.

#### a. The Results of the Pronunciation Test of Students in Experimental Class

3) The following table shows the pre-test scores of students who were taught tongue twisters:

NO.	NAME	SCORE
1	AYF	52
2	AN	43
3	ABRR	37
4	AAS	40

5	AS	48
6	AA	47
7	ANS	37
8	BLZ	42
9	ETSN	55
10	FNL	45
11	FR	48
12	HNC	43
13	HFT	52
14	IS	52
15	KA	48
16	MNF	42
17	MLB	42
18	MR	42
19	MAA	40
20	MHA	42
21	INI	36
22	NAWP	42
23	NIK	37
24	NRZ	35
25	RZNK	48
26	SFA	48

27	SS	50
28	SNB	37
29	TRR	47
30	ZSZ	40
TOTAL		1317
MEAN		43.9

From the table it is known that there are 30 respondents from experimental class and the mean pre-test result is 43.9.

E. The following table shows the post-test scores of students who were taught tongue twisters:

NO.	NAME	SCORE
1	AYF	85
2	AN	77
3	ABRR	75
4	AAS	90
5	AS	80
6	AA	85
7	ANS	68
8	BLZ	83
9	ETSN	85
10	FNL	73
11	FR	92

12	HNC	77
13	HFT	80
14	IS	87
15	KA	87
16	MNF	83
17	MLB	75
18	MR	78
19	MAA	87
20	MHA	62
21	INI	83
22	NAWP	75
23	NIK	83
24	NRZ	73
25	RZNK	78
26	SFA	83
27	SS	88
28	SNB	83
29	TRR	85
30	ZSZ	80
TOTAL		2420
MEAN		80.06

From the table it is known that there are 30 respondents from

experimental class and the mean post-test result is 80.06.

b. The Results of the Pronunciation Test of Students in Control Class

- 1) The following table shows the pre-test scores of students who were not taught tongue twisters.

NO.	NAME	SCORE
1	AMA	57
2	ARR	47
3	AFM	35
4	AMS	65
5	AAZ	32
6	AL	47
7	ANR	42
8	ANA	47
9	AZR	50
10	ACAP	50
11	ARR	43
12	DNR	50
13	EAPI	45
14	FZ	30
15	FA	32
16	GA	37
17	GKR	43



18	IYHP	33
19	IKZ	52
20	JLD	37
21	KB	47
22	MSL	37
23	MZ	38
24	NMG	50
25	NAI	52
26	NHS	47
27	NDP	32
28	RAS	40
29	WR	35
30	ZF	38
TOTAL		1290
MEAN		43

From the table it is known that there are 30 respondents from control class and the mean pre-test result is 43.

- 3) The following table shows the post-test scores of students who were not taught tongue twisters.

NO.	NAME	SCORE
1	AMA	63
2	ARR	75

3	AFM	45
4	AMS	67
5	AAZ	42
6	AL	53
7	ANR	57
8	ANA	57
9	AZR	62
10	ACAP	60
11	ARR	57
12	DNR	50
13	EAPI	55
14	FZ	42
15	FA	48
16	GA	40
17	GKR	47
18	IYHP	33
19	IKZ	65
20	JLD	37
21	KB	50
22	MSL	53
23	MZ	43
24	NMG	57

25	NAI	53
26	NHS	47
27	NDP	37
28	RAS	53
29	WR	27
30	ZF	57
TOTAL		1532
MEAN		51.06

From the table it is known that there are 30 respondents from control class and the mean post-test result is 51.06.

#### 4. Data Analysis

##### a. Group Statistics

The following is a statistical group described in SPSS:

Table 4.1 Group Statistics

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Control Class	30	50.01	10.674	1.949
Experimental Class	30	80.67	6.599	1.205

From the outcomes of the group statistics above, it is kened that the respondents from the control class were 30 students with a mean score of 51.07 and the respondents from the experimental class were 30 students with a mean score of 80.67.

##### b. Normality Test

The data analysis that used for test is t-test. Before testing the t-test

there are conditions that must be met first. Prerequisite analysis test was carried out prior to data analysis.

In this test, the Kolmogorov-Smirnov formula is used by applying the SPSS 22 software program. The outcome of the normality test can be seen if the outcome of significance  $< 0.05$  is not normal, nevertheless if the significance score is  $> 0.05$  it is normal. The calculation outcomes are as follows:

Table 4.2 Normality Test

Kolmogorov-Smirnov				
Group	Statistic	df	Sig.	Statistic
Pre-test of Experimental Class	.136	30	.163	.952
Post-test of Experimental Class	.172	30	.025	.953
Pre-test of Control Class	.124	30	.200	.954
Post-test of Control Class	.105	30	.200	.991

In the table it is kened that the value of df is 30. Then, normality test outcomes in significance values are 0.163, 0.025, 0.200 and 0.200 . The outcome of the three significance values is  $> 0.05$  . Thus, the outcomes of the pre-test and post-test scores of students in the experimental class and the control class are concluded to be normally distributed.

c. Hypothesis

In this t-test, the researcher applied the Independent Sample Test formula. To test the parametric applied to specify whether it has a discrepancy in the mean learning outcomes between the control class and the experimental class. Researchers used SPSS 22 software, with the following outcomes:

Table 4.3 Hypothesis Test

Independent Sample 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
Equal variances assumed	5.708	.20	-12.920	58	.000	-29.600	2.291	-34.186	17.029
Equal variances not assumed			-17.920	48.341	.000	-29.600	2.291	-34.206	-17.078

From the table above, it is kened that the outcomes of the pre-test and post-test between the classes that were given the tongue twister treatment and those that were not, with the outcomes of the t-test had a significance value of 0.000. Thus it can be decided that  $H_0$  is rejected, so  $H_1$  can be accepted. This decision proves that there are discrepancy in the control class and the experimental class in pronunciation.

d. N-Gain Score Test

The following is the outcome of n-gain score test in experimental class and control class:

Table 4.4 N-Gain Score Test

Respondent	Experimental Class	Respondent	Control Class
	N-Gain Score		N-Gain Score
1	68.75	1	13.95
2	59.64	2	52.83
3	60.31	3	15.38
4	83.33	4	5.71

5	61.53	5	14.70
6	71.69	6	11.32
7	49.20	7	25.86
8	70.68	8	18.86
9	66.66	9	24.00
10	50.90	10	20.00
11	84.61	11	24.56
12	59.64	12	0.00
13	58.33	13	18.18
14	72.91	14	17.14
15	75.00	15	23.52
16	70.68	16	4.76
17	56.89	17	7.01
18	62.06	18	0.00
19	78.33	19	27.08
20	34.48	20	0.00
21	73.43	21	5.66
22	56.89	22	25.39
23	73.01	23	8.06
24	58.46	24	14.00
25	57.69	25	2.08
26	67.30	26	0.00



27	76.00	27	7.35
28	73.01	28	21.66
29	71.69	29	-12.30
30	66.67	30	30.64
<b>Mean</b>	<b>65.66</b>	<b>Mean</b>	<b>14.24</b>
<b>Minimum</b>	<b>34.48</b>	<b>Minimum</b>	<b>-12.30</b>
<b>Maximum</b>	<b>84.61</b>	<b>Maximum</b>	<b>52.83</b>

The interpretation of n-gain effectiveness is <40% is ineffective, 40%-55% is less effective, 56%-75% is effective enough, and >75% is effective. According to the outcomes of n-gain score with the mean score of the experimental class is 65.66 and the control class is 14.24. Thus, the mean score of the experimental class can be estimated as effective enough and the control class can be interpreted as ineffective. Then, applying tongue twisters is effective for teaching speaking especially pronunciation.

## **B. Discussion**

This research is an experimental research conducted at SMP Maarif NU 2 Kemranjen, Banyumas Regency. The population for this research was the eighth grade of SMP Maarif NU 2 Kemranje, Banyumas Regency. The subject consisted of 60 of his students and in each class consisted o 30 students. Based on the sampling outcomes by applying lottery, 8A was chosen as the experimental class and 8B was chosen as the control class in this tongue twister research. In this research, students in the experimental class gained tongue twister treatment, whereas students in the control class did not. The researcher applied n-gain score test to ken how effective the use of tongue twister methods was in improving speaking skill.

The data analysis indicated that the pre-test mean of the control class or class that did not gain the tongue twister technique was 43.00 with the highest

score of 57 and the lowest score of 32. The mean post-test was 51.06 with the best score being 75 and the lowest score being 27. Experimental class or class Those who received the Tongue Twister Technique treatment had a mean pre-test score of 43.90 with the highest score being 55 and the lowest score being 35, and the mean post-test score being 80.06. the best score was 92 and the lowest score was 62. The discrepancy between the pre-test and post-test mean scores in the control group was smaller than the discrepancy in the pre-test and post-test mean scores in the experimental group. The experimental class is larger than the control class because the outcome of the discrepancy between the experimental class and the control class is  $36.16 > 8.06$ .

The aim of the research is to investigate the effectiveness of tongue twister on students' pronunciation at the eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency by applying Independent Sample Test, whether there is a noteworthy discrepancy between the mean outcomes of students in the control class and the experimental class.

The experimental class consisted of 30 students and the control class consisted of 30 students. The tongue twister technique was given in experimental class whereas tongue twister technique was not given in control class. The students got pre-test before the researcher applied the tongue twister technique. The pre-test in experimental class and control class was conducted on Saturday, 11<sup>th</sup> March 2023. The pre-test form was oral test. The students read 30 words for the pre-test. The correct word that pronounced was given 2 point per word. The word that pronounced in some errors and could be grasped was given 1 point. The wrong word that pronounced was given 0 point per word. As the conclusion 60 is the highest score. The total score is the students' score multiplied by 10 then divided by 6 equals 100.

The tongue twister technique was given by the researcher in experimental class. The students got 16 tongue twisters in 14 days. The first meeting was conducted on Tuesday, 14<sup>th</sup> March 2023. The researcher wrote on the whiteboard the symbols in the International Phonetic Alphabet and instructed to the students to repeat after the researcher in pronouncing International

Phonetic Alphabet one by one.

The experimental class got tongue twisters by the researcher on the second day that was conducted on Wednesday, 15<sup>th</sup> March 2023. On the second day the students got tongue twister sentence as follow: The big black bug bit the big black bear but the big black bear bit the big black bug back.

The third day was conducted on Thursday, 16<sup>th</sup> March 2023. On the third day the students got tongue twister sentence as follow: How much wood would a woodchuck chuck if a woodchuck could chuck wood?.

The fourth meeting was conducted on Friday, 17<sup>th</sup> March 2023. On the fourth day the students got tongue twister sentence as follow: How many cookies could a good cook cook if a good cook could cook cookies?.

The fifth meeting was conducted on Saturday, 18<sup>th</sup> March 2023. On the fifth day the students got tongue twister sentence as follow: Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?

The sixth meeting was conducted on Monday, 20<sup>th</sup> March 2023. On the sixth day the students got two sentences tongue twister as follows: She sells seashell by the seashore and I scream you scream we all scream for ice cream.

The seventh meeting was conducted on Tuesday, 21<sup>st</sup> March 2023. On the seventh day the students got tongue twister sentence as follow: Thank the other three brothers of their father's mother's brother's side.

The eighth meeting was conducted on Wednesday, 22<sup>nd</sup> March 2023. On the eighth day the students got two sentences tongue twister as follows: Eleven benevolent elephant and wings are things with strings that sing.

The ninth meeting was conducted on Thursday, 23<sup>rd</sup> March 2023. On the ninth day the students got two sentences tongue twister as follows: Justin jumping joyous joined in Johna's jubilee and near an ear, a nearer ear, a nearly eerie ear.

The tenth meeting was conducted on Friday, 24<sup>th</sup> March 2023. On the tenth day the students got tongue twister sentence as follow: 3, 33, 333, 3.333, 33.333

The eleventh meeting was conducted on Saturday, 25<sup>th</sup> March 2023. On the eleventh day the students got tongue twister sentence as follow: Do not hang the ring thing next to the wrong thong.

The twelfth meeting was conducted on Monday 27<sup>th</sup> March 2023. On the twelfth day the students got tongue twister sentence as follow: How much oil boil can a gum boil boil if a gum boil can boil oil?

The thirteenth meeting was conducted on Tuesday, 28<sup>th</sup> March 2023. On the thirteenth day the students got tongue twister sentence as follow: Don't sabotage my treasure.

The fourteenth meeting was conducted on Wednesday, 29<sup>th</sup> March 2023. On the fourteenth day the students got tongue twister sentence as follow: A proper copper coffee pot.

The researcher gave two ways of carrying out the tongue twister treatment and carried out alternately according to odd and even meetings so that students would not gain bored with the procedure for carrying out the tongue twister treatment. The discrepancy between odd meetings and even meetings are: for the odd meetings, the researcher instructed the students to make small group by the line of table to practice the tongue twister and for the even meetings, the researcher instructed to make a small group consisting 4 students in each group.

The outcomes of group statistics in this research, it is kened that the respondents from the control class were 30 students with a mean score of 51.07 and the respondents from the experimental class were 30 students with a mean score of 80.67.

This research is also kened that the value of df is 30. Then, normality test outcome in significance values are 0.163, 0.025, 0.200 and 0.200 . The outcome of the three significance values is  $> 0.05$  . Thus, the outcomes of the pre-test and post-test scores of students in the experimental class and the control class are concluded to be normally distributed.

This research applied the Independent Sample Test formula. To test the

parametric used to specify whether there is a discrepancy in the mean learning outcomes between the control class and the experimental class. Researchers used SPSS 22 software. The outcomes of the pre-test and post-test between the class that were given the tongue twister treatment and those that were not, with the outcomes of the t-test had a significance value of 0.000. Thus, it can be decided that H<sub>0</sub> is rejected, so H<sub>1</sub> can be accepted. This decision proved that there are discrepancy in the control class and the experimental class in pronunciation.

The interpretation of n-gain effectiveness is <40% is ineffective, 40%-55% is less effective, 56%-75% is effective enough, and >75% is effective. According to the outcomes of the n-gain score with the mean score of the experimental class is 65.66 and the control class is 14.24. Thus, the mean score of the experimental class can be estimated as effective enough and the control class can be interpreted as ineffective. Then, the use of tongue twisters is effective for teaching speaking especially pronunciation.

The outcome of this research is aligned with research organized by Irawati (2020), "The Use of Tongue Twister Technique to Improve Student's Pronunciation" improving students pronunciation by applying tongue twister technique was used by this research. The research problem was formulated "Does students' English pronunciation improve by using tongue twister technique at the 10th grade students' of SMA Muhammadiyah 9 Makassar?". Based on the outcome, it can be summed up teaching pronunciation by applying tongue twister technique is effective to increase students' pronunciation. The outcome of the research indicated that the mean score of the students who were taught by applying tongue twister technique gained a better score.

The last, the outcome of this research is aligned with research held by Aslifa (2019), "The Effect of Tongue Twister Technique on Students' Pronunciation Ability". Based on the finding of the research, this research discovered that when students were taught pronunciation skills applying the

tongue twister approach, their scores were higher.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, conclusion and recommendation are discussed.

#### **A. Conclusion**

Based on the research that has been done and the analysis of the pre-test and post-test data from the experimental class and the control class at eighth grade of SMP Maarif NU 2 Kemranjen, Banyumas Regency with hypothesis H<sub>0</sub>: There is no discrepancy in the use of tongue twisters in pronunciation between classes treated with tongue twisters and those who were not treated and H<sub>1</sub>: There is discrepancy in the use of tongue twisters in pronunciation between classes that are given tongue twister treatment and those who are not, the outcomes of the t-test are gained with a significance value of  $0.000 < 0.05$ . Thus, there are discrepancy in the use of tongue twisters in students' pronunciation between classes that are treated with tongue twisters and those that are not. Furthermore, in accordance with the outcomes of the n-gain score test, the mean score of the Experiment class is 81.36 and the Control class is 51.43. Thus, the mean score of the experimental class can be interpreted as effective and the control class can be interpreted as less effective. So, the use of tongue twisters is effective in supporting the improvement of the pronunciation of grade 8 students at SMP Maarif NU 2 Kemranjen, Banyumas Regency.

#### **B. Limitation of Research**

This research has some limitations, according to the research that was conducted. These may be the elements that the following researcher will pay closer attention to. The following are the limitations:

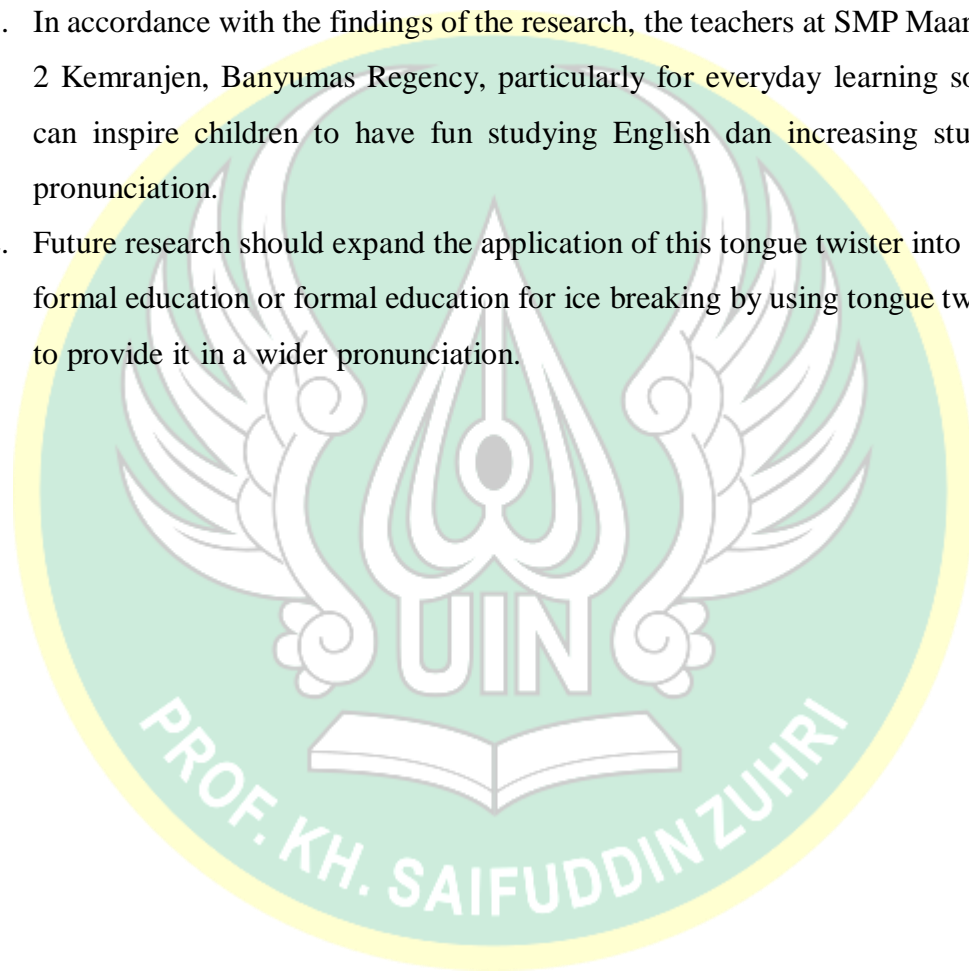
1. The researcher only focused on the tongue twister and pronunciation in the treatment that had been given based on the drilling, giving challenges, and repetitions.
2. In accordance with an agreement between the researcher and the teacher and school, the researcher was granted a restricted period of time to carry out the research. The treatment administered to the research sample shall be appropriate and in accordance with the restricted period of time.

3. Two students had their own trouble so they could not join this research. One of them had a cleft lip so could not pronounce English words properly. Another student was sick for a long time so he only attended the post test.

### **C. Suggestion**

From the research that has been carried out, this research provides the following suggestions:

1. In accordance with the findings of the research, the teachers at SMP Maarif NU 2 Kemranjen, Banyumas Regency, particularly for everyday learning so they can inspire children to have fun studying English dan increasing students' pronunciation.
2. Future research should expand the application of this tongue twister into non-formal education or formal education for ice breaking by using tongue twister to provide it in a wider pronunciation.



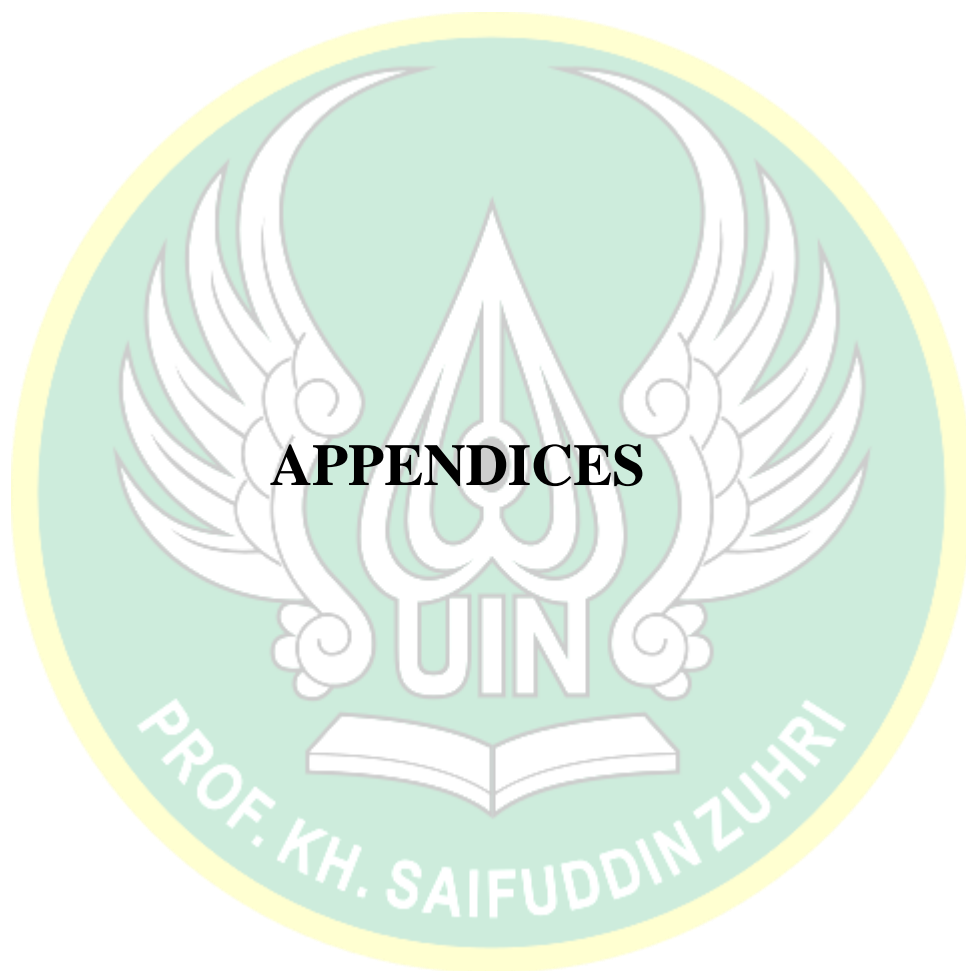
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**APPENDIX I**  
**RESEARCH PERMISSION LETTER**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.574/Un.19/D.FTIK/PP.05.3/03/2023  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

06 Maret 2023

Kepada  
Yth. Kepala SMP Maarif Nu 2 Kemranjen  
Kec. Kemranjen  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |   |
|--------------------|---|
| 1. Nama            | : Zulfa Nikmah  |
| 2. NIM             | : 1817404092  |
| 3. Semester        | : 10 (Sepuluh)  |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris   |
| 5. Alamat          | : Rempoah, Baturraden, Banyumas   |
| 6. Judul           | : The Effectiveness of Tongue Twister on Students' Pronunciation at the Eighth Grade of SMP Maarif Nu 2 Kemranjen, Banyumas Regency |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. Objek             | : Kelas 8                           |
| 2. Tempat / Lokasi   | : SMP Maarif Nu 2 Kemranjen         |
| 3. Tanggal Riset     | : 07-03-2023 s/d 07-05-2023         |
| 4. Metode Penelitian | : Kuantitatif (Experimental Method) |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

**APPENDIX II**  
**RESEARCH PLACE LETTER**



LEMBAGA PENDIDIKAN MA'ARIF CABANG KAB. BANYUMAS  
**SMP MA'ARIF NU 2 KEMRANJEN**  
NPSN (20330399)  
**Sekolah Berbasis Pesantren (SBP)**  
Alamat : Sirau Po Box 02 Kemranjen Banyumas 53194 Telp. 02825298557

---

Nomor : /smp.mrf2/2023  
Lamp. : -  
Perihal : Surat Balasan Ijin Riset Individu

Kepada,  
Dekan Jurusan Tadris  
Universitas Islam Negeri  
Profesor Kiai Haji Saifuddin Zuhri Purwokerto  
di Tempat


*Assalamu'alaikum Wr.Wb*

Dengan hormat, bersama ini kami menanggapi surat permohonan ijin riset individu Mahasiswa Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto nomor : B.m.574/Un.19/D.FTIK/PP.05.3/03/2023 tanggal 06 Maret 2023, atas nama :

Nama : Zulfa Nikmah  
NIM : 1817404092  
Jurusan/Prodi : Tadris Bahasa Inggris  
Tanggal Riset : 07-03-2023 s.d 07-05-2023

Dengan ini kami mengijinkan untuk melakukan riset individu di SMP Ma'arif NU 2 Kemranjen.

Demikian atas perhatian, kami sampaikan terimakasih  
*Assalamu'alaikum Wr.Wb*

Kemranjen, 11 Maret 2023  
Kepala Sekolah,  
  
Ari Agung Pramono, S.Th.I., M.Pd.I  
NIP. -

**APPENDIX III**  
**LEMBAR EXPERT JUDGEMENT**

**SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : Khairunnisa Dwinalida, M.Pd

NIP : 199211152019032034

Setelah membaca, menelaah dan mencermati instrumen penelitian berupa lembar pretest dan posttest yang akan digunakan untuk penelitian berjudul **“The Effectiveness of Tongue Twister on Students’ Pronunciation at the Eighth Grade of SMP Maarif Nu 2 Kemranjen, Banyumas Regency”** yang dibuat oleh:

Nama : Zulfa Nikmah

NIM : 1817404092

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen lembar penilaian tersebut,

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/>            | Layak digunakan               |
| <input checked="" type="checkbox"/> | Layak digunakan dengan revisi |
| <input type="checkbox"/>            | Tidak layak digunakan         |

Catatan (bila perlu)

.....

.....

.....

.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 2 Februari 2023

Validator,



**Khairunnisa Dwinalida, M.Pd**

NIP. 199211152019032034

## SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd

NIDN : 2001049001

Setelah membaca, menelaah dan mencermati instrumen penelitian berupa lembar pretest dan posttest yang akan digunakan untuk penelitian berjudul **“The Effectiveness of Tongue Twister on Students’ Pronunciation at the Eighth Grade of SMP Maarif Nu 2 Kemranjen, Banyumas Regency”** yang dibuat oleh:

Nama : Zulfa Nikmah

NIM : 1817404092

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen lembar penilaian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

Catatan (bila perlu)

Sudah direvisi dan proses feedback follow up dari bimbingan instrumen awal.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 9 Maret 2023

Validator,



Windharyati D.K., M.A., M.Pd.

NIDN. 2001049001

**APPENDIX IV**  
**RESEARCH INSTRUMENT**

**SOAL PRETEST ENGLISH PRONUNCIATION**

Mata Pelajaran : Bahasa Inggris  
Kelas : 8 A dan 8 B  
Sekolah : SMP Maarif Nu 2 Kemranjen, Banyumas Regency

**Petunjuk Pronunciation Test:**

1. Siswa berdoa terlebih dahulu sebelum memulai *pronunciation test*.
2. Siswa dipanggil secara bergantian sesuai urutan absen untuk duduk di depan penguji.
3. Siswa melafalkan kata-kata dibawah ini dengan jelas dan teliti.

**Di bawah ini merupakan kata-kata yang akan diujikan.**

- |         |          |            |
|---------|----------|------------|
| 1. SEE  | 11. NEAR | 21. THEN   |
| 2. PUT  | 12. PURE | 22. SHE    |
| 3. TOO  | 13. JOIN | 23. VISION |
| 4. AGO  | 14. HOME | 24. SING   |
| 5. FUR  | 15. HAIR | 25. YELLOW |
| 6. SAW  | 16. NOW  | 26. PEN    |
| 7. HAT  | 17. CHIN | 27. BED    |
| 8. CUP  | 18. JUNE | 28. TEA    |
| 9. ARM  | 19. VAN  | 29. DID    |
| 10. GOT | 20. THIN | 30. CAT    |

## APPENDIX V

### SOAL POSTTEST ENGLISH PRONUNCIATION

Mata Pelajaran : Bahasa Inggris  
Kelas : 8 A dan 8 B  
Sekolah : SMP Maarif Nu 2 Kemranjen, Banyumas Regency

#### Petunjuk Pronunciation Test:

1. Siswa berdoa terlebih dahulu sebelum memulai *pronunciation test*.
2. Siswa dipanggil secara bergantian sesuai urutan absen untuk duduk di depan penguji.
3. Siswa melafalkan kata-kata dibawah ini dengan jelas dan teliti.

**Di bawah ini merupakan kata-kata yang akan diujikan.**

- |               |            |              |
|---------------|------------|--------------|
| 1. THREE      | 11. EAR    | 21. MOTHER   |
| 2. GOOD       | 12. SURE   | 22. SEASHELL |
| 3. JUBILEE    | 13. BOIL   | 23. TREASURE |
| 4. BENEVOLENT | 14. NO     | 24. WINGS    |
| 5. THURSDAY   | 15. BEAR   | 25. YOU      |
| 6. SEASHORE   | 16. HOW    | 26. PERFUME  |
| 7. BLACK      | 17. CHUCK  | 27. BOOK     |
| 8. BUG        | 18. JUMP   | 28. TOP      |
| 9. FATHER     | 19. ELEVEN | 29. DOLL     |
| 10. WRONG     | 20. THANK  | 30. CONTROL  |



**KUNCI JAWABAN SOAL PRETEST ENGLISH PRONUNCIATION**

- |                 |                    |                       |
|-----------------|--------------------|-----------------------|
| 1. SEE /si:/    | 11. NEAR /nɪə(r)/  | 21. THEN /ðen/        |
| 2. PUT /pʊt/    | 12. PURE /pjʊə(r)/ | 22. SHE /ʃi:/         |
| 3. TOO /tu:/    | 13. JOIN /dʒɔɪn/   | 23. VISION /'vɪʒ(ə)n/ |
| 4. AGO /ə'gəʊ/  | 14. HOME /həʊm/    | 24. SING /sɪŋ/        |
| 5. FUR /fɜ:(r)/ | 15. HAIR /heə(r)/  | 25. YELLOW /'jeləʊ/   |
| 6. SAW /sɔ:/    | 16. NOW /naʊ/      | 26. PEN /pen/         |
| 7. HAT /hæt/    | 17. CHIN /tʃɪn/    | 27. BED /bed/         |
| 8. CUP /kʌp/    | 18. JUNE /dʒu:n/   | 28. TEA /ti:/         |
| 9. ARM /ɑ:(r)m/ | 19. VAN /væn/      | 29. DID /dɪd/         |
| 10. GOT /gɒt/   | 20. THIN /θɪn/     | 30. CAT /kæt/         |

**KUNCI JAWABAN SOAL PRETEST ENGLISH PRONUNCIATION**

- |                               |                        |                            |
|-------------------------------|------------------------|----------------------------|
| 1. THREE /θri:/               | 11. EAR /ɪə(r)/        | 21. MOTHER /'mʌðə(r)/      |
| 2. GOOD /gʊd/                 | 12. SURE /ʃʊə(r)/      | 22. SEASHELL /'si: ʃel/    |
| 3. JUBILEE /'dʒu:brɪli:/      | 13. BOIL /bɔɪl/        | 23. TREASURE /'treʒə(r)/   |
| 4. BENEVOLENT /bə'nev(ə)lənt/ | 14. NO /nəʊ/           | 24. WING /wɪŋ/             |
| 5. THURSDAY /'θɜ:(r)zdeɪ/     | 15. BEAR /beə(r)/      | 25. YOU /ju:/              |
| 6. SEASHORE /'si: ʃɔ:(r)/     | 16. HOW /haʊ/          | 26. PERFUME /'pɜ:(r)fju:m/ |
| 7. BLACK /blæk/               | 17. CHUCK /tʃʌk/       | 27. BOOK /bʊk/             |
| 8. BUG /bʌg/                  | 18. JUMP /dʒʌmp/       | 28. TOP /tɒp/              |
| 9. FATHER /'fɑ:ðə(r)/         | 19. ELEVEN /ɪ'lev(ə)n/ | 29. DOLL /dɒl/             |
| 10. WRONG /rɒŋ/               | 20. THANK /θæŋk/       | 30. CONTROL /kən'trəʊl/    |

**APPENDIX VII**  
**LESSON PLAN**

School Name : SMP Maarif NU 2 Kemranjen, Banyumas Regency  
Subject : English  
Grade/Semester : VIII/2  
Time Allocation : 14 x 45 minutes (14x pertemuan)  
Learning Topic : Pronunciation

**A. Competency Standard**

Knowing and practicing English pronunciation through tongue twisters properly and correctly according to the International Phonetic Alphabet (IPA).

**B. Basic Competency**

Identifying, knowing and practicing English pronunciation through tongue twisters properly and correctly according to the International Phonetic Alphabet (IPA) and adding vocabulary in English.

**C. Indicator**

Distinguishing between vowels and consonants.

**D. Learning Purposes**

1. Students are able to pronounce common English words correctly and properly through learning the tongue twister technique.
2. Students can master the pronunciation of different sounds in English words.

**E. Learning Materials**

Tongue twisters are phrases or words that sound the same, making it complicated to pronounce quickly and correctly. The similarity of sounds in tongue twisters is caused by alliteration, assonance, and consonance.

**F. Learning Steps**

**First Meeting**

<b>Activity</b>	<b>Activity Description</b>	<b>Time Allocation</b>
Introduction	<ol style="list-style-type: none"><li>1. The instructor addresses the students</li><li>2. Students prayes before studying</li></ol>	5 Minutes

	<ol style="list-style-type: none"> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor introduces herself and conveys the objectives and steps during the research process.</li> </ol>	
Core	<ol style="list-style-type: none"> <li>1. The instructor asks students about their knowledge of pronunciation in English.</li> <li>2. The instructor introduces students to the International Phonetic Alphabet and explains the purpose and apply of the International Phonetic Alphabet.</li> <li>3. The instructor distributes papers related to the material that will be taught during the research.</li> <li>4. The instructor writes on the blackboard the symbols in the International Phonetic Alphabet.</li> <li>5. The instructor asks the students to imitate the pronunciation of the symbols in the International Phonetic Alphabet table.</li> <li>6. The teacher concludes the material.</li> </ol>	35 Minutes
Closing	<ol style="list-style-type: none"> <li>1. The instructor provides feedback on the learning process.</li> <li>2. The instructor conveys the lesson plan at the next meeting.</li> </ol>	5 Minutes

## Second Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The instructor reviews material about the International Phonetic Alphabet to students.</li> <li>2. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>3. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>4. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>5. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>6. The instructor asks students to come to the front of the class in groups.</li> <li>7. The instructor checks the students' pronunciation in groups and corrects the correct pronunciation.</li> <li>8. Students review the material that has been studied the previous day.</li> </ol>	35 Minutes

Closing	<ol style="list-style-type: none"><li data-bbox="496 219 1197 309">1. The instructor provides feedback on the learning process.</li><li data-bbox="496 322 1197 412">2. The instructor conveys the lesson plan at the next meeting.</li></ol>	5 Minutes
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### Third Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to practice for a few minutes in a line of tables.</li> <li>7. The instructor instructs the students to pronounce the tongue twister out loud according to the table line.</li> </ol>	35 Minutes



	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



### Fourth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>7. The instructor asks students to come forward the class in groups.</li> </ol>	35 Minutes

	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



### Fifth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to practice for a few minutes in a line of tables.</li> <li>7. The instructor instructs the students to pronounce the tongue twister out loud according to the table line.</li> </ol>	35 Minutes

	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



## Sixth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>7. The instructor asks students to come forward the class in groups.</li> </ol>	35 Minutes



	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



### Seventh Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to practice for a few minutes in a line of tables.</li> <li>7. The instructor instructs the students to pronounce the tongue twister out loud according to the table line.</li> </ol>	35 Minutes

	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



## Eighth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>7. The instructor asks students to come forward the class in groups.</li> </ol>	35 Minutes

	8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation. 9. Students review the material that has been studied the previous day.	
Closing	1. The instructor provides feedback on the learning process. 2. The instructor conveys the lesson plan at the next meeting.	5 Minutes



### Ninth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to practice for a few minutes in a line of tables.</li> <li>7. The instructor instructs the students to pronounce the tongue twister out loud according to the table line.</li> </ol>	35 Minutes



	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



## Tenth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>7. The instructor asks students to come forward the class in groups.</li> </ol>	35 Minutes

	8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation. 9. Students review the material that has been studied the previous day.	
Closing	1. The instructor provides feedback on the learning process. 2. The instructor conveys the lesson plan at the next meeting.	5 Minutes



### Eleventh Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to practice for a few minutes in a line of tables.</li> <li>7. The instructor instructs the students to pronounce the tongue twister out loud according to the table line.</li> </ol>	35 Minutes

	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



## Twelfth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>7. The instructor asks students to come forward the class in groups.</li> </ol>	35 Minutes



	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



### Thirteenth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to practice for a few minutes in a line of tables.</li> <li>7. The instructor instructs the students to pronounce the tongue twister out loud according to the table line.</li> </ol>	35 Minutes

	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



### Fourteenth Meeting

Activity	Activity Description	Time Allocation
Introduction	<ol style="list-style-type: none"> <li>1. The instructor addresses the students</li> <li>2. Students prays before studying</li> <li>3. The instructor checks students' attendant list</li> <li>4. The instructor conditions the class in a conducive atmosphere for learning to begin the learning process.</li> <li>5. The instructor conveys the objectives and steps during the research process.</li> </ol>	5 Minutes
Core	<ol style="list-style-type: none"> <li>1. The students review the previous lesson about International Phonetic Alphabet and tongue twisters.</li> <li>2. The instructor write tongue twisters on the whiteboard.</li> <li>3. The instructor instructs students to imitate the pronunciation per word exemplified by the instructor.</li> <li>4. The instructor exemplifies the pronunciation of the tongue twister in sentence and is followed by the students.</li> <li>5. The instructor challenges students to say tongue twister sentence slowly way, quickly way, to the fastest way.</li> <li>6. The instructor instructs students to make small groups of 4 students in each group to practice for 5-10 minutes.</li> <li>7. The instructor asks students to come forward the class in groups.</li> </ol>	35 Minutes

	<p>8. The instructor checks the students' pronunciation in groups and checks the correct pronunciation.</p> <p>9. Students review the material that has been studied the previous day.</p>	
Closing	<p>1. The instructor provides feedback on the learning process.</p> <p>2. The instructor conveys the lesson plan at the next meeting.</p>	5 Minutes



**APPENDIX VII**  
**THE RESULT PRE-TEST AND POST-TEST**  
**IN EXPERIMENTAL AND CONTROL CLASS**

No.	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	52	85	57	63
2	43	77	47	75
3	37	75	35	45
4	40	90	65	67
5	48	80	32	42
6	47	85	47	53
7	37	68	42	57
8	42	83	47	57
9	55	85	50	62
10	45	73	50	60
11	48	92	43	57
12	43	77	50	50
13	52	80	45	55
14	52	87	30	42
15	48	87	32	48
16	42	83	37	40
17	42	75	43	47
18	42	78	33	33



19	40	87	52	65
20	42	62	37	37
21	36	83	47	50
22	42	75	37	53
23	37	83	38	43
24	35	73	50	57
25	48	78	52	53
26	48	83	47	47
27	50	88	32	37
28	37	83	40	53
29	47	85	35	27
30	40	80	38	57
<b>TOTAL</b>	1317	2420	1290	1532
<b>MEAN</b>	43.90	80.06	43	51.06



**APPENDIX VIII  
DOCUMENTATION**



## BIOGRAPHY

### A. Personal Identity

Name : Zulfa Nikmah  
Student Number : 1817404092  
Day and Date of Birth : Banyumas, 11<sup>th</sup> May 2023  
Address : Brigade Street, Rempoah, Baturraden, Banyumas  
Regency

### B. Educational Background

#### Formal Education

No.	Education	Graduated Year
1	SDN 1 Rempoah	2010
2	SMP Maarif NU 2 Kemranjen, Banyumas Regency	2013
3	SMA Maarif NU 1 Kemranjen, Banyumas Regency, Banyumas Regency	2016
4	UIN Prof. K.H. Saifuddin Zuhri Purwokerto	2023

#### Informal Education

No.	Education	Year
1	Pondok Pesantren Roudhotul Quran Kemranjen, Banyumas Regency	2010-2016
2	Basic English Course Pare, Kediri	2017
3	Pondok Pesantren Manbaul Husna Purwokerto	2018-2020

### C. Organization Experiences

No.	Organization	Year
1	HMPS Tadris Bahasa Inggris	2018-2020
2	Racana UIN Saizu Purwokerto	2019-2022