IMPROVING STUDENT'S PRONUNCIATION
BY USING TONGUE TWISTER AT ELEVENTH GRADE
IN MADRASAH ALIYAH NEGERI 03 JEMBER
IN THE ACCADEMIC YEAR 2019/2020

THESIS

IAIN JEMBER

By:
M. Umar Tamyiz
NIM: T20156049

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JULY 2019

i

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Submited to State Institute of Islamic Studies of Jember

to fulfillment of the requirements for the degree of sarjana pendidikan (S.Pd)

Faculty Of Tarbiyah And Teacher Training
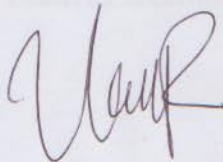
English Education Department

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ii

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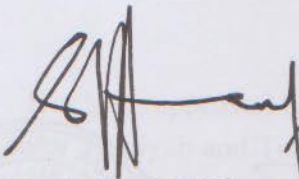
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M. Umar Tamyiz

NIM: T20156049

Advisor

Suparwoto Sapto Wahono, M.Pd

NIP.19740609 200701 1 02

ii

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BY USING TONGUE TWISTER AT ELEVENTH GRADE
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IN THE ACCADEMIC YEAR 2019/2020

THESIS

Has been examined and approved as the requirements to obtain a bachelor's
degree of *Sarjana Pendidikan* (S.Pd)
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Team of Examiners

Chairperson   Secretary

As'ari, M.Pd.I   Ahmad Ridho Rojabi, M.Pd
Nip.197609152005011 004   NIP. 198105242014111 002

Members:

1. Dra. Sofkhatin Khumaidah, M.Ed.,Ph.D   (   )

2. Suparwoto Sapto Wahono, M.Pd   (   )

Has been approved by
Dean of Faculty Tarbiyah and Teacher Training

Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032 001

iv

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ ۚ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

"And whoever striveth, striveth inly for himself, for lo ! Allah is together independent of his creatures"

(QS. Al-'Ankabut [29] : 6)[1]

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[1] Departemen Agama RI, *al-Qur'an dan Terjemahannya: Juz 1-30,* Jakarta: PT. Kumudasmoro Grafindo Semarang, 1994.

DEDICATIONS

I proudly dedicate this thesis to:

1) My Beloved Father and Mother

    (A big thanks to Marsudi as my father and Umuronah as my mother for their support, love, and every prayer for me to finish my thesis, and never ever tired of supporting me and makes me strong).

2) My Old Brother

    (Thanks to Ari Ramdhan Singgih as my old brother that care, love and as my place to outpouring about everything).

3) All My Families

    Thanks for your support and togetherness.

4) All My Unforgetable Friends

    Ali Murtadho, Adi Putra, Annuri Qolbi Ghifari, Doni Pratama . Thanks for your help, support, togetherness and foolish attitude that always make me laugh.

PREFACE

First of all, I would like to praise Allah SWT for the blessing and mercy given to me during my study so that finally I can finish this final project accordingly. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

I really realize that thesis project is finished with help of many people around me. The writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. Therefore, in this opportunity I would like to thank people who have given their ideas, times, and everything to me during the writing of this thesis. They are:

1. The excellenty Rector of the faculty of teacher training and education Prof. Dr. Babun Soeharto, S.E,MM, State Institute of Islamic Studies of Jember.

2. The Dean of the faculty of teacher training and education State Institute of Islamic Studies of Jember .

3. Asy'ari M.Pd.I the Head of English Educational Department.

4. My consultant,Suparwoto Sapto Wahono, M.Pd. I would like to express my gratitude for his invaluable time, patience, encouragement, and suggestion in guiding me during the process of writing this thesis.

5. The lecturers of English Education Study Program who have given me moral support and suggestions in finishing this thesis.

6. The Principle of MAN 03 Jember, Drs. Asyhar, M.Pd.I, and the staff for their permission and help during my research in MAN 03 Jember.

7. The English teacher of MAN 03 Jember, Luthfi Mawaddah, S.Pd. I give my most sincere gratitude for her guidance, help, and cooperation.

I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads this thesis, particularly the students of English Education in state institute of Islamic of Jember.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiin.

Jember, 31 July 2019

Researcher

ABSTRACT

M. Umar Tamyiz, 2019: *Improving Students Pronounciation by Using Tongue Twister at Eleventh Grade in Madrasah Aliyah Negeri 03 Jember in accademic year 2019/2020.*

Pronunciation is one of the basic components of speaking. This is a productive skill because when speaking, the speaker must think and speak words correctly using the right pronunciation. The ability to pronounce accurately is very important. If we mispronounce when speaking, it will be difficult for listeners to understand what we are talking about and this can be one of the factors that can cause conversation disruption.

The Research Problem in this research is how can tongue twister improve students pronunciation at eleventh grade in Madrasah Aliyah Negeri 3 Jember?

The Research objective in this research is to find out the application of the Tongue Twister technique can improve the student's pronunciation at eleventh grade in Madrasah Aliyah Negeri 3 Jember.

This study was the Class Action Research. The data collection techniques were a combination of qualitative methods (Observation) and quantitative methods (Preliminary Test and Post Test). This study drawed conclusions about process improving students' pronunciation at eleevent grade in Madrasah Aliyah Negeri 03 Jember consisting of two cycles namely cycle 1 (Planning, acting, obeserving and reflecting) and cycle 2 (Re-planning, re-acting, re-observing and re-reflecting).

The result of this research was the implementation of tongue twister technique in teaching pronunciation could be combined with many activities such as chain reading tongue twister and whisper tongue twister. , the result of the test in preleminary test was 57, 66, percentage of students which passed KKM was 20% cycle one was 71,33, percentage of students which passed KKM was 76,66% and the result of the test in cycle two was 84,33, percentage of students which passed KKM was 100%. So the result of the test shows that the average of students' score was increase. Therefore, it can be concluded that teaching pronunciation by using Tongue Twister technique can improve Madrasah Aliyah Negeri 03 students' pronunciation ability.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHART

xiii

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of Research

Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes and strengthen personality[1].learning can be done by everyone. Learning activities can be done anywhere, but generally learning activities are carried out by students in the classroom. Student learning activities are also a process of building meaning towards the knowledge acquired by students themselves. The role of a teacher is only as a facilitator who the task is to direct and help encourage students to be more active thinking in finding solutions to problems that found in everyday life. Direction from the teacher to students in learning activities will certainly have a very large influence on improving student learning skills so learning activities will be more optimal.

Language is a very important tool of communication in everyday human life. People who communicate and socialize with each other use language. They can invite their ideas, persuade others, or promise something. Explicitly stated by Douglas Brown is a conventional vowel symbol system language, written or arbitrary gesture symbol that allows certain community members to communicate with each other intelligently[2]. In addition to the

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[1] Suyono dan Hariyanto. 2011. *Belajar dan Pembelajaran Teori dan Konsep Dasar*. Bandung: PT Remaja Rosdakarya

[2] H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman. Inc., 2000), 4th Ed.,

above understanding we can also define the sound of symbols that convert several words into sentences of words that are spoken.[3]

Considering the importance of English for international communication, it must be learned by students as early as possible. The Indonesian government has made the right decision by establishing English as a compulsory subject for students from elementary school to university. The government intends to make English as the second language after Indonesian, besides that the government can prepare students to face the era of globalization and international communication.

Learning Language specifically English we must understand some of the important things of the language. English has four skills, namely speaking, listening, reading and writing. Pronunciation is one of the basic components of speaking. This is a productive skill because when speaking, the speaker must think and speak words correctly using the right pronunciation.

Pronunciation is very important. The ability to speak using accurate pronunciation is the basic thing to decide the success of communication. If we mispronounce when speaking, it will be difficult for listeners to understand what we are talking about. In addition, this can be one of the factors that can cause conversation disruption.

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[3]Ronald Wardagh, *An introduction to linguistic,* (United Kingdom: BLACKWELL PUBLISHING, ed. Sixth, 2006)

2

Based on the results of observations in Madrasah Aliyah Negeri 3 Jember that in English learning, the teacher always required students to read the words or sentences that were being taught. when students were reading or speaking several English words, they often got problems in pronunciation. This happened because most students in Madrasah Aliyah Negeri Jember 3 did not understand how to spell and distinguish pronunciation between words.

According to Ramelan, when students want to learn a foreign language, in this case, English, they must learn to speak. They must try to speak the way native speakers speak the language. This can be achieved by imitating and using it tirelessly until the pronunciation is satisfying and acceptable to them[4]. This means that to master English, especially pronunciation, students need to do more practices.

From the results of these observations, researchers wanted to use the Tongue Twister technique as a material to improve student's pronunciation. Tongue Twister is a technique that aims to consolidate the sound of English that students have learned by creating an atmosphere like a game for practice.[5] Sentences Tongue Twisters consist of several words that are similar but often different in meaning. In addition, some Tongue Twisters are funny and provide entertainment value. This technique is needed because students will be required to pronounce English words correctly by using several phrases or sentences that are similar and interesting. Through Tongue

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[4] Ramelan, English Phonetics, (Semarang: UPT UNNES Press, 2003)
[5] Kathleen M. Bailey and Lance Savage, New Ways in Teaching Speaking, (Illionis: TESOL, 1994),

3

Twister, students are expected to feel easy to imitate and remember the pronunciation that has been taught.[6]

This research method is Classroom Action Research (CAR). This study aims to improve the teaching and learning process or to improve students' understanding of the lesson.

B. Research Question

The research focus on this reserach is :

How can Tongue Twister improve student's pronunciation at eleventh grade in Madrasah Aliyah Negeri 03 Jember?

C. Research Objectives

The purpose of this study is:

To improve the student's pronunciation at eleventh grade in Madrasah Aliyah Negeri 03 Jember.

D. Scope of Research

The scope of the study can be described as follows:

1. This research was conducted on eleventh grade students of MAN 3 Jember in the academic year 2019/2020.

2. This study was only focused on teaching English using the Tongue Twister technique to improve pronunciation students at MAN 3 Jember in the academic year 2019/2020.

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[6] *Cambridge Advanced Learner's Dictionary, Third Edition.* Cambridge.

4

E. Research Benefits

The results of this study are expected to provide some positive contributions to the context of English learning and benefit researchers, teachers, students and schools.

    a. For further researchers

        By conducting this research, it is expected to be a reference for future researchers.

    b. For English teachers

        This research is expected to be useful for English teachers to enrich their techniques in teaching pronunciation.

    c. For Educational Institution

        It is expected to provide insight and input for educational institution related to the use of tongue twister technique for consideration to improve the quality of eduction, especially in educational institution.

    d. For School

        It is expected this research could provide information to school and awareness about the use of tongue twister to improve student's pronunciation.

F. Definition of key terms

Pronunciation is very important in language activities because it can greatly influence the meaning of speech. If someone makes a mistake in

saying a few words in a sentence, it can interfere with communication, even that can be one of the factors that can cause conversation disruption.

Tongue Twister is a sentence or phrase that is difficult to articulate clearly and quickly that focuses on improving student pronunciation. [7] We can also define that Tongue Twister is a play of words that are deliberately formed from certain words so that are difficult to articulate or pronounce. Tongue Twister is very useful in forming good pronunciation.

G. Structure Of Thesis

Systematic of thesis is a summary of the contents in the thesis that aims to understand globally from all existing discussions. Related to the material to be discussed basically consists of 4 chapters in classroom action research, and each chapter has 3 parts, namely the initial part, the core part and the final part. The explanation is as follows:

The first, the initial part include the title page, counselors approval page, endorsement page, motto page, dedication, abstract, and acknowledgement, table of content and table list or picture.

The second is core part that includes:

1. **Chapter I**, is introduction this chapter presents the general issues related to the present study. These include the background of the study, problem research, research objective, benefits of the research, research limitation, definition of key terms, and structure of thesis.

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[7] Collins*,"Tongue Twister",* https://www.collinsdictionary.com/dictionary/english/tongue-twister (17 september 2019)

2. **Chapter II** is review of related literature such as previous research and theory.

3. **Chapter III** is research methodology such as research design that includes object research, location of research, subject of research and data collection.

4. **Chapter IV** is data analysis, and finding discussion

5. **Chapter V** is conclusion and suggestion and final part that includes references, statement of authenticity of writing and attachment such as matrix of research, form of collecting data, picture, letter (research permit etc).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Table 3.1 : Previous Research

No	Title	Similarity	Differences	
1	Nona Awalul laili (2813123023) State of Islamic Studies of Jember	Using Classrom Action Research which is designed by Kemmis and McTaggart and consists of two cycles.	In Nona Awalul Laili's Research. The subject is the second semester of VII-B grade students at SMPN 3 Kedungwaru Tulungagung in the academic year 2015/2016.	In this present Research. The subject is the eleventh grade students in MAN 03 Jember in the academic year 2019/2020.
	Improvingstudent's pronunciation by using reading aloud technique at seventh grade of SMPN 3 Kedungwaru Tulungagung in accademic year 2016/2017	Using some instruments they are test and observation sheet.	Using Reading Aloud Technique.	This present research Uses Tongue Twister Technique
2	Miftahur Rohman (113411025) University of islamic state of Semarang	Using tongue twister technique. Using Classrom Action Research which it designed	In Miftahur Rohman's Research, the subject is the tenth grade in SMA Unggulan	In this present research, the subject is the eleventh grade

	The use of tongue twister technique in improving students pronunciation in SMA Unggulan Nurul Islam in the accademic year 2015/2016	by Kemmis and McTaggart.	Nurul Islami.

In Miftahul Rohman's research consists of 3 cycles. | students in MAN 03 Jember in the academic year 2019/2020.

Consists of 2 cycles. |
| 3 | Nawal Aufa (231324238) Ar-Raniry State Islamic University Darussalam Banda Aceh Using movie to increase student's pronunciation 2017/2018 | Using some instruments they are test and observation sheet.

Using Classrom Action Research which it designed by Kemmis and McTaggart. | In Nawal Aufa's Research Using movie to improve student's pronunciation.

In Nawal Aufa's research uses quantitative approach. | In this present Research Using Tongue Twister to improve student's pronunciation.

In this present research uses Classroom Action Research method that combined Qualitative |

9

				Method and Quantitative Method.

B. Literature Review

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is a component of speaking and it is really important in English-language activities because it greatly influences the meaning of speech. If someone makes a mistake in reciting a few words, it can change the meaning, and that can be one of the factors that can cause interference or misunderstanding in communication.

Pronunciation is the sound of speech including articulation, stress and intonation.[8] According to Hornby, pronunciation is the way in which words are spoken, the way a person speaks the words of a language.[9] Meanwhile, Rebecca establishes pronunciation as an act of producing speech sounds including articulation, vowels, formation, inflection of accents, and intonation, supported by increasing the accuracy or accepting of speech sounds. [10]

In general, it can be concluded that pronunciation determines the success of transferring messages, ideas, and renewals between

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[8]USA Learns, "*English Pronunciation*"https://www.usalearns.org/english-pronunciation(7 November 2018

[9]Hornby, A.S., *Oxford Advanced Learner's Dictionary, Fifth Edition* (Oxford: Oxford University Press, 1995)

[10] Rebecca M Dauer, *Accurate English,* (New Jersey: Prentice Hall Regents, 1993),

speakers and listeners. More importantly, pronunciation determines the way someone answers words or sounds in a certain way so that the conversation is easy to understand.

b.   Pronunciation elements

Ramelan divides the elements of English pronunciation into two parts, namely segmental and suprasegmental features[11]. The first is a segmental feature, which refers to sound units arranged sequentially. This feature can be studied separately. This means that each speech can be cut or segmented into a linear sequence of segmental features.

In addition to segmental features are suprasegmental features, which refer to features such as stress, length, intonation, and other features that always accompany segmental production. On the other hand, suprasegmental, cannot be studied separately. Suprasegmental features cannot be explained, except when dealing with segmental.

The researcher concluded that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot utter words from only one side because both segmental and suprasegmental features are connected to each other.

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[11] Ramelan, English Phonetics, (Semarang: UPT UNNES Press, 2003),

11

1) Segmental Features

According to Masnur, segmental sounds are sounds produced by breathing, speech and vocal cords[12]. Classification of segmental features in English:

a) Vocals.

Vocals are produced by a free voice[13]. The free part here means that the sound is produced without any interference or barrier. English vocals are divided into two types, namely long vowels and short vowels. Long vowels consist of / i: /, / ɜː /, / aː /, / uː /, / ɔː /, while short vowels consist of / ɪ /, / e /, / æ /, / ə /, / ʌ /, / ʊ /, / ɔ /.

There are several places to produce vowels, namely: the shape of the lips, the opening between the jaw, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness / frontness and roundedness. In phonetics, it is usually to symbolize the place of the vowel in the mouth schematically with a chart as shown below:

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[12] Muslich, Masnur. 2008. Fonologi Bahasa Indonesia Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia. Jakarta: Bumi Aksara

[13] Bertil Malmberg, *Phonetics*, (New York: Dover Publications, Inc.,1963)

Chart 1.1
The English Vowel Chart
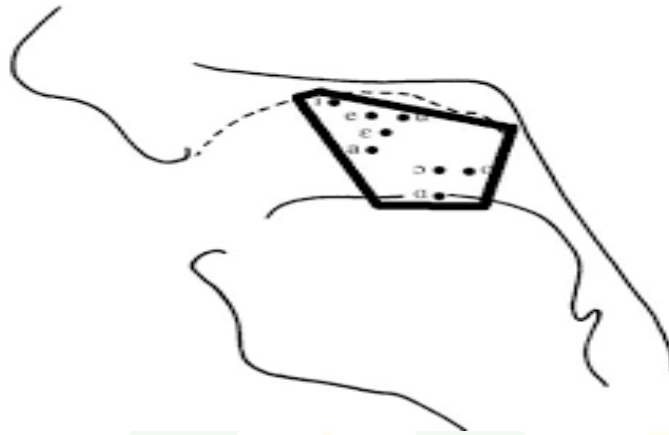
b) Diphthong.

Diphthong is included in vocal sounds with special features[14]. Gerald Kelly describes that diphthongs are part of the vowels in the main features of pronunciation diagrams as follows:

Chart 2.1
The Main Features of Pronunciation
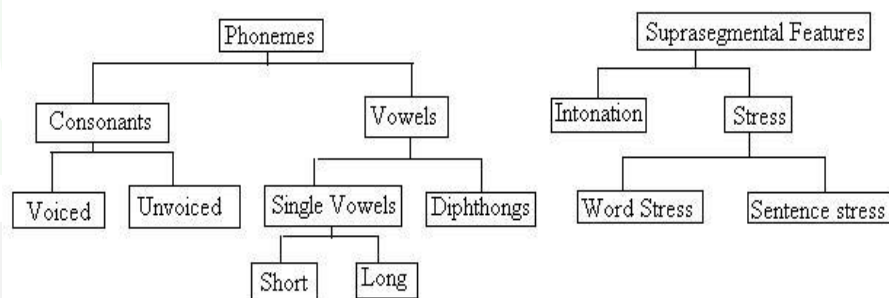
According to Kelly, diphthongs are a combination of two vocal sounds and involve movements from one vocal sound to another (like / e like /, as in rain). The first sound in each phoneme

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[14] Bertil Malmberg, *Phonetics*, (New York: Dover Publications, Inc.,1963)

13

is longer and harder than the second in English. There is an intentional glide (or movement of the tongue, lips, and jaw) made from one vocal position to another. It is produced in one single breath drive. For example: 'lay', 'how', 'hair', 'boy', 'poor', etc.

Table 1.1 : Vowel distribution and examples:

Vowels (vocal)					
	Short		*Long*		*Diphtong*
	Away	:	Meet, eat, see	I	Bay, fade, bait
	Pen, ten, cell	:	Saw, also, call	I	Buy, hide, bite
	Beat		Car, father	I	Boy, Void
	Cup, come, us	:	Food, too, you	ʊ	Boat, dough
	Not, gone, got	:	Bird, sir, shirt	ʊ	Loud, bout
	Good, look, put	:	Hard, part, bar	ə	Beard, beer
	Hid, bit, lick			ɔ	Lure, toured
	Plan, bad cat				

14

c) Consonants.

According to McCully, consonants are phonemes whose articulation involves some obstruction heard in the oral cavity. There are 24 consonants in English, namely: p, b, t, d, k, g, f, v, s, z, ∫, ʒ, ʧ, ʤ, θ, ð, m, n ,,, h, i, r, w, and j.[15]

Table 1.2 : Consonants

Consonants				
Pack,pen, stop		Look, leg		Fish
Kate, can		Night, name		This, that
Big, back		Mine, mouse		Chair, rich
Free, few, fan		Write, run		Major, judge
Vice, sun		Never, very		Usual, television
Try, tell		Well, win		Sing, king
Dig dot, dog		Year, new		
Good, gate		Size, zoo		[16]

1) Suprasegmental feature

Suprasegmental features such as the style used in words or sentences. There are four types of suprasegmental features.

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[15] McCully, Chris. 2009. The Sound Structure of English: An Introduction. Cambridge University Press: New York.

[16] McCully, Chris. 2009. The Sound Structure of English: An Introduction. Cambridge University Press: New York.

15

a) Stress.

Stress means the level of strength or loudness with syllables spoken to give an edge.[17] Stress can be classified into word stress and sentence stress. Word stress is stress in words and stressful sentences in English because of different stresses will distinguish meaning and intention. Here are examples of stressful sentences with different meanings.

This is my **pen**: the main pressure on the 'pen', how to pronounce the usual sentence.

This is **my** pen: the main pressure on 'my', to emphasize the owner, the implication that it is not your pen, but my pen.This **is** my pen: the main emphasis on 'is', to emphasize the affirmative element of the statement, the implication is 'that is not a lie, this pen is mine'.

This is my pen: the main emphasis on the word 'this', the implication is 'this pen is mine, and not that pen'. are stressful in thought groups or sentences. Stress has an important role[18]

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[17] Ramelan, *English Phonetic,*

[18] Rohman Miftahur (113411025),"Tongue Twister to Improve EFL Students Pronunciation in Accademic year 2015-2016". *Thesis*, Semarang: Tarbiyah and Teacher Faculty, State Islamic University (UIN) Semarang 2015.

16

b) Intonation.

Intonation is a high and low tone of pronunciation. Speeches are produced with a kind of musical accompaniment or intonation. For example if someone is angry, he will speak with high intonation. But when he is sad, he will speak with low intonation.

c) Pause.

English is spoken in groups of words separated by pauses. There are two types of pauses, the short and the last.

d) Rhythm.

Rhythm is a pattern of giving pressure to the words in the sentence. Or rhythm is a combination of term and pressure.

Based on the above theory, it can be concluded that in addition to segmental features, suprasegmental features also greatly influence pronunciation. So when speaking, we must apply the appropriate standard and suprasegmental feature rules. If not, the meaning of our words will be meaningless or even misinterpretation by the listener

e) Student Problems in English Pronunciation

1. Related to hearing.

People have different auditory sensitivities and that may cause errors.

17

2. Related to the problem of learning how to make foreign sounds with our own speech organs.

3. Related to the problem of knowing and remembering; sound distribution that is sound which is right to say in a word or sentence, and in what context is the sound pronounced.

4. Related to certain aspects that sound are related to each other.

5. Related to fluency, namely the ability to pronounce the whole set of sounds (groups of sounds) easily and quickly.[19]

According to Kenworthy the problem of students in reciting the English words lies in:

1. Sound Substitution, substitution of sounds from words that are almost the same as spoken but not in the first language. Example, 'th'. My friend is sick. My Friend is thick.

2. Sound Deletion, removes the sound part, Example, hold, hole.

3. Sound Insertion, sound insertion. Speak, aaSpeak.

4. Linking between Words. Linking words combined. Out of, Ought to.

5. The Use of Stress, sound suppression. Productivity.[20]

Rhythm, rhythm. I am twenty one tomorrow

O 'Connor provides a good illustration of how important our ears are. He said that "Language starts with the ear. When a baby starts talking, he

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[19] Arini, "*masalah-masalah pronunciation*" http://yusti-arini.blogspot.com/2009/08/masalah-masalah-pelafalan-pronunciation.html

[20] Joanne Kenworthy,*Teaching English Pronunciation* (London & New York: Longman, 1998)

does so by listening to the sounds his mother made and imitating them. If a baby is born deaf, he cannot hear these voices and therefore cannot imitate them and will not speak. "

The illustration above often appears to someone who learns English. If someone can't hear English pronunciation properly, he can't produce it well too. Gerald Kelly made a brief and clear explanation regarding the difficulties that may be faced by students of pronunciation. They are as follows:[21]

1. The student's first language may have a one-to-one relationship between sound and spelling. The concept of no such relationship might be new.

2. Even if such a concept is not new to learners, they should be familiar with new sound spelling relationships.

3. There may be sound, and a combination of sounds at L1, which does not occur in English.

4. There may be sound, and a combination of sounds, used in English that does not occur in L1.

5. English can use stress patterns and intonations that feel strange to students.[22]

In general, it can be concluded that there are many differences between the pronunciation of English and Indonesian. The difference is dealing with an English spelling system and suprasegmental

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[21] O"Connor. J.D. *Better English Pronunciation. 2nd. ed.* (Cambridge: Cambridge University Press., 1980),

[22] Gerald Kelly, *How to teach Pronunciation*

19

features that do not exist in Indonesian. It is possible that students find it difficult to understand English pronunciation. Therefore, to overcome this problem, students need to encourage themselves to be more active in their learning.

f) The Role of Teachers and Students in Teaching

1. Teacher's Role

There are several important factors for teachers in teaching English pronunciation as follows: a. Helps students hear. This means that a teacher must help students understand sound. It is important for the teacher to introduce the category because each language has its own category. The teacher needs to check that the students hear the sound in the right way and help students develop new categories if necessary.

1) Helping students make sounds

Students can usually imitate new sounds, but if they cannot, the teacher must provide instructions that can help students produce new sounds.

2) Provide feedback

Teachers must pay attention to the progress of their students by assessing students' performance to see their level of failure or success.

3) Show what is happening

20

Students need to know what to look for and what to do because speaking is unconsciously controlled, students may not realize that when certain words are emphasized or pronounced in different ways, they can affect the message conveyed to the listener.

4) Set priorities

A teacher must help students make appropriate action plans by recognizing their pronunciation learning goals such as pronunciation like a native person, acceptable pronunciation in English ears, and understandable speech.

5) Design activities

Perhaps, the most important and most difficult teacher's role to play is designing what activities and exercises will help. Teachers must remember to create good activities, provide opportunities for students to practice, experiment, and explore.

6) Assess progress

This is actually similar to feedback. Teachers must provide information to students about their performance. Many teachers ignore this role, when in fact it is very important to maintain student motivation.[23]

7) Student Roles

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[23] Joanne Kenworthy, *Teaching English Pronunciation,* (New York:Longman, 1998)

21

Simply stated that all students must do is respond. But it's not that simple, because the success of pronunciation learning will depend on how much effort students make. That means that students must pay attention to the teacher's explanation and have a great willingness to be actively involved in the teaching and learning process.[24]

2. **Tongue Twister**

   a. **Definition of Tongue Twister**

   Sentences or phrases that are meant to be difficult to say, especially if repeated quickly and often. In addition, according to Bailey, tongue twisters are a popular game enjoyed by children and adults. This activity aims to consolidate English. It sounds like students have learned by creating games such as an atmosphere for practice.[25]

   This technique is very effective because students do this by learning, practicing and enjoying the pronunciation of English words. In addition, the tongue twister sentence is very interesting because it consists of many sounds that are similar but usually differ in their written form and meaning.

   b. **Types of Tongue Twister**

   There are some types of tongue twisters which can be used in the classroom. Those are as follows:

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[24] Joane Kenworthy, *Teaching English pronunciation*
[25] *Cambridge Advanced Learner's Dictionary, Third Edition.* Cambridge

22

1) Sentence type

Can you can a can as a canner can a can?

A big black bug bit a big black dog on his big black nose!

2) Repetitive

World Wide Web

Eleven benevolent elephants

Crash Quiche Course

Babbling bumbling band of baboons

Thirty-six thick silk threads[26]

Tongue twisters have various levels of difficulty. So that, a teacher should select an appropriate type of tongue twister based on the ability of his or her students.

Table 2.1 : Examples and difficulty level of Tongue Twister

Tongue Twister	Word Emphasized	Difficulty Level
How much wood would a woodchuck chuck if a woodchuck could chuck wood?	wood & chuck (throw)	Easy
Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?	P	Easy

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[26] Nurjaya "kelas bahasa inggris", https://www.kampunginggris.id/kenalan-lebih-dekat-dengan-tongue-twister/ (17 september 2019)

Can you can a can as a canner can can a can?	can	Easy
Frivolously fanciful Fannie fried fresh fish furiously	f	Easy
Seventy-seven benevolent elephants	v	Medium
She sells seashells by the seashore.	s & sh	Hard[27]

In this research, the researcher will use all types of tongue twisters by making the easy stage until the hard stage. the technique applied by using "one by one reading" .

c. **The Implementation of Tongue Twister Technique in Teaching Pronunciation**

Teaching pronunciation to students is not an easy task for teachers. They have taught their students the correct pronunciation since many years ago, but most of students still do mispronounce while they are asked to read or pronounce an English sentence. Therefore, a teacher needs to find a good way to teach pronunciation. There were many techniques discovered by many linguists, such as drilling, pronunciation and spelling activities, taping students" English, etc. One of the techniques that can be used is tongue twister.

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[27] Nurjaya "kelas bahasa inggris", https://www.kampunginggris.id/kenalan-lebih-dekat-dengan-tongue-twister/ (17 september 2019)

24

The researcher used tongue twister technique to teach pronunciation because it was supposed as the appropriate technique to solve the problem faced by tenth grade students of MAN 3 Jember. In teaching pronunciation, Tongue Twister can be combined with some activities in order to be more interesting and able to gain students attention. According to Gerald Kelly, The activities are as follows[28]:

1) **Drilling**

One of the main ways in teaching pronunciation is practised in the classroom is through drilling. Drilling simply involves the teacher saying a word structure and getting the class to repeat it and it aims to help students achive better pronunciation of language items, and to help them remember new items.

2) **Chain Reading**

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

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[28] Gerald Kelly, *How to teach Pronunciation* (England: Longman, Pearson Education Limited, 2000)

25

3) Whisper Tongue Twister

According to Gerrard Kelly, this activity is very interactive and challenging[29] because students must memorize a word or a part of tongue twister and whisper it to the next member of their group after that the last member have to write the word on whiteboard. The result of students" whisper will be varied depend on the listening ability and language competences they have. Its procedures can be implemented as follow:

1. Teacher explains the task to the students

2. Teacher asks students to suggest words that illustrate the various sounds written on whiteboard

3. Teacher reads aloud the words and asks students to listen carefully

4. Teacher reads aloud words randomly selected from the list, and ask students to identify the words by watching the movement of teachers mouth and tongue

5. Teacher asks students to practice pronouncing the sounds

6. Teacher divides the class into groups and have each group sitting or standing in single file

7. Teacher distributes a short, typed tongue twister to the first student in each group and ask him/ her to learn it by heart

8. Teacher takes away the strips of paper

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[29] Gerald Kelly, *How to teach Pronunciation* (England: Longman, Pearson Education Limited, 2000)

9. Each students are asked to repeat the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next

10. The last student who hear the tongue twister in each group write it on whiteboard

11. The group finishing correctly in the shortest time wins the game

12. Repeat the process with another tongue twister.
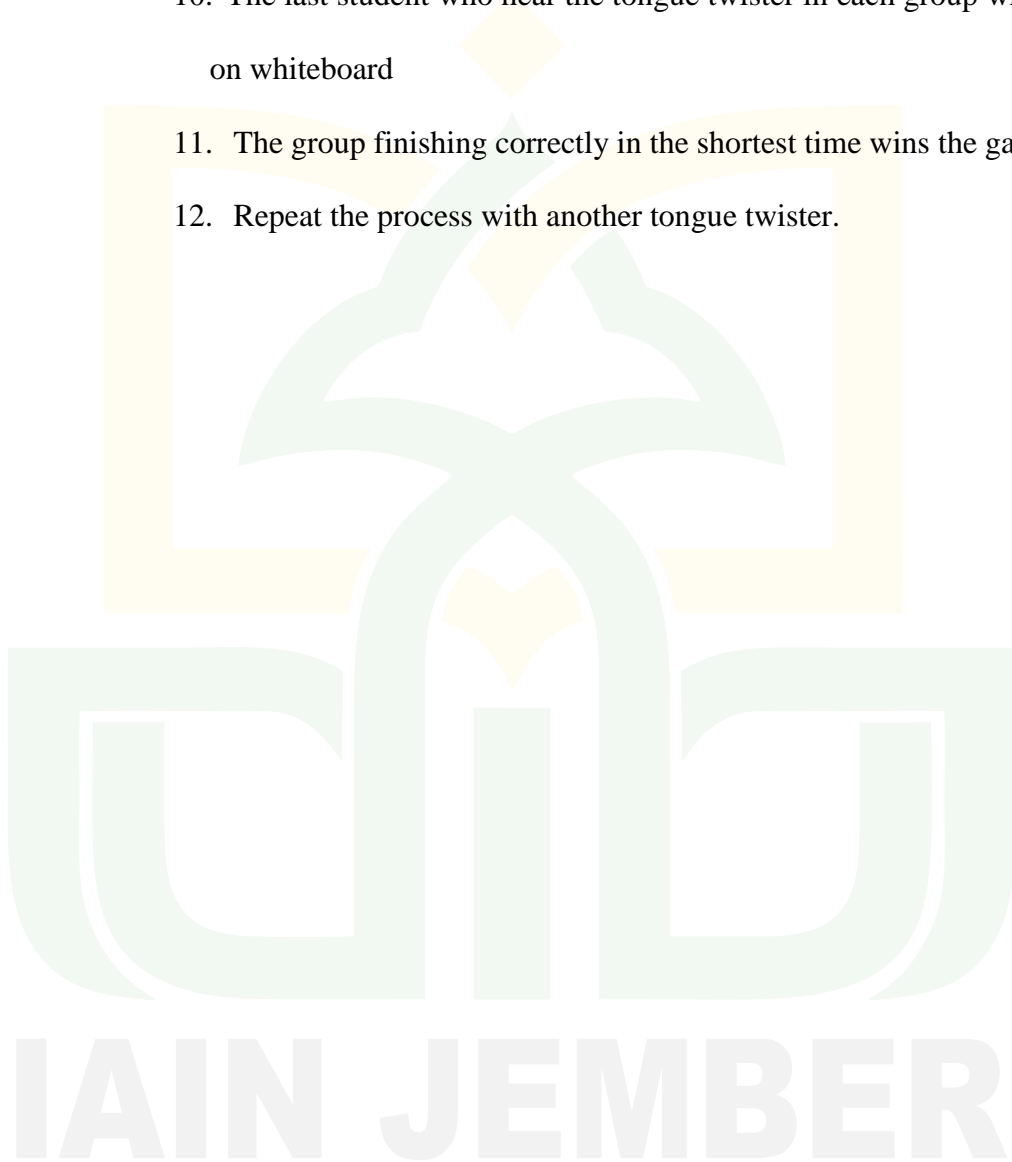
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method of the present study. It contains research setting, research design and procedure, data collection technique, data analysis technique, and achievement indicator.

A. Research Setting

1. The Place and Time of Research

The researcher had conducted the research on the eleventh grade students of MAN 03 Jember that is located in Jombang Village, Jombang Subdistrict, Jember City. The researcher chose the class based on the information from the English teacher that most of his students' abilities in pronouncing English words were still poor.

2. Population and Sample

Population is the total objects in the research. So the population of this research were the overall student's pronunciation score at eleventh grade XI IPA 3 precisely of MAN 03 Jember in the academic year of 2018/2019. The researcher take only 1 class (XI IPA 3) which contains 30 students, 11 male and 19 female.

Sample is a part of the population that is expected to be able to represent the population in the research. As stated by Nasution that for

28

this sample withdrawal at least 10% of the population. [30]The reason for a unit samples restricted in number of it, because a variety of limitations (Time, funds, energy and so on). Sampling for the research according to Suharsimi Arikunto, if the subject is less than 100 people, it should be taken altogether. [31] In this research, the sample was less than 100, the researcher took all the sample. The whole sample unit with the sample members was considered to be able to reflect the problem assessment effort of this study.

Therefore taking as many units and sample members as mentioned above is considered quite reprentative, because it is considered to be able to describe the result of the population.

3. Research Collaborator

In this research, the researcher collaborated with the English teacher of MAN 3 Jember namely Mrs. Luthfi Mawaddah S.Pd. in order to get objective data about the development of the students' pronunciation skill. The researcher and the teacher taught the students by drilling their pronunciation using tongue twister technique.

Both of teacher and researcher became the observers in the class. Hence, the researcher also discuss with teacher about the method, instructional information, teaching material, and learning assessment applied in the eleventh grade of MAN 3 Jember.

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[30] Nasution, (1996). *Metodologi Penelitian Naturalistik Kualitatif,* Bandung, Penerbit Tarsito
[31] Arikunto, Suharsimi (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta : Rineka Cipta.

29

4.   Research Design and Procedure

The research design used by the researcher in this study is classroom action research. According to Kemmis and Mc. Taggarat, "Action research is a form of self-reflective enquiry undertaken by participant (teacher, student or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (1) their own social or educational practice, (2) their understanding of these practices, and (3) the situations (and institutional) in which the practice are carried out.[32] Kemmis and Mc. Taggart add in Nunan's book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.[33]

From all the definitions above Classroom Action Research (CAR) is one of the efforts or research made by the teacher or educator in order to improve the work of the teacher. The research should be

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[32] Kemmis S & Mc. Taggart, R. 1992. *The Action Research Planner.* Australia: Deakin University Press

[33] David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993),

based on the problem in the classroom and try to overcome the problem by conducting several steps.

As shown by chart above, the steps consist of planning (identify the problem), acting (collect the data), observing (analyze and interpret data), and reflecting (develop an action).

In this research, the researcher conducted two cycles of classroom action research. There were four steps process in each cycle. All those steps can be explained as follows:

a. **Cycle One**

1) Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. In this step, researcher prepared the necessary things related to the tongue twister teaching technique. Those were lesson plan, power point slide, and the instruments to observe students' behaviour.

2) Acting

This action discusses the implements of planning or steps and activities that will be taken by the researcher. After determining the planning of the pronunciation teaching, then some teaching steps were done as follows:

First, students were taught how to have good pronunciation by giving the example of pronouncing words. Second, the teacher

31

drilled students by using tongue twister technique. Then, students were divided into groups and played games.

3) Observing

In this step, the researcher observed the students' behaviour when they tried tongue twister activties, and identified their difficulties. During observation, the researcher had taken the data from the prior students' condition before tongue twister is applied.

4) Reflecting

Reflecting is the analysis of the observation result and also the evaluation of the activities in the first cycle. In this step, the researcher had interpreted observed data from drilling students by using tongue twister technique. Researcher collaborated with the English teacher to know deeply how is the improvement of students' pronunciation. If there is no significant improvement in their pronunciation ability, the researcher conducted the second cycle and repaired some problems found in the first cycle

b. Cycle two

1) Planning

In the planning phase of the second cycle, the researcher revised the lesson plan based on the problem that faced by students in the first cycle. Here, the researcher reselected the material and reformed the evaluation and the teaching instrument to improve indicator that have not been reached yet.

32

2) Acting

In acting phase, researcher explained about word and sentence stress. Students drilled how to use accurate stress rules. Researcher used a different game namely tongue twister whisper.

3) Observing

Similar to the first cycle, the observation was done during the action and applied the same steps as in the cycle I.

4) Reflecting

Second reflecting was done after the whole activities in the cycle ends. This not only analyzed the result of observation in the second cycle, but also in the first cycle. Discussion about the result of the observation was done to draw a conclusion.

B. Data Collection Technique

To collect the data, the researcher used several methods. They were:

1. Observation

In this classroom observation, the objects of observation were students' activities in English language teaching learning. The researcher used the observation checklist to make it more systematic. It is containing list of students' activities and response happening during teaching and learning process. Observation is intended to know the obstacles appear during teaching learning process, the students'

33

motivation, their difficulties and understanding about the material given that can be seen from their attitude, behavior, and response.

In observation stage, the researcher was helped by the English teacher to observe student's behavior and activities during the lesson. It was carried out in twice: cycle I and cycle II.

2. Interview

Interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words.

3. Test

In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. [34]There were two kinds of tests used: Preliminary test and tests. Pre-test was given before teacher teaches students by using tongue twister technique. It was aimed to identify students' problems in English pronunciation. In order to know how students' acquisition in pronouncing English words was, the words were taken from several sources such as students' work book .

Test was conducted at the last activities in every cycle. It was used as reflection and to rearrange steps and plans in the next meeting or

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[34] H.Douglas Brown, *Language Assessment:Principles and Classroom Practices,* (San Fransisco: Longman, 2004)

next cycle. There were 20 English words which have pronounced by every student.

C. Data Analysis Technique

Technique of data analysis comes from the interpretation of the data collection. The researcher got data from observation of the teaching learning process, and the result of students' test.

As research design above, researcher used classroom action research that was completed by using qualitative and quantitative data. In the technique of data analysis, the researcher obtained qualitative data through observation. When the teaching learning process was finished, researcher used observation checklist as the material of observation.

This study completed by quantitative data too through oral test. The researcher needed extra attention while checking students' voice in order to get a valid data. He checked students' voice one by one from voice recorder as the result of students' tests in every cycle. There were 20 words in every test, so that researcher used test score guidance as follows:

a. If students pronounce the words correctly, they'll get score 5.

b. 0 score for student who pronounced word incorrectly and doesn't pronounce the word at all.

c. There are 20 words, so the highest score is 100 .

Researcher has done treatments using tongue twister sentence and collect the result of tests by using *Mean* formula. The formula was as follow:

Explanation: $M = \sum x / N$

35

M : the average of students' score (Mean)

$\sum x$: the sum of score

N : the number of students.[35]

This formula had been used in pre cycle, first cycle and second cycle. Mean of score from the pre cycle will be compared with mean of the first and second cycle. It was to know the average of students' score and to know how far the improvement of students pronunciation ability. Below is the formula to find out the improvement of students' pronunciation between two cycles:

Explanation   : $P = y1/y$

P   : percentage of students' improvement

y1   : post-test result

y   : pre-test result

The standard minimum score (KKM) of English lesson for eleventh grade of MAN 3 Jember is 70. So that the researcher tried to get the class percentage which pass the standard minimum score (KKM) by using this formula:

$P = F/N$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students[36]

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[35] Sugiono, *Statistik Untuk Penelitian*, (Bandung: CV. Alphabeta, 2007)
[36] Sugiono, *Statistik Untuk Penelitian*, (Bandung: CV. Alphabeta, 2007.

D. Achievement Indicator

This research said to be success if the research objectives' indicator were reached. In this research, achievement indicator were stated as follows:

1. Students' average achievement in English are equal to or higher than minimum score established by the school (70).

2. Students reach the minimum score (70) are equal to or higher than 75% of total students in the research.

E. Validity

Validity is the most complex criterion of effective test. It refers to the appropriateness of a test in terms of assessment purpose. [37] Some kinds of validity are content validity, criterion validty and construct validity. In this research, researcher used content validty.

Content validity is the content or material being tested that relevant to the abilities, knowledge, lessons, experience or background of people who are tested.The content validity indicates the extent the instrument that reflects desired content. The test was conducted based on the materials or curriculum that were implemented in the school such as compability with core competencies, basic competencies, subject matter and learning where the researcher conducted this research.

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[37] Douglas*,Language Assessment and Classroom Practice*,(New York:Pearson Education, 2004).

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter researcher would like to present the profile of MAN 03 Jember, research finding, data description, discussion and limitation of the research.

A. Profile of MAN 03 Jember

MAN 03 Jember located in Jl. Ahmad Yani No.76, Jombang Village, Jombang Subdistrict, Jember City. This school got certificate registered from Depag Province of Eastl Java by number 20580293.

The school vision is "creating students faith, piety, knowledge, charity, noble character, insightful, superior, and competitive environment-based"

". The missions of this school are:

1. Making religion a top priority for education services.

2. Cultivating an Islamic climate in the madrasah environment.

3. Improving the study of yellow books.

4. Improving the quality of graduates and the potential of students (academic and non-academic)

5. Developing scientific thinking

6. Preparing skilled graduates in the fields of religion, science and technology.

7. Increasing cooperation with all parties involved.

8. Improving the learning process of an effective, creative, and innovative pelestaria-based environment.

9. Improving the practice of science in everyday life.

10. Improving the habituation of Karimah berakhaqul students and the habit of preventing the occurrence of pollution and environmental damage.

11. Improving the quality of extracurricular activities.

12. Improving the quality of student participation in competition events.

13. Creating a clean and healthy environment.

MAN 03 Jember is a high school located in the countryside. However, the situation of this school is very comfort and calm because far from crowded area. So, this school is very good for teaching and learning process.

MAN 03 Jember has good facilities. There are classrooms completed with LCD projector and sound system, a mosque, school healthy unit rooms, laboratories (computer, science, and language), a school library, etc. This school has 4 departments (Science, Social, Language Education, Education Relegion) and has 28 classes, 10 class for ten grade, 10 classes for eleven, and 8 class for twelve grade. MAN 03 Jember has 1565 students and 51 teachers.

In teaching and learning process, It uses mix curriculum KTSP curriculum and 2013 Curriculum. Yet, the teachers usually make improvisation in the practice of teaching.

B. Research Finding

In this chapter, the writer would like to describe and discuss the findings of the research. This research was a classroom action research on Improving students pronunciation by using tongue twister . This research was held on the eleventh grade students of MAN 03 Jember. It was aimed to know students' ability in pronunciation. The research consisted of preliminary research, cycle one and cycle two. Preliminary research and cycle one was held on 16th July 2019 and cycle two was held on 23th July 2019. The result descriptions of all cycles are as follows:

1. Preliminary Research

In this stage, the researcher interviewed the English teacher of tenth grade students of MAN 03 Jember to know students' achievement in English pronunciation and other necessary informations. After that, the researcher gave pre test to students. Here are the results of pre test:

Table 3.2
Student's score in Preliminary Test

No.	Students' Code	Students' Score
1.	S-1	55
2.	S-2	55
3.	S-3	50
4.	S-4	45
5.	S-5	40
6.	S-6	40
7.	S-7	45
8.	S-8	50
9.	S-9	50
10.	S-10	60
11.	S-11	60

40

12.	S-12	80
13.	S-13	45
14.	S-14	55
15.	S-15	50
16.	S-16	60
17.	S-17	50
18.	S-18	80
19.	S-19	70
20.	S-20	65
21.	S-21	55
22.	S-22	60
23.	S-23	70
24.	S-24	60
25.	S-25	60
26.	S-26	60
27.	S-27	60
28.	S-28	70
29.	S-29	60
30.	S-30	70
	Total	1730
	Maximum	80
	Minimum	50

The mean of students' score was as follow:

$$M = \sum \frac{X}{N}$$
$$= 57,66$$

After knowing the students' average score, researcher tried to get class percentage which pass the standard minimum score (KKM). The formula as follow:[38]

$$P = \overline{F/N} \times 100$$

Explanation:

P : the class percentage

[38] Anas Sudjono *pengantar statistik pendidikan*,(Jakarta: PT. Raja Grafindo Persada, 2008),p. 43

F : the number of students who passed KKM

N : the number of the students

P = F/N X 100 = 6:30 X 100 = 20%

Percentage students who passed KKM = 20%

2. Cycle One

Cycle one was conducted in one meeting. It was conducted on Tuesday, 16th July 2019. The steps were as follows:

a) Planning

In the planning step, researcher prepared the teaching learning design, such as arranging lesson plan based on the teaching material that has been prepared and has been consulted with the teacher and preparing necessary media. Researcher prepared the example of tongue twister sentences, the observation checklist, PPT slide, and attendance list in order to know students' activeness in joining treatment that was conducted by the researcher.

b) Acting

In this step, the researcher became the teacher accompanied by the English teacher as the observer. In the first meeting of cycle one, the topic was "asking and giving suggestion" There were 30 students who were present. 0 student was absent that day. The teacher told them that during the lesson they had to listen carefully. Moreover, he asked them to be quiet and not to make noises in the classroom. As acting, teacher began the class by asking students' condition and what they

42

had known about pronunciation. Teacher introduced students about the importance of pronunciation and gave some example of them. After that the teacher gave the students silent words material and the teacher applied chain reading and drilling tongue twister activity. Because this pronunciation research was integrated with the speaking lesson,for that reason students were asked to practice the dialogue in pairs by oral speech. The dialogue was as follow:

Arief : Good morning

Rita : Good morning. May i help you?

Arief : I just want to speak to Mr Brandon, please?

Rita : Yes of course. I will call him now

Arief : Thank you

Rita : Sure, it is my obligation

(calling)

Rita : Tomorrow you can go up in room 205 sir, Mr. Brandon decided to meet you

Rita : Okay.

After the first activity was done, students did the next activity. It was chain reading and drilling tongue twister. The activity started by explaining its procedure. Teacher read the tongue twister sentence and students listened carefully and and read the tongue twsiter slowly with the right pronunciation . The used tongue twister sentences at this activity were :

1.   I saw Susie sitting in a shoe shine shop.

2. How can a clam cram in a clean cream can?

3. Sixty silly sisters simply singing.

4. Four furious friends fought for the phone.

5. Grandma gathers greet green grapes.

b. Observing

In this step the researcher observed students behaviour when they tried tongue twister. The data of observation was a follow :

Table 4.2
Observation Checklist

No	Activity	Grade					Score
		1	2	3	4	5	
1.	Students paying attention to the tongue twister					V	
2.	Students read tongue twister	V					
3.	Students practice tongue twister		V				
4.	Student's Enthusiastic in tongue twister			v			
5.	Student's understanding in tongue twister				v		
Total Score							

The score as follow :

Score :

= 60%

According to the result of the observation above, it can be concluded that students were enthusiastic and cooperative in group work. Teaching

44

learning process could run well. Students enjoyed writing some new unique

sentences, it means tongue twisters.

After the whole activities had been finished, the researcher gave the

test to the students. The result of the test in cycle one was as follow:

Table 4.3
Student's Achievement in Cycle One Test

No.	Students' Code	Students' Score
1.	S-1	70
2.	S-2	70
3.	S-3	80
4.	S-4	65
5.	S-5	55
6.	S-6	70
7.	S-7	80
8.	S-8	70
9.	S-9	80
10.	S-10	65
11.	S-11	55
12.	S-12	70
13.	S-13	90
14.	S-14	80
15.	S-15	80
16.	S-16	70
17.	S-17	70
18.	S-18	60
19.	S-19	45
20.	S-20	65
21.	S-21	70
22.	S-22	80
23.	S-23	70
24.	S-24	80
25.	S-25	80
26.	S-26	70
27.	S-27	70
28.	S-28	80
29.	S-29	80
30.	S-30	70
	Total	2140
	Maximum	90
	Minimum	50

45

The mean of students' score was as follow:

$$M = \sum \frac{X}{N}$$

$$= 71,33$$

After knowing the students' average score, researcher tried to get class percentage which pass the standard minimum score (KKM). The formula as follow:[39]

P = F/N

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

Percentage

= 76,66%

c) Reflecting

From the result above, students could achieve KKM and increased their scores. In cycle one, students were more motivated to learn pronunciation because they were taught by using tongue twister. The technique they haven't ever seen before. Hence, the researcher decided to conduct the next cycle and prepared better lesson plan.

3. **Cycle Two**

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[39] Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

Cycle two was conducted in one meeting. It was conducted on Wednesday, 23th July 2019. The steps were as follows:

a. Planning

In the planning phase, the researcher revised the lesson plan based on the evaluation at the cycle one. The researcher prepared a new tongue twister activity. Tongue twister whisper was chosen because it was considered as the interesting and cooperative pronunciation activity. Power point slides and some media were also prepared well before teaching learning process.

b. Acting

The topic of cycle two was same with first meeting (cycle one) that was "asking and giving suggestion." It was followed by 30 students. Before the teacher started the teaching learning process, he asked students about the previous material. After that, the researcher explained word stress. Teacher used chain reading and drilling activity to the students in some tongue twister sentences. The teacher read tongue twister and the students repeated what the teacher said. The used tongue twister sentences at this activity were:

1. I saw Susi sitting in the shine shop

2. What is world wide web

3. Frivulously fanciful fannie furiously

4. Can you can as a canner

5. The fat cat sat on the man's black hat.

47

6. It's hard to park a car in a dark car park.

7. Six sleek swans swam swiftly southwards

8. Four furious friends fought for the phone.

The teacher divided students into some groups appropriate with the lines of student's seat and explained the direction of the activity that was done by students. After that, teacher gave the word to students occupy the sit most behind in the each group. The students that have given word by teacher must whisper the tongue twister to the next student (front). After they had memorized the sentence, they started to whisper it to the member of their groups. The group who finished earlier directly wrote their sentence on whiteboard. Then teacher together with students discussed the answers. The used tongue twister sentences at this activity were:

1. I slit the seet

2. She sees cheese

3. Black back bat

4. Eddie edited it

5. Snap crackle pop

6. Near it's ear

7. She sells saeshells

8. Elevent benelovent elephant

c. Observing

48

In the second cycle, students showed their enthusiasm and enjoyed the teaching and learning process. Students paid attention to teacher's instructions.

Some students asked the meaning of tongue twister sentences. They really wanted to know its meaning because according to them, tongue twister were unique and amusing. After the whole activities were done, the researcher gave oral test and observed students' activity during teaching and learning process. The result of observation was shown in the table below :

Table 4.4
Observation Checklist in Cycle Two

No	Activity	Grade					Score
		1	2	3	4	5	
1.	Students paying attention to the tongue twister					V	
2.	Students read tongue twister			v			
3.	Students practice tongue twister			v			
4.	Student's Enthusiastic in tongue twister				v		
5.	Student's understanding in tongue twister					V	
Total Score							

The score of observation as follow :

Score :

= 80%

According to the result of observation above, it can be concluded that students were more enthusiastic and cooperative in group work than in the cycle one meeting. Moreover, they paid better attention and they were brave to ask some questions to clarify their understanding. Students gave their good involvement as a consequence the teaching learning process ran well.

The result of students' oral test in the cycle two was as follow:

Table 4.5
Student's Achievement in Cycle Two Test

No.	Students' Code	Students' Score
1.	S-1	75
2.	S-2	90
3.	S-3	90
4.	S-4	75
5.	S-5	80
6.	S-6	90
7.	S-7	70
8.	S-8	70
9.	S-9	80
10.	S-10	80
11.	S-11	90
12.	S-12	80
13.	S-13	90
14.	S-14	100
15.	S-15	90
16.	S-16	75
17.	S-17	85
18.	S-18	80
19.	S-19	70
20.	S-20	90
21.	S-21	80
22.	S-22	90
23.	S-23	80
24.	S-24	90
25.	S-25	100
26.	S-26	95
27.	S-27	100
28.	S-28	80
29.	S-29	95
30.	S-30	80

50

	Total	2530
	Maximum	100
	Minimum	80

The mean of students' score was as follow:

$$M = \sum \frac{X}{N}$$

$$= 84,33$$

After knowing the students' average score, researcher tried to get class percentage which pass the standard minimum score (KKM). The formula as follow:[3]

P = F/N X100

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

Percentage = 30:30 X 100 = 100

Percentage of students who passed KKM = 100%

d. Reflecting

In cycle two, there was a significant improvement of students' pronunciation. It could be seen from the average improvement score of the test and their enthusiasm in teaching learning process. The students' average score was 84,33. The minimum score was 70 and the maximum score was 100. The increasement between cycle one and cycle two was 16%. The teacher and researcher decided to stop

51

this cycle because 100% students have reached or maximum percentage of the standard minimum score (KKM) of pronunciation teaching. The teacher and researcher concluded that the problem had been solved and tongue twister technique was effective to improve students' pronunciation.

4. **Discussion of the Research**

After implementing the tongue twister technique, the researcher got data from preliminary research up to the second cycle. The result of the research showed that there was a significant improvement in students' pronunciation. It could be seen from the students' score of every test and students' participation during teaching learning process. The whole result of students' test was as follow:

Table 4.6
The Result of Students' Score in Every Cycle

No.	Students' Code	Preliminary Test	Cycle One	Cycle Two (Post Test)
1.	S-1	55	70	75
2.	S-2	55	70	90
3.	S-3	50	80	90
4.	S-4	45	65	75
5.	S-5	40	55	80
6.	S-6	40	70	90
7.	S-7	45	80	70
8.	S-8	50	70	70
9.	S-9	50	80	80
10.	S-10	60	65	80
11.	S-11	60	55	90
12.	S-12	80	70	80
13.	S-13	45	90	90
14.	S-14	55	80	100
15.	S-15	50	80	90
16.	S-16	60	70	75
17.	S-17	50	70	85
18.	S-18	80	60	80

52

19.	S-19	70	45	70
20.	S-20	65	65	90
21.	S-21	55	70	80
22.	S-22	60	80	90
23.	S-23	70	70	80
24.	S-24	60	80	90
25.	S-25	60	80	100
26.	S-26	60	70	95
27.	S-27	60	70	100
28.	S-28	70	80	80
29.	S-29	60	80	95
30.	S-30	70	70	80
	Total	1730	2140	2530
	Maximum	80	90	100
	Minimum	50	50	70

From the table above, it can be seen that the students' average score from pre-test up to post-test were increased significantly. It means that tongue twister technique was effective to improve students' pronunciation and this classroom action research was successful.

In pre-test, the average of students' score was only 57,66 % while the percentage of students who master pronunciation less than 10 students or 33%. It means that students' pronunciation were still low because most of them could not reach the standard minimum score (KKM).

In the first cycle, the average score result was 71,33. The increasement of students' average score between pre-cycle and cycle one was 13,67%. There were 23 students or 80% of the whole students in the class who able to reach KKM (70). In this activity students were given treatment by using dictogloss tongue twister. They paid more attention and showed their enthusiasm in doing the task.

53

In the second cycle, the average of students' score was increased significantly, that was 84,33. The increasement between cycle one and cycle two was 13%. In this meeting, teacher explained word and sentence stress. To check students' understanding, teacher gave them a task. Students were asked to listen some words and identifying the position of stressed syllable in a word. They also practiced a dialogue by using accurate stressed words in a sentence. After that, the teacher conducted treatment by using tongue twister whisper. Students were not only enthusiastic in joining the activity, but also cooperative in group work.

Finally, it can be concluded that a teacher need some alternative techniques or methods in order to create a supportive environment in teaching learning process. Students will be more motivated and easy to comprehend the material if the teacher gives them the pleasant or interesting learning atmosphere. Then, tongue twister technique can be proven as the effective technique to improve MAN 03 Jember students' pronunciation since there was significant improvement of students score from pre-cycle to the second cycle.

5. Limitation of the Research

The researcher realized that this research had not been done optimally. There were obstacles faced during the research process. The obstacles were caused by the limitation of the research. Those were:

    a) Time of research

This research actually need more time to give the better research, but a little time and teacher's schedule to finish the student's material that make this research feel difficult.

b) Facilities of learning

The researcher have a trouble because some media such as power point and white board did not go well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   **Conclusion**

The implementation of tongue twister technique in teaching pronunciation could be combined with many activities such as chain reading tongue twister and whisper tongue twister". In this research, the researcher had used reading tongue twister in the first cycle. It was started by teacher read tongue twister, students were asked to listen carefully. Teacher asked students one by one to stand up and read tongue twsiter loudly. Then, teacher and students discussed the material together. In cycle two, the researcher had used tongue twister whisper activity. This activity was very interactive and challenging because students must memorize a tongue twister words and whisper it to the next member of their group. During the implementation of tongue twister technique in teaching pronunciation, students gave their better attention and participation. They became more active in the teaching and learning process. Then, the result in pre test was 57,66, percentage of students which passed KKM was 20% cycle one was 71,33, percentage of students which passed KKM was 76,66% and the result of the test in cycle two was 84,33, percentage of students which passed KKM was 100%. It shows that the average of students' score was improved. Therefore, it can be concluded that teaching pronunciation by using tongue twister technique can improve MAN 03 Jember students' pronunciation ability.

56

B. Recommendation

After implementing and making evaluation of the research, there are several important things can be suggested in this paper and it is hopefully can be useful for the readers, especially:

1. For English teachers

Reseracher hopes that there are some recommendations in teaching learning English for teacher. Firstly, an English teacher would be more creative when he/she transfers the knowledge to students, so students can easily receive and understand the materials. Secondly, it is necessary for the English teachers to make students more active and alaways to give motivation . Thirdly, with the success of the tongue twister technique, the researcher expects the teacher to always apply this technique in improving students' pronunciation and it will be better if English teachers find out the appropriate and interesting technique related to the material. Besides, to give contribution to English teachers that teaching pronunciation using tongue twister technique is more interesting.

2. For students

Learning pronunciation by using tongue twister technique makes students easy and fast to receive and catch the lesson. Also, students should keep in mind that learning English is not bored but interesting.

57

3. For the next researchers

The researcher hopes that the next researchers can make this research as a guide and can do the follow up of this research.

Finally, the researcher realizes that this thesis is far from being perfect. Hopefully, this thesis will be useful for the next researcher and teachers especially in teaching English pronunciation.
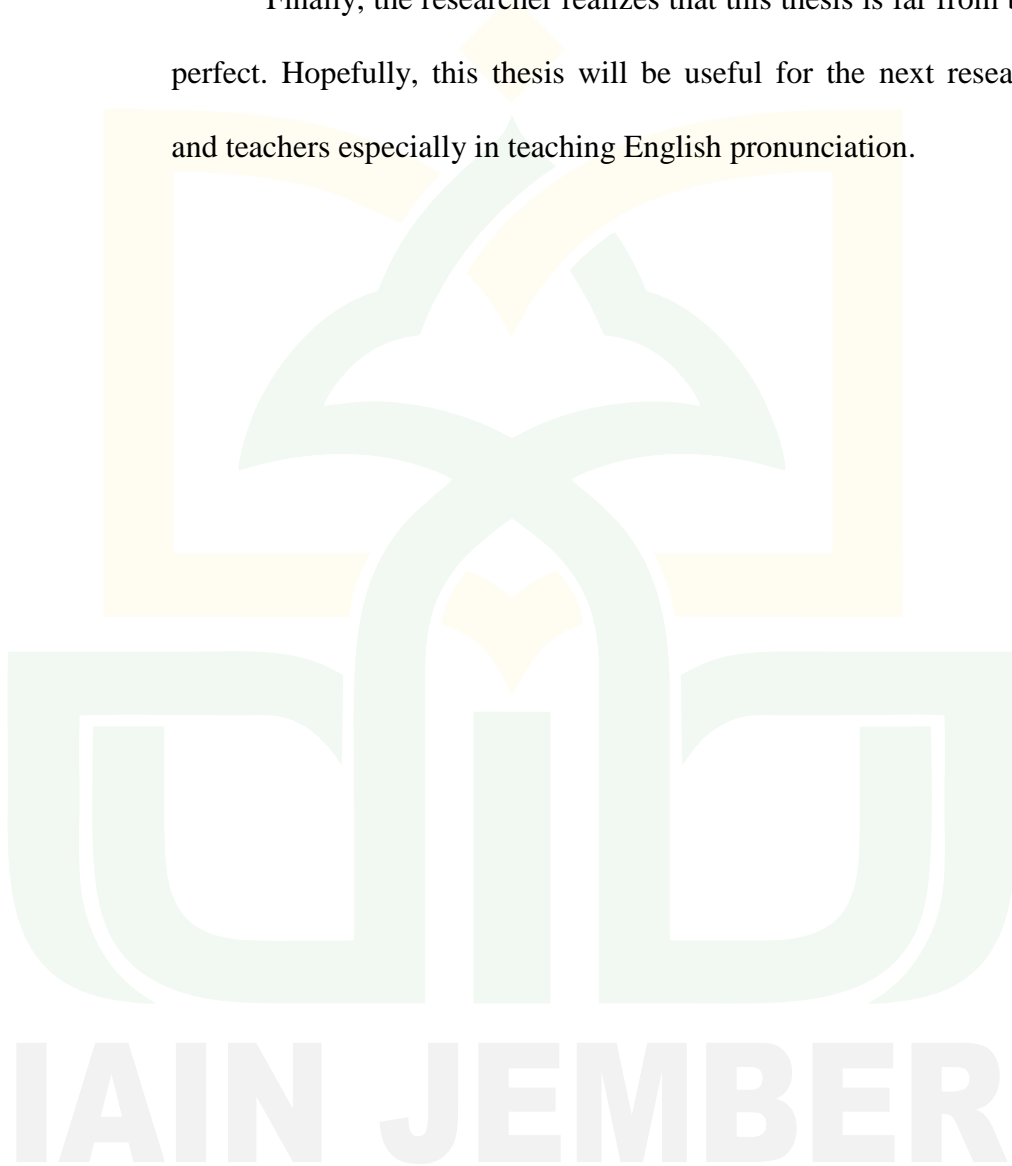
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Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	Permohonan Izin Penelitian	

Yth. Kepala MAN 3 Jember
Jl. A.Yani No.76, Kec. Jombang, Kabupaten Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	M.Umar Tamyiz
NIM	:	T20156049
Semester	:	VIII (Delapan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Peneiitian/Riset mengenai Improving students pronunciation by using tongue twister at eleventh grade in Madrasah Aliyah Negeri 3 Jember 2018/2019 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.
Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Madrasah
2. Guru
3. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

SURAT KETERANGAN PENELITIAN
NOMOR : B-**493**/Ma.13.32.03/TL.00/7/2019

Yang bertanda tangan dibawah ini :

Nama : Drs. Asyhar, M.Pd.I

NIP. : 196704241997031003

Jabatan : Kepala Madrasah

Nama Madrasah : MAN 3 Jember

Alamat Madrasah : Jalan Jenderal Ahmad Yani Nomor 76 Jombang Jember

Menerangkan dengan sebenarnya bahwa:

Nama Mahasiswa : M. UMAR TAMYIZ

N I M : T20156049

Semester : VIII

Jurusan : Pendidikan Bahasa

Prodi : Tadris Bahasa Inggris

Benar - benar telah melakukan penelitian mengenai Improving students pronunciation by using tongue twister at eleventh grade in Madrasah Aliyah Negeri 3 Jember tahun pelajaran 2018/2019 selama 30 (tiga puluh) hari.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk diper - gunakan sebagaimana mestinya.

26 Juli 2019

Kepala Madrasah,

ASYHAR

*Appendix 4

Matrix of Research

Title	Variable	Sub Variable	Indicator	Data Collection	Research Design	Research Problem
Improving student's pronunciation by using tongue twister at eleventh grade in Madrasah Aliyah Negeri 03 Jember in accademic year 2019/2020	1. Improving student's pronunciation 2. Tongue Twister	1. The accuracy of Pronunciation 2. The fluency of pronunciation 1. The accuracy of tongue Twister 2. The fluency of tongue twister	1. Definition of pronunciation 2. Application of pronunciation 1. Definition of Tongue Twister 2. Types of Tongue Twister	Primary : Students at evleventh grade in Madrasah Aliyah Negeri 03 Jember	1. Methodology Classroom Action Research (CAR) -Planning -Acting -Observing -Reflecting 2. Collection Data -Observation -Test 3. Data Analysis CAR was analyzed by using qualitative data and quantitative data	1. How can tongue twister improve student's pronunciation at eleventh grade in Madrasah Aliyah Negeri 03 Jember?

JURNAL KEGIATAN PENELITIAN

NO	Jenis Kegiatan	Waktu
1.	Submitting Permit Research	16 - 04 - 2019
2.	Preleminary Test	16 - 07 - 2019
3.	Cycle One	16 - 07 - 2019
4.	Observation	16 - 09 - 2019
5.	Cycle two	23 - 07 - 2019
6.	Observation	23 - 07 - 2019
7.	Asking For Statement Letter Completed The Research	26 - 07 - 2019

Jember, 23 Juli 2019

Luthfi Mawaddah, S.Pd

NIP.197708222005012008

*Appendix 4 : The Item Test of Preleminary Test

No	Sentence	Word Test
1.	Let's go to the library	**Let's**
2.	Let's go to movies	**Movies**
3.	Why don't you do your homework?	**Homework**
4.	We could eat at home today	**Could**
5.	What about eating at the new place?	**Place**
6.	What about going to sam's place first?	**About**
7.	I suggest that we write it a day	**Write**
8.	You need to change your sleeping habits	**Habits**
9.	I think you should go with her	**Should**
10.	I think you should do it this day	**Think**
11.	I suggest that he clean his room	**Suggest**
12.	We recommend that she read "the hunger games"	**Recommend**
13.	I propose that a report should be sent in	**Propose**
14.	I put forward that we work together on this	**Work**
15.	We advise that he work hard	**Advise**
16.	I advocate that we support them in every way possible.	**Advocate**
17.	Yes please i really appreciate it	**Appreciate**
18.	Shall i help you with your homework?	**Shall**
19.	Don't worry i will do it by my self	**Worry**
20.	That's all right i will manage in my own	**Manage**

*Appendix 5 : Preliminary Test

PRE-TEST

No.	Students' Code	Students' Score
1.	S-1	55
2.	S-2	55
3.	S-3	50
4.	S-4	45
5.	S-5	40
6.	S-6	40
7.	S-7	45
8.	S-8	50
9.	S-9	50
10.	S-10	60
11.	S-11	60
12.	S-12	80
13.	S-13	45
14.	S-14	55
15.	S-15	50
16.	S-16	60
17.	S-17	50
18.	S-18	80
19.	S-19	70
20.	S-20	65
21.	S-21	55
22.	S-22	60
23.	S-23	70
24.	S-24	60
25.	S-25	60
26.	S-26	60
27.	S-27	60
28.	S-28	70
29.	S-29	60
30.	S-30	70
	Total	1730
	Maximum	80
	Minimum	50

The student's average score was a follow :

M $= \sum X / N$

$= 1730 : 30$

$= 57,66$

The class percentage which pass the standart minimum score (KKM)

P $= F/N$

$= 6/30$

$= 20 \%$

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 03 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Materi Pokok : Teks lisan dan tulis untuk memberi saran dan tawaran dan
responnya Alokasi Waktu : 6 Jam pelajaran @ 45 Menit
Jumlah Pertemuan : 3 Pertemuan (Cycle one, Cycle Two)

A.   Kompetensi Inti

KI 1 dan 2
1.   Menghayati dan mengamalkan ajaran agama yang dianutnya 2.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3	KI 4
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Tujuan Pembelajaran

Melalui pembelajaran berbasis project base learning dalam mempelajari materi tentang menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	No	Kompetensi Dasar (KD)

No	Indikator Pencapaian Kompetensi (IPK)	No	Indikator Pencapaian Kompetensi (IPK)
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)	4.1	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
No	**Indikator Pencapaian Kompetensi (IPK)**	**No**	**Indikator Pencapaian Kompetensi (IPK)**
3.1.1	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)	4.1.1	Mengidentifikasi teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.1.2	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.	4.1.2	Membedakan teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.1.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.	4.1.3	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Materi Pembelajaran:

    1. Materi Fakta:
- ✦ Di Tunjukkan Contoh teks saran dan tawaran.
  - Do you think I ought to call the police?
  - I think you'd better start looking for a new job.

    2. Materi Konsep:

        Definition:
- Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.
- Suggestions are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.
- Social function: To facilitate interpersonal communication between different people
  For example:
  - Let's finish our home work first.
  - Let's go home.

        Definition:
- **Offer** is an expression of the desire by people in front of the other people to do something or not to do something
- **Offer** means to present, introduce or propose a help or an assist for consideration.
  Offer means to propose a help. It can be accepted or refused
  For example:
  - Can I get you some…?
  - Would you like some..?
  - May I offer you some…?
  - Would you like me to get you some..?

    3. Prinsip
    Formula:

Formal:
S + Modal (should, ought to, could, etc) + V + complement
S + suggest + (that) + S + should + V + complement

Informal   : WH question
→ What about going to the cinema tonight?
→ What about going to the cinema tonight?
→ How about playing cards?

Subject	Verb	That	Object
I	Suggest	That	he clean his room.
We	recommend	That	she read "The Hunger Games".
I	Propose	That	a report should be sent in.
I	put forward	That	we work together on this.
We	Advise	That	he work hard.
I	Advocate	That	we support them in every way possible.

E. Metode Pembelajaran:

1. **Pendekatan** : Scientific Learning
2. **Strategi**   : Observing, Questioning, Associating, Communicating Experimenting,
3. **Metode**   : Role Playing

F. Langkah-langkah Pembelajaran

Pertemuan ke-1

No IPK	IPK
3.1.1	• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)

CYCLE ONE

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (Menit)
● **Pendahuluan (Cycle One)**	● Guru memberikan salam ● Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. Guru menawarkan diri untuk memimpin doa. ● Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan ● Guru meminta salah satu siswa untuk memimpin doa	10

● **Inti (Cycle One)**	• Guru menekankan teknik Tongue Twister dalam meningkatkan pelafalan siswa
	• Guru meminta siswa membaca tongue twister
	
	  ✓ Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?
	  ✓ When you write copy you have the right to copyrightthe copy you write.
	  ✓ Three short sword sheaths
	  ✓ Can you can a can as a canner can can a can?
	  ✓ Frivolously fanciful Fannie fried fresh fish furiously?
	  ✓ Mr. kayle knock his knee now
	  ✓ I saw a kitten eating chicken in the kitchen
	  ✓ The geese meet seed in it's feed
	  ✓ I see a sea down by the seashore.
	  ✓ But which sea do you see down by the seashore?
	  ✓ No need to light a night-light on a light night like tonight
	
	• Guru memberikan tambahan materi tentang silent words
	• Guru memberikan test kepada siswa dengan meminta siswa melafalkan 20 kalimat yang sudah terteradalam power point
	• Guru menilai pelafalan siswa dari 20 kata yang sudah dilafalkan.
	• **Let's** go to the library
	• Let's go to **movies**
	• Why don't you do your **homework**?
	• We **could** eat at home today
	• What about eating at the new **place**?
	• What **about** going to sam's place first?
	• I suggest that we **write** it a day
	• You need to change your sleeping **habits**
		60

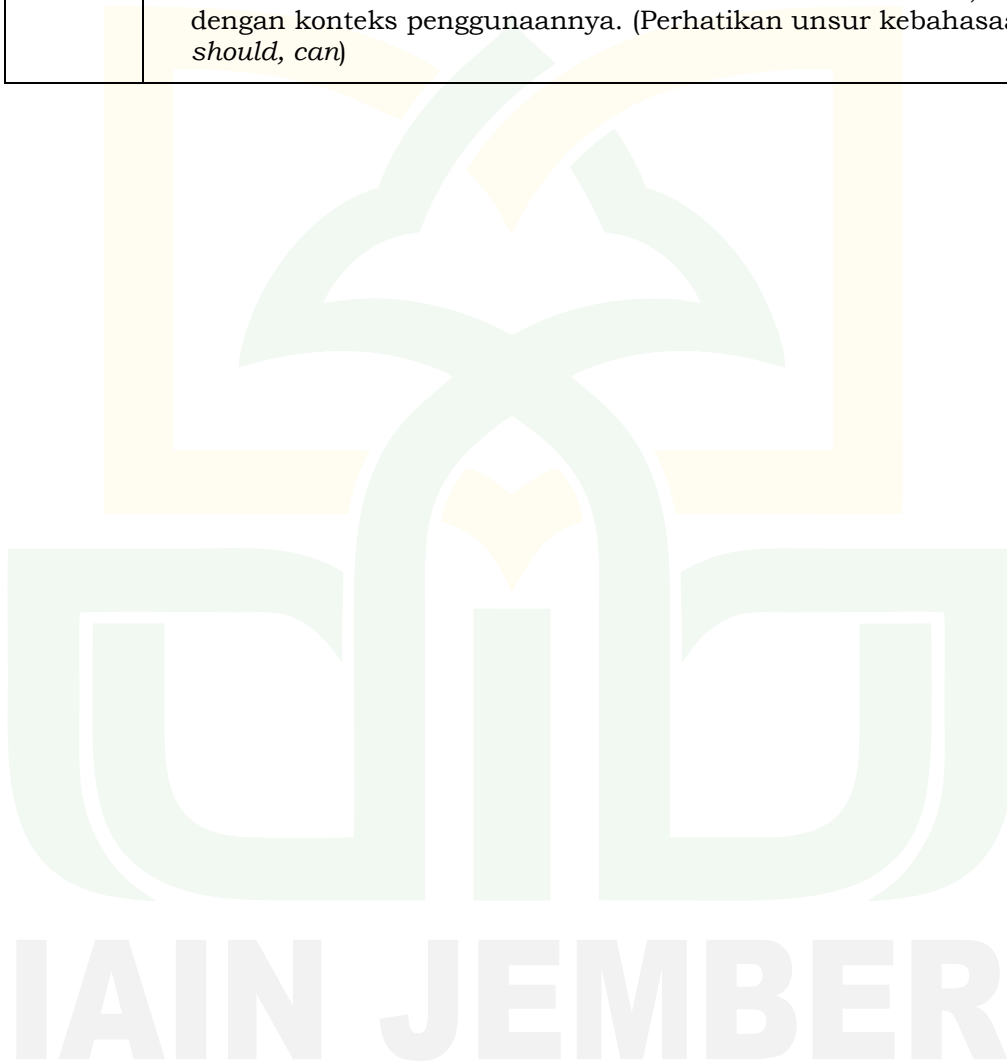|		
	• I think you **should** go with her • I **think** you should do it this day • I **sugges**t that he clean his room • We **recommend** that she read "the hunger games" • I **propose** that a report should be sent in • I put forward that we **work** together on this • We **advise** that he work hard • I **advocate** that we support them in every way possible. • **Shall** i help you with your homework? • Yes please i really **appreciate** it • Don't **worry** i will do it by my self • That's all right i will **manage** in my own • Guru menilai pelafalan siswa	
• **Penutup (Cycle One)**	• Guru dan siswa melakukan refleksi kegiatan belajar hari ini Sebagai penutup kegiatan belajar, guru mengulas kembali tentang pentingnya pelafalan. • Guru Menyampaikan rencana pembelajaran selanjutnya terkait dengan meningkatkan pelafalan siswa • Guru menutup pelajaran	20

*Appendix 8 : The Item Test of Cycle One

No	Sentence	Word Test
1.	Let's go to the library	**Let's**
2.	Let's go to movies	**Movies**
3.	Why don't you do your homework?	**Homework**
4.	We could eat at home today	**Could**
5.	What about eating at the new place?	**Place**
6.	What about going to sam's place first?	**About**
7.	I suggest that we write it a day	**Write**
8.	You need to change your sleeping habits	**Habits**
9.	I think you should go with her	**Should**
10.	I think you should do it this day	**Think**
11.	I suggest that he clean his room	**Suggest**
12.	We recommend that she read "the hunger games"	**Recommend**
13.	I propose that a report should be sent in	**Propose**
14.	I put forward that we work together on this	**Work**
15.	We advise that he work hard	**Advise**
16.	I advocate that we support them in every way possible.	**Advocate**
17.	Yes please i really appreciate it	**Appreciate**
18.	Shall i help you with your homework?	**Shall**
19.	Don't worry i will do it by my self	**Worry**
20.	That's all right i will manage in my own	**Manage**

*Appendix 9 : The Result of Cycle One Test

CYCLE ONE

No.	Students' Code	Students' Score
1.	S-1	70
2.	S-2	70
3.	S-3	80
4.	S-4	65
5.	S-5	55
6.	S-6	70
7.	S-7	80
8.	S-8	70
9.	S-9	80
10.	S-10	65
11.	S-11	55
12.	S-12	70
13.	S-13	90
14.	S-14	80
15.	S-15	80
16.	S-16	70
17.	S-17	70
18.	S-18	60
19.	S-19	45
20.	S-20	65
21.	S-21	70
22.	S-22	80
23.	S-23	70
24.	S-24	80
25.	S-25	80
26.	S-26	70
27.	S-27	70
28.	S-28	80
29.	S-29	80
30.	S-30	70
	Total	2140
	Maximum	90
	Minimum	50

The student's average score was a follow :

$M = \sum X / N$

$= 2140 : 30$

$= 71, 33$

The class percentage which pass the standart minimum score (KKM)

$P = F/N$

$= 23/30$

$= 76,66 \%$

*Appendix 10 : Lesson Plan Cycle Two

CYCLE TWO

Kegiatan	Deskripsi Kegiatan	Alokasi waktu (menit)
• **Pendahuluan (Cycle Two)**	• Guru memberikan salam • Guru membuka pelajaran dengan menyarankan agar berdoa terlebih dahulu. Guru menawarkan diri untuk memimpin doa. • Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan • Guru meminta salah satu siswa untuk memimpin doa	10
• **Inti (Cycle Two)**	• Siswa diminta untuk membentuk kelompok sesuai dengan baris tempat duduk • Guru memberikan game Whisper part of words of tongue twister ✓ I slit the seet ✓ She sees cheese ✓ Black back bat ✓ Eddie edited it ✓ Snap crackle pop ✓ Near it's ear ✓ She sells seashells ✓ Elevent benelovent elephant • Guru memberikan hadiah kepada kelompok yang dapat menyelesaikan game paling cepat dan benar • Guru memberikan post-test tentang pelafalan dengan menunjukkan kata yang sudah tertera dalam power point ➢ **Let's** go to the library ➢ Let's go to **movies** ➢ Why don't you do your **homework**? ➢ We **could** eat at home today ➢ What about eating at the new **place**? ➢ What **about** going to sam's place first? ➢ I suggest that we **write** it a day ➢ You need to change your sleeping **habits** ➢ I think you **should** go with her ➢ I **think** you should do it this day ➢ I **sugges**t that he clean his room ➢ We **recommend** that she read "the hunger games" ➢ I **propose** that a report should be sent in ➢ I put forward that we **work** together on this	60

	➢ We **advise** that he work hard ➢ I **advocate** that we support them in every way possible. ➢ **Shall** i help you with your homework? ➢ Yes please i really **appreciate** it ➢ Don't **worry** i will do it by my self ➢ That's all right i will **manage** in my own ● Siswa secara urut diminta untuk melafalkan kata ● Guru menilai pelafalan siswa dalam bentuk angka ● Guru mengamati perbedaan peningkatan antara Pre-test dan Post-test	
● **Penutupan (Cycle two)**	● Guru dan siswa melakukan refleksi kegiatan belajar hari ini Sebagai penutup kegiatan belajar, guru mengulas kembali tentang pentingnya pelafalan. ● Guru mendiskusikan hasil pre-test, test dan post test dengan Guru pamong.	10

*Appendix 11 : The Item Test of Cycle Two

No	Sentence	Word Test
1.	Let's go to the library	**Let's**
2.	Let's go to movies	**Movies**
3.	Why don't you do your homework?	**Homework**
4.	We could eat at home today	**Could**
5.	What about eating at the new place?	**Place**
6.	What about going to sam's place first?	**About**
7.	I suggest that we write it a day	**Write**
8.	You need to change your sleeping habits	**Habits**
9.	I think you should go with her	**Should**
10.	I think you should do it this day	**Think**
11.	I suggest that he clean his room	**Suggest**
12.	We recommend that she read "the hunger games"	**Recommend**
13.	I propose that a report should be sent in	**Propose**
14.	I put forward that we work together on this	**Work**
15.	We advise that he work hard	**Advise**
16.	I advocate that we support them in every way possible.	**Advocate**
17.	Yes please i really appreciate it	**Appreciate**
18.	Shall i help you with your homework?	**Shall**
19.	Don't worry i will do it by my self	**Worry**
20.	That's all right i will manage in my own	**Manage**

*Appendix 12: The Result of Cycle Two Test

CYCLE TWO

No.	Students' Code	Students' Score
1.	S-1	75
2.	S-2	90
3.	S-3	90
4.	S-4	75
5.	S-5	80
6.	S-6	90
7.	S-7	70
8.	S-8	70
9.	S-9	80
10.	S-10	80
11.	S-11	90
12.	S-12	80
13.	S-13	90
14.	S-14	100
15.	S-15	90
16.	S-16	75
17.	S-17	85
18.	S-18	80
19.	S-19	70
20.	S-20	90
21.	S-21	80
22.	S-22	90
23.	S-23	80
24.	S-24	90
25.	S-25	100
26.	S-26	95
27.	S-27	100
28.	S-28	80
29.	S-29	95
30.	S-30	80
	Total	2530
	Maximum	100
	Minimum	70

The student's average score was a follow :

$M = \sum X / N$

$= 2530 : 30$

$= 84,33$

The class percentage which pass the standart minimum score (KKM)

$P = F/N$

$= 3/30$

$= 100 \%$

*Appendix 13 : The Result of Student's Test in Every Cycle

STUDENT'S SCORE IN EVERY CYCLE

No.	Students' Code	Preliminary Test	Cycle One	Cycle Two (Post Test)
1.	S-1	55	70	75
2.	S-2	55	70	90
3.	S-3	50	80	90
4.	S-4	45	65	75
5.	S-5	40	55	80
6.	S-6	40	70	90
7.	S-7	45	80	70
8.	S-8	50	70	70
9.	S-9	50	80	80
10.	S-10	60	65	80
11.	S-11	60	55	90
12.	S-12	80	70	80
13.	S-13	45	90	90
14.	S-14	55	80	100
15.	S-15	50	80	90
16.	S-16	60	70	75
17.	S-17	50	70	85
18.	S-18	80	60	80
19.	S-19	70	45	70
20.	S-20	65	65	90
21.	S-21	55	70	80
22.	S-22	60	80	90
23.	S-23	70	70	80
24.	S-24	60	80	90
25.	S-25	60	80	100
26.	S-26	60	70	95
27.	S-27	60	70	100
28.	S-28	70	80	80
29.	S-29	60	80	95
30.	S-30	70	70	80
	Total	1730	2140	2530
	Maximum	80	90	100
	Minimum	50	50	70

No	Preleminary Test	Cycle One	Cycle Two
Student's Average Score	57,66	71,33	84,33
Percentage of Student's which pass the standart minimum score	20%	76,66%	100%

Pronunciation

- Pronunciation is the way how we pronounce the words or the way how we pronounce the sentence
- The ability to speak using accurate pronunciation is very important. If we miss pronounce when speaking, it will difficult for listener to understand what we are talking about. In addition this can be one of the factors that can cause conversation disruption.

  Example : I like beach (saya suka pantai)

  I Like bitch (saya suka pelacur)

Silent Letters in English

SILENT LETTERS IN ENGLISH

Silent B	Silent C	Silent H	Silent T	Silent W
Aplomb	Abscend	Ache	Apostle	Answer
Bomb	Abscess	Anchor	Bristle	Awry
Climb	Ascend	Archaeology	Bustle	Playwright
Comb	Ascent	Architect	Butcher	Sword
Crumb	Conscience	Chaos	Castle	Two
Debt	Conscious	Character	Christmas	Whole
Doubt	Crescent	Charisma	Fasten	Wrack
Dumb	Descend	Chemical	Glisten	Wrap
Jamb	Descent	Chlorine	Hustle	Wrapper
Lamb	Disciple	Choir	Listen	Wrath
Limb	Evanesce	Chord	Match	Wreath
Numb	Fascinate	Choreograph	Moisten	Wreck
Plumber	Fluorescent	Chrome	Mortgage	Wreckage
Subtle	Muscle	Echo	Nestle	Wren
Succumb	Obscene	Ghost	Often	Wrench
Thumb	Resuscitate	Honest	Rustle	Wrestle

Silent G	Silent E	Silent K	Silent L	Silent P
Align	Age	Knack	Almond	Coup
Assign	Breathe	Knead	Balm	Cupboard
Benign	Bridge	Knee	Calf	Pneumonia
Campaign	Change	Kneel	Calm	Pseudo
Champagne	Clothes	Knew	Chalk	Psychiatrist
Cologne	Gene	Knickers	Could	Psychic
Consign	Hate	Knife	Folk	Psychology
Design	Like	Knight	Half	Psychotherapy
Feign	Love	Knit	Palm	Psychotic
Foreign	Please	Knitting	Salmon	Raspberry

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Tongue Twister

Tongue Twister is a sentence or phrase that is difficult to articulate clearly and quickly.

Reading and Drilling and Tongue Twister

- Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?
- When you write copy you have the right to copyright the copy you write.
- Three short sword sheaths
- Can you can a can as a canner can can a can?
- Frivolously fanciful Fannie fried fresh fish furiously?
- Mr. kayle knock his knee now
- I saw a kitten eating chicken in the kitchen
- The geese meet seed in it's feed
- I see a sea down by the seashore.
- But which sea do you see down by the seashore?
- No need to light a night-light on a light night like tonight

Whisper Tongue Twister

- I slit the sheet
- She sees cheese
- Black back bat
- Eddie edited it
- Snap crackle pop
- Near it's ear
- She sells seashells
- Eleven benevolent elephant.

*Appendix 15 : Documentation of Learning Activities

1. **Planning**

Researcher prepared the teaching learning design such as material, observation checklist, Power Point Slide and attendance list

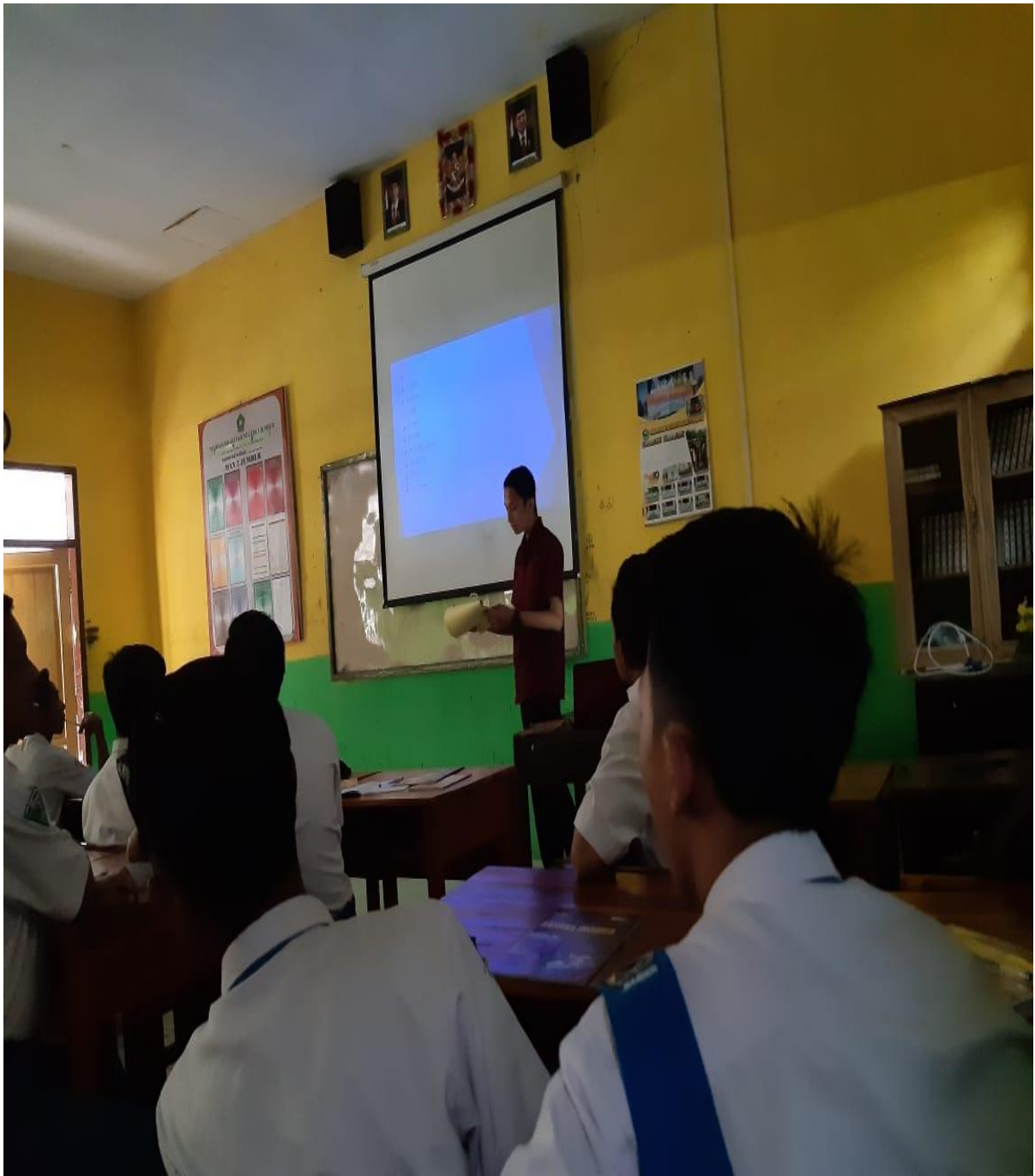## 2. Acting

The writer explains about the importance of pronunciation

3. Observing

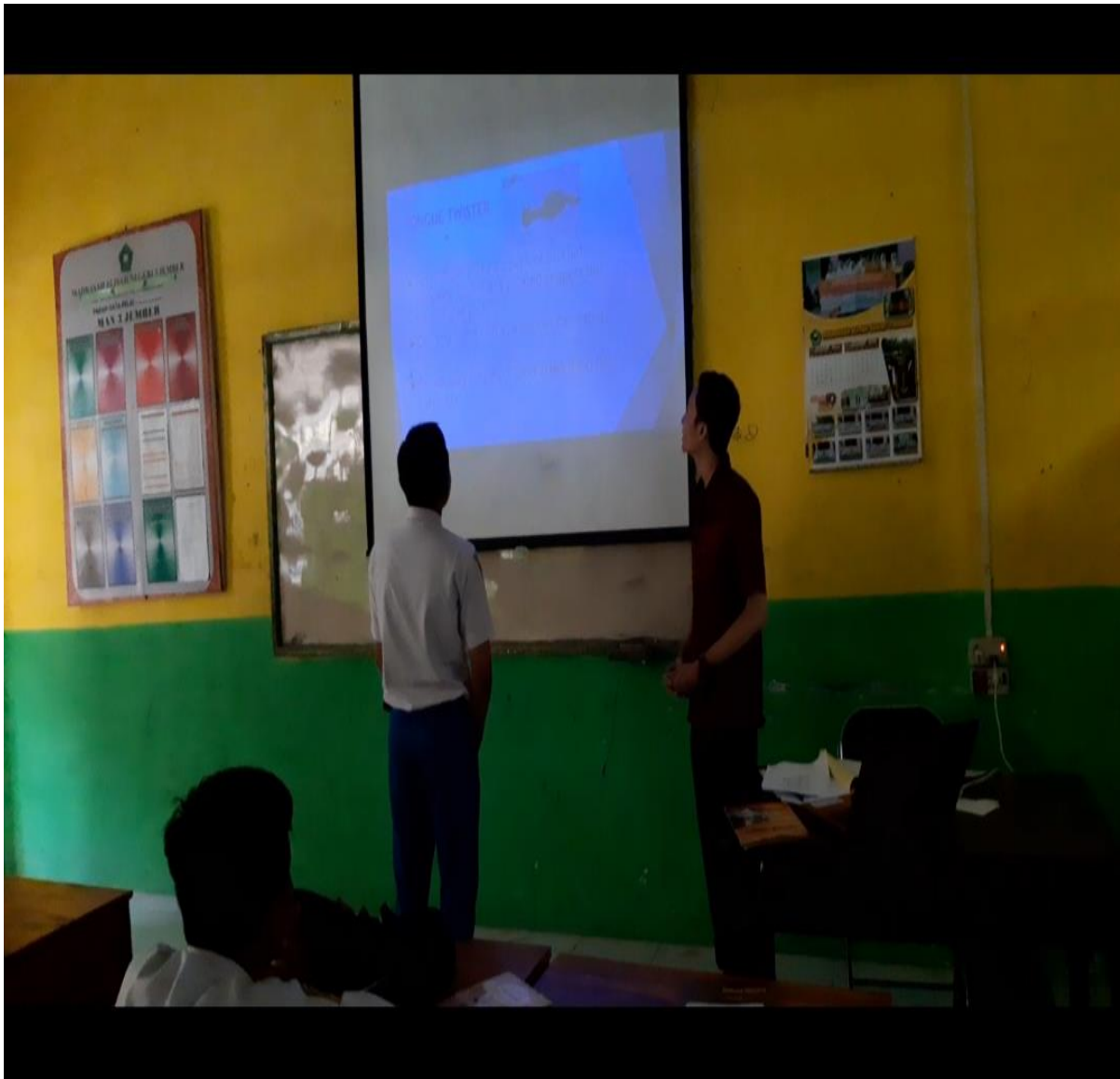The researcher observed students behaviour when they were given explanation

4. Reflecting

Researcher assess student's test cycle 1

1. **Re-Acting**

Researcher asked student to read Tongue Twister

2. Re- observing

The researcher observed students behaviour when they were given explanation

3. Re-reflecting

Researcher assess student's test in cycle 2

SURAT PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini

Nama   : M. Umar Tamyiz

NIM   : T20156049

Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Prodi   : Tadris Bahasa Inggris

       Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul "Improving Student's Pronunciation by Using Tongue Twister at Eleventh Grade in Madrasah Aliyah Negeri 3 Jember in Accademic Year 2019/2020. Secara keseluruhan adalah hasil kajian atau karya sendiri, kecuali pada bagian yang dirujuk sembernya.

Jember, 13 September 2019

Yang menyatakan

NIM. T20156049

BIODATA PENULIS

1. Nama   : M. Umar Tamyiz

2. NIM   : T20156049

3. Tempat dan Tanggal Lahir   : Jember, 11 Desember 1996

4. Program Studi   : Pendidikan Bahasa

5. Jurusan   : Pendidikan Bahasa Inggris

6. Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

7. Alamat   : Jombang, Jember