

**EXPLORING THE IMPLEMENTATION OF  
TONGUE TWISTER STRATEGY ON STUDENTS'  
PRONUNCIATION SKILL AT MTSN 1 LUMAJANG**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

**Written by:**  
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**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF EDUCATION AND TEACHER TRAINING  
DECEMBER 2025**

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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember  
Fulfillment of the requirement for Bachelor Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



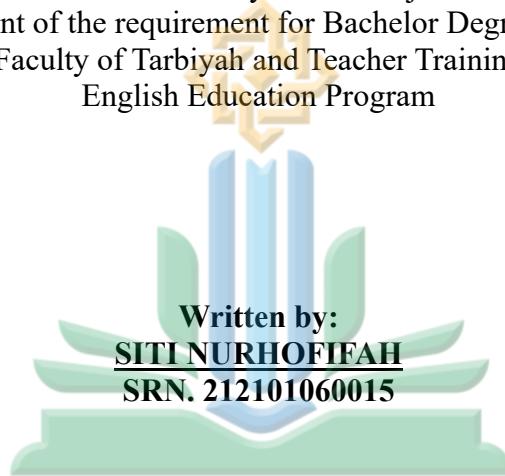
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Approval by Advisor



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## THESIS

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Partial Fulfilment of the requirements to get Bachelor's degree (S. Pd)  
English Education study program  
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Faculty of Tarbiyah and Teacher Training

Day : Wednesday  
Date : December 3<sup>rd</sup>, 2025

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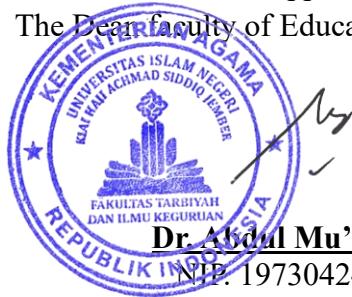
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## MOTTO

قَالَ رَبِّي أَشْرَحْ لِي صَدْرِي ٢٥

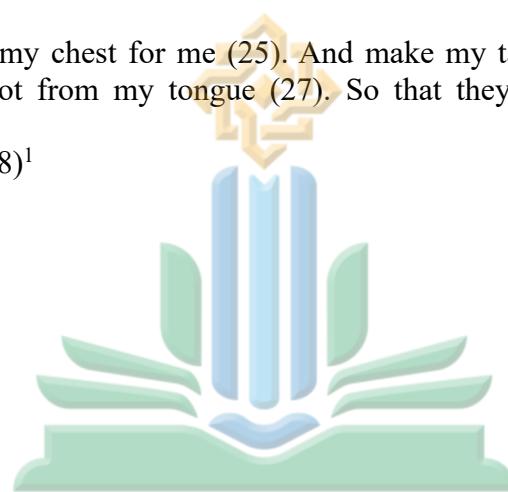
وَيَسِّرْ لِي أَمْرِي ٢٦

وَأَخْلُنْ عُقْدَةً مِنْ لِسَانِي ٢٧

يَفْقُهُوا قَوْلِي ٢٨

“My Lord, broaden my chest for me (25). And make my task easy for me (26). And remove the knot from my tongue (27). So that they may understand my speech (28).”

(QS. At-Thaha: 25-28)<sup>1</sup>



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<sup>1</sup> Mustafa Khattab, The Clear Quran (Sajda App,2005).

## DEDICATION

1. My beloved parents, Ayah and Mama, who always love me, support me, take good care of me, always motivates me when I was down to finish my thesis, who always patient and never forced me to do anything, who always supported and prayed for me unconditionally. There are no words to express the sacrifices you have made for me. Without them I would never reach this point.



2. All of my friends Cici and Indra, I want to say thank you so much because of you guys always supported and help me till I could accomplish my thesis.



3. And the last, I want to say thank you to myself. Thank you for trying, for staying strong, and for not giving up even when the process was difficult. Thank you for learning, for being patient, and for continuing to move forward through every challenge. I am proud of myself for getting through this journey and successfully completing this thesis.

## ACKNOWLEDMENT

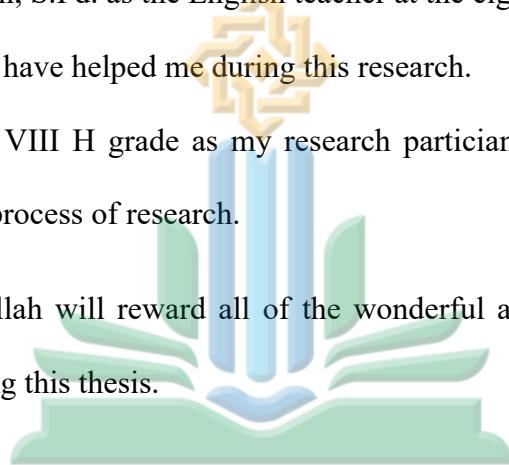
Praise and gratitude are always due to Allah SWT, who has given His grace and gifts so that the author can complete the thesis entitled “Exploring”. Shalawat and greetings are given to the Prophet Muhammad SAW who has brought from darkness to a brightly lit path, especially from a bright future to world civilization.

Therefore, the researcher would like to express his gratitude and appreciation to those who have helped the author work on this thesis to completion:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as the Rector of UIN KHAS Jember, who has given me the chance to study at this university.
2. Dr. H. Abdul Mu'is, S. Ag., M.Si as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember, who has facilitated my study in this faculty.
3. Dr. Nuruddin, M.Pd.I as the Head of Islamic Studies and Language Education Departement, who has provided support to the researcher to complete this thesis.
4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English education program, who approved the title of this thesis.
5. Moh. Rofid Fikroni, M.Pd. as the my academic supervisor, who has guided me throughout my study at this university.
6. Zahratul Maujudatul M, M. Pd. as my thesis advisor, who has given me the guidance, suggestions, and patience.

7. All lecturers of English and Education Department of UIN KH Achmad Siddiq Jember, who have given me knowledge and experiences throughout the entire semester.
8. Muhammad safik S.Pd., M.Pd. as the headmaster of MTSN 1 Lumajang, who allowed me to conduct this research.
9. Farida Handayani, S.Pd. as the English teacher at the eighth grade of MTSN 1 Lumajang, who have helped me during this research.
10. The students of VIII H grade as my research participant, who helped me to accomplish the process of research.

Hopefully, Allah will reward all of the wonderful action that people did help me in completing this thesis.



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## ABSTRACT

**Siti Nurhofifah, 2025: Exploring the Implementation of Tongue Twister Strategy on Students' Pronunciation Skill at MTsN 1 Lumajang.**

Keywords: Tongue twister, Pronunciation skill, Qualitative Approach

Learning English does not only emphasize vocabulary and grammar mastery, but also the ability to pronounce words accurately to ensure clear oral communication. However, many students still face difficulties in pronouncing certain words, especially those containing sounds that do not exist in their first language. Therefore, innovative learning strategies are needed to help students improve their pronunciation skills. One of the strategies that can be applied is the tongue twister, as this activity trains students to repeat challenging sound patterns, allowing them to build better pronunciation habits.

The research questions were: 1) How is the implementation of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang? 2) How is the impact of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang? This research has two research objectives: 1) To investigate the implementation of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang. 2) To examine the impact of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang.

This research used qualitative approach with a descriptive design. The research has been conducted at MTsN 1 Lumajang, which has been purposively selected the research location. The researcher chooses students of VIII H as the participant of this research. The data were collected through observation, interviews, and documentation. The data were analysed through the stages of data condensation, data display, and conclusion drawing.

The result of this research showed that first, the implementation of the tongue twister strategy in pronunciation learning was carried out effectively through the stages of pre-activity, while-activity, and post-activity, which involved gradual practice and direct corrective feedback from the teacher. This strategy proved effective in improving sound accuracy, pronunciation fluency, and students' confidence in producing English words. Second, the findings reveal that the tongue twister strategy generated strong student engagement through the mechanisms of stimulus, response, and reinforcement. The stimulus, in the form of challenging tongue twister examples, successfully captured attention and sparked curiosity; the response was reflected through students' active participation in repeating and correcting sounds; while reinforcement such as praise and students' awareness of their own progress led to long-term motivation. Thus, the tongue twister strategy is not only effective in enhancing pronunciation skills but also in creating an interactive learning atmosphere and supporting the development of independent learning habits.

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# CHAPTER I

## INTRODUCTION

### A. Research Background

Good English language skill are not only determined by mastery of grammar and vocabulary, but also by the ability to pronounce words correctly.

In fact, Inayah and Lisdawati stated students should have a positive attitude toward the importance of fluency in pronunciation.<sup>2</sup> However, pronunciation is an important aspect of speaking skills that often poses a challenge for English learners, Especially in Indonesia. Gilakjani found that many students struggle to pronounce English words accurately, which can lead to unclear messages and misunderstandings in communication.<sup>3</sup> Poor pronunciation can lead to ineffective teaching. It emphasizes that the ability to pronounce words correctly is crucial for students who wish to interact in an international context. Accurate pronunciation is the key to building effective communication. Additionaly, Kobilova stated that inaccuracies in pronunciation can cause misunderstandings and disrupt the transmission of messages.<sup>4</sup> This indicates that correct pronunciation needs to be given serious attention.

Accurate pronunciation is an important part of learning English, as pronunciation errors can lead to messages being misunderstood, even if the

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<sup>2</sup> Ratih Inayah and Ida Lisdawati, “Exploring Students’ Difficulties in Speaking English and Their Attitude In Speaking English,” 2017.

<sup>3</sup> Abbas Pourhosein Gilakjani, “English Pronunciation Instruction: A Literature Review,” *International Journal of Research in English Education*, vol. 1, 2016, [www.ijreeonline.com](http://www.ijreeonline.com).

<sup>4</sup>Nafisa Raimovna Kobilova, “Importance of Pronunciation in English Language Communication,” *Academic Research in Educational Sciences*, vol. 3, 2022, [https://t.me/ares\\_uz](https://t.me/ares_uz).

students' grammar is correct. This is because pronunciation is not just a matter of knowledge, but also a physical skill that requires regular practice. Jahara & Abdelrady also found that inaccuracies in pronunciation can drastically change the meaning of words and the context of sentences, thereby disrupting effective communication.<sup>5</sup> Many students face difficulties in pronunciation even though they understand the language well. Factors such as a lack of motivation, self-confidence, and discomfort when speaking with native speakers are the main causes of these difficulties. Meanwhile, Riza and Kawakib discussed that intrinsic factors include the learners' age, level of motivation, personality traits, and innate abilities. On the other hand, extrinsic factors involve the teaching methods and quality, the degree of exposure to the target language, and the influence of the students' first language<sup>6</sup>. Therefore, teaching pronunciation should focus on improving students' confidence and engagement in speaking activities, both inside and outside the classroom, to help them overcome anxiety and improve their oral communication skills.

Basically, in the context of pronunciation and speaking are important to remember that the way we speak reflects our character and personality. Allah SWT says in the Qur'an in surah Al Isra, verse 53:<sup>7</sup>

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<sup>5</sup> Syed Farhat Jahara and Abbas Hussein Abdelrady, "Pronunciation Problems Encountered by EFL Learners: An Empirical Study," *Arab World English Journal* 12, no. 4 (December 15, 2021): 194–212, <https://doi.org/10.24093/awej/vol12no4.14>.

<sup>6</sup> Aning Riza & Akhmad Nurul Kawakib, Utilizing the Phonetic Transcription of IPA (International Phonetic Alphabet) to Avoid EFL Students Miss-Pronunciation, (*Advances in Social Science, Education and Humanities Research*, 2020) 2

<sup>7</sup> Mustafa Khattab, *The Clear Quran* (Sajda App,2005).

وَقُلْ لِعِبَادِي يَقُولُوا إِنَّمَا هُوَ أَحْسَنُ<sup>١</sup> إِنَّ الشَّيْطَنَ يَنْزَعُ بَيْنَهُمْ<sup>٢</sup> إِنَّ الشَّيْطَنَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا

*“And say to my servants, 'Let them speak in a good manner. Indeed, Satan incites discord among them. Indeed, Satan is a manifest enemy to mankind.”*

This verse emphasizes the importance of choosing good words and the proper manner of delivery in communication. Clear and good pronunciation is not only essential for understanding the conveyed message but also reflects good character. Therefore, in the process of learning a language, including English pronunciation, students are taught to pay attention not only to the technical aspects of pronunciation but also to communicate in a polite and ethical manner. Developing teaching methods is crucial, as they should emphasize not only the technical elements of pronunciation but also the ethical aspects of communication.

Successful teaching must incorporate interactive methods that promote engaged student involvement. When students participate in discussions and speaking activities, they not only master word pronunciation but also learn to convey ideas clearly and courteously. Pennington emphasized that is essential for fostering a supportive classroom atmosphere where students feel at ease to speak and practice without the worry of being judged by their classmates.<sup>8</sup> Furthermore, strong speaking abilities can create numerous opportunities for students later on, in both academic and professional environments. Arizka found that the skill to express oneself clearly and with confidence is a

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<sup>8</sup> Martha C Pennington, “Teaching Pronunciation: The State of the Art 2021,” *RELC Journal* 52, no. 1 (2021): 3–21, <https://doi.org/10.1177/00336882211002283>.

significant advantage in a job market that is becoming more competitive.<sup>9</sup>

Consequently, a thorough English education must equip students to tackle these challenges by giving them the essential tools for proficient communication. Also significant, educators should serve as facilitators who assist students throughout the learning journey. Teachers can assist students in overcoming low self-confidence and boosting their motivation to learn by offering constructive feedback and encouragement. Aini et al suggested an essential measure to guarantee that students not only develop strong language skills but also become capable communicators.<sup>10</sup>

Hence, if students continue to experience difficulties in pronunciation, educators should address this issue by implementing appropriate instructional methods. Various techniques can be applied, one of which is the use of tongue twisters. Purwanto stated that tongue twisters can help students improve their pronunciation and develop good character when communicating.<sup>11</sup> In this manner, students learn to value language as a tool for communication that is not just informative but also capable of cultivating positive social connections. The use of tongue twisters as a strategy to improve students' pronunciation has proven effective in many contexts. Costa et al. stated that tongue twisters, in particular, have been proven to enhance phonemic awareness as well as improve English pronunciation and fluency in an enjoyable and engaging

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<sup>9</sup> Ria Ariska, "The Use of Tongue Twister to Learn English Pronunciation" (2025).

<sup>10</sup> Nur Aini, Muhammad Hifdil Islam, and Benny Hamdani, "The Implementation Of Tongue Twister Technique For Students' Pronunciation Of English Consonant Sounds At SMA Zainul Hasan 1 Genggong," *Journal Of Social Science Research* 3 (2023): 1492–1502, <https://j-innovative.org/index.php/Innovative>.

<sup>11</sup> Andri Purwanto, "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices," *Journal of English Language Teaching* 03, no. 02 (2019).

manner<sup>12</sup>. Tongue twisters are sentences or phrases designed with repetition or similar consonant sounds, thus challenging students' speaking abilities. By practicing with tongue twisters, students can enhance their articulation skills and improve the clarity of their pronunciation. This is particularly important for students learning English, where correct pronunciation can significantly impact comprehension.

However, Costa et al study focused solely on identifying the effect of tongue twister strategy, without exploring in depth the process of its implementation in learning in class. Therefore, this aspect becomes consideration for understanding the implementation of tongue twisters in the teaching and learning process. By conducting an in-depth examination of the implementation of tongue twisters in the learning process, one of the main focuses of this study is to closely find out the implementation of tongue twisters in the class as the research subject at MTsN 1 Lumajang.

Based on the observations, the researcher found that there are still a few students who have mastered English. One of the reasons for this is a lack of understanding of the language. In fact, the students have a sufficient grasp of English; for example, students can spell out questions when asked. However, students still struggle with pronunciation. Additionally, students sometimes feel insecure because they are afraid of making mistakes, especially in front of their classmates and teachers. The tongue twister strategy has been implemented at the school. However, no research has yet explored in depth how this

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<sup>12</sup> Yuliana Maria Da Costa, Ni Made Ratminingsih, I Nyoman Adi Jaya Putra, The Effect of Tongue Twister Strategy on English Pronunciation And Fluency: A Literature Review (JURNAL LOCUS: Penelitian & Pengabdian, 2025) 3

strategy is applied and its impact on students' pronunciation skills. Therefore, this study aims to comprehensively examine the implementation of the tongue twister strategy as an effort to improve students' pronunciation in the classroom context. The findings of this research are expected to contribute to the development of more innovative and effective teaching methods, making it a strategic step toward enhancing the quality of English language instruction in schools.

Based on the reason above, the researcher expressed interest in conduct research under the title "Exploring the Implementation of Tongue Twister Strategy on Students Pronunciation Skill at MTSN 1 Lumajang"

## **B. Research Questions**

Based on the background of research above, the researcher presents the research focus as follows:

1. How is the implementation of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang?
2. How is the engagement of tongue twister strategy on students' pronunciation skill at MTSN 1 Lumajang?

## **C. Research Objectives**

Based on the research focus above, the researcher presents the research focus as follows:

1. To investigate the implementation of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang.

2. To find out the engagement of tongue twister strategy on students' pronunciation skill at MTsN 1 Lumajang.

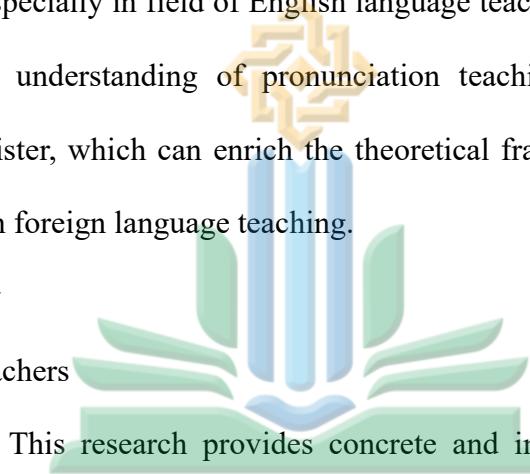
#### **D. Significant of Research**

1. Theoretically

This research makes an important contribution to development of science, especially in field of English language teaching. This research expands the understanding of pronunciation teaching strategies through tongue twister, which can enrich the theoretical framework of innovative methods in foreign language teaching.

2. Practically

- a. For teachers



This research provides concrete and innovative strategies to teach pronunciation in an interesting and non-monotonous way.

- b. For students

The result of this study was also expected to help reduce students' anxiety in speaking English, increase self-confidence, and make the learning process more enjoyable.

- c. For other researchers

The result of this research can be used as literature and source of information regarding the use of tongue twister strategy to improve pronunciation in teaching English.

## E. Definition of Key Terms

### 1. Tongue Twister

Tongue twisters are phrases or sentences designed to be difficult to pronounce, often containing similar or repeated sounds. They are used as practice tools in language pronunciation, helping students hone articulation skills and correct pronunciation errors.

### 2. Pronunciation

Pronunciation refers to the way a person articulates words in a language, encompassing aspects such as intonation, stress, and articulation. Proper pronunciation is crucial for effective communication, as it can impact understanding and interaction between the speaker and the listener. Mistakes in pronunciation can lead to confusion and misunderstandings in everyday communication.

## F. Structure of Thesis

The overall structure of this thesis is presented in a descriptive and narrative manner, rather than in a tabular format. The systematic organization of the chapters is outlined as follows:

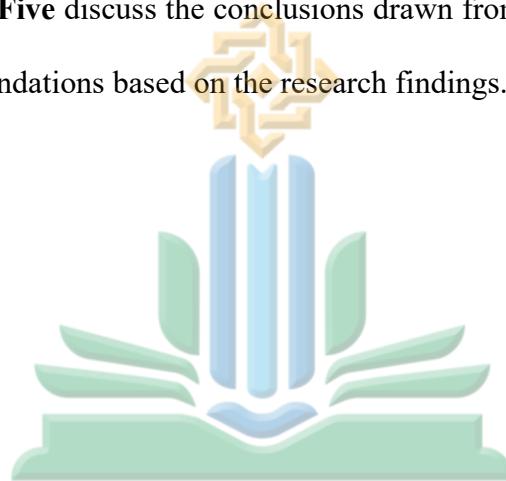
**Chapter One** discuss an introduction to the study, which covers the research background, research questions, objectives, significance of the study, definitions of key terms, and the overall structure of the discussion.

**Chapter Two** discuss a review of related literature, encompassing previous studies and the theoretical framework relevant to this research.

**Chapter Three** discuss the research methodology, including the research design, participants, data sources, data collection techniques, data analysis procedures, and data validation.

**Chapter Four** discuss the research setting, presents the findings, and provides a detailed discussion of the results.

**Chapter Five** discuss the conclusions drawn from the study and offers several recommendations based on the research findings.



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## CHAPTER II

### LITERATURE REVIEW

This chapter is provided a literature review of the research. It is consisted of previous study and theoretical framework.

#### A. Previous Research

In this section, researchers list various research results that have been conducted and then make a summary, both published and unpublished (theses, journal articles, books, and so on). Some of the studies that have been conducted related to the research are as follows:

The first previous study was conducted by Khoirunnisa BTR entitled *“The Effect of Tongue Twister Game in Pronunciation Skill of Students at Eight grade of MTS Swasta PAB 1 Helvetia”*. The method used in this study is a quantitative approach with a pseudo-experimental design. This study found that tongue twister game has a significant effect on students' pronunciation skills. The analysis showed that the t-observe value (3.125) was higher than the t-table (2.024) at 0.05 level of significance, indicating the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0). In addition, there was a significant increase in the mean pronunciation score of students in the experimental group taught with the tongue twister method, compared to the control group using the conventional method. The focus of this study was to explore whether tongue twister game can improve the pronunciation skills of eighth grade students at MTs Swasta PAB 1 Helvetia, as well as how the implementation of the game in the learning process. Thus,

this study provides empirical evidence on the effectiveness of using tongue twister game as an innovative method in teaching English pronunciation.<sup>13</sup>

The second previous study was conducted by Miftahur Rahman entitled "*The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2019)*". This study aims to improve EFL students' pronunciation by using tongue twister technique. The main findings of this study showed a significant improvement in students' pronunciation ability. The average student score increased from 71.25 in the first cycle to 84.47 in the second cycle, indicating that the method was effective. In addition, observation results showed that students became more enthusiastic and actively involved in the learning process, creating a more positive classroom atmosphere. The method used in this research is Classroom Action Research (CAR), which was conducted in two cycles. The data collected included interviews with teachers, observations, tests, and documentation, providing a comprehensive picture of the impact of this technique on students' pronunciation.<sup>14</sup>

The third previous study was conducted by Yusta fraesti entitled "*The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan*". This study showed that the use of tongue twister technique is effective in improving students' pronunciation skills in class X

<sup>13</sup> Khoirunnisa Btr, "The Effect of Tongue Twister Game in Pronunciation Skill of Students at Grade of MTS Swasta PAB 1 Helvitia" (2020).

<sup>14</sup> Miftahur Rohman, "The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation" (Walisongo State Islamic University Semarang, 2016), <http://eprints.walisongo.ac.id/6065/>.

of SMAN 1 Nawangan Pacitan in the 2019/2020 academic year. The results showed a significant difference between the pronunciation achievement of students who were taught using the tongue twister technique and those who were not. The method used in this study is a quantitative approach with a pseudo-experimental design. The researcher applied cluster random sampling technique, involving two classes taught with different techniques: the experimental class using tongue twister technique and the control class using conventional method. Data were collected through pre-test and post-test, and analyzed using the T-test formula in SPSS. The results showed a significant increase in the post-test score in the experimental class compared to the pre-test.<sup>15</sup>

The fourth previous study was conducted by Serni Oktina entitled "*The Influence of Tongue Twister Technique towards Students' Pronunciation Mastery at the Eleventh Grade of SMAN 2 Bandar Lampung in the Academic Year of 2020/2021.*" This study finds that the tongue twister technique has a positive influence on students' pronunciation mastery in the eleventh grade of SMA N 2 Bandar Lampung during the 2020/2021 academic year. Although many students had difficulty in pronouncing certain consonant sounds, the application of this technique proved to help them practice and improve their pronunciation skills, particularly on the palato-alveolar fricative /sh/ and fricative-alveolar /s/ sounds. The method used in this study was a quasi-experimental design, in which two classes were sampled: an experimental class that applied

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<sup>15</sup> Yusta Fraesti, The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan (2020).

the tongue twister technique and a control class that used the Chain Back Drill technique. Data were collected through pre and post-test, and analyzed using SPSS to see the difference in pronunciation results before and after treatment. The results of the analysis showed that there was a significant difference between the two groups, with the observed t value higher than the critical t, indicating that the technique used was effective in improving students' pronunciation mastery.<sup>16</sup>

The fifth previous study was conducted by Andaru Intan Yudhoastuti entitled "*Teacher's Experiences in Implementing Tongue Twister Game to Teach Pronunciation for Junior High School Students*". The methods used in this research are interviews and observations with a narrative inquiry approach. This study found that the use of tongue twister game in teaching pronunciation provides a positive experience for both teachers and students.

Through interview and observation methods, the research revealed that the game not only made the classroom atmosphere more fun, but also increased students' motivation in learning pronunciation. Teachers can overcome the challenges of a non-conducive classroom in a more creative and interactive way. In addition, the game helps students understand the difference in sounds and correct their pronunciation mistakes effectively. Thus, teachers' experi-

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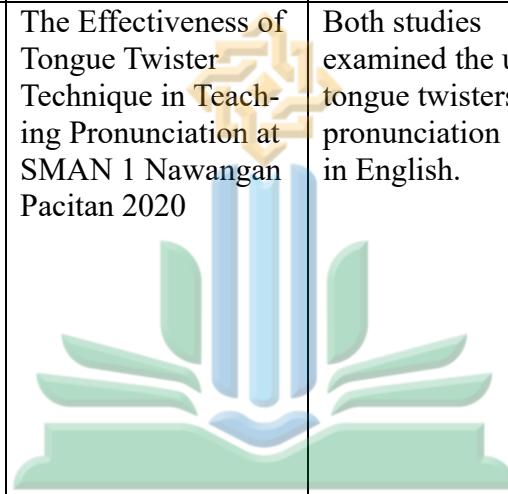
<sup>16</sup> Serni Oktina, The Influence of Tongue Twister Technique towards Students' Pronunciation Mastery at the Eleventh Grade of SMAN 2 Bandar Lampung in the Academic Year of 2020/2021 (2021).

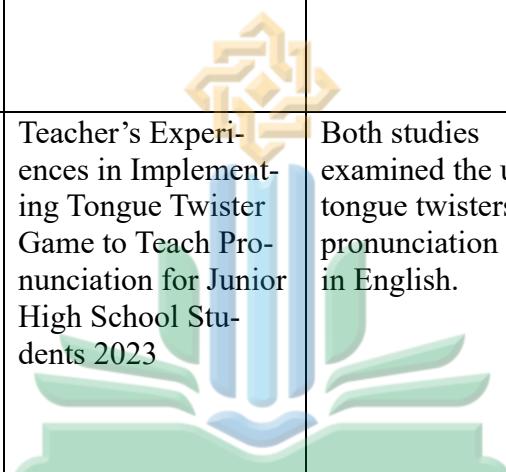
ence in applying tongue twister game proved to be beneficial in improving students' pronunciation skills at junior high school level.<sup>17</sup>

**Table 2.1**  
**The similarities and differences between**  
**previous research and this research**

| No | Name            | Title   | Similarities  | Differences   |
|----|-----------------|---|---|---|
| 1. | Khoirunnisa BTR | The Effect of Tongue Twister Game in Pronunciation Skill of Students at Eight grade of MTS Swasta PAB 1 Helvetica 2020  | Both studies examined the used of tongue twisters in pronunciation skills in English. | <ul style="list-style-type: none"> <li>- The previous study used a quantitative method with a quasi-experimental design, while this study used qualitative method.</li> <li>- the previous study used tongue twister as a game, while this study used tongue twister as a strategy</li> </ul> |
| 2. | Miftaur Rahmah  | The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2019 | Both studies examined the used of tongue twisters in pronunciation skills in English. | <ul style="list-style-type: none"> <li>- This previous study uses Classroom Action Research, while this study uses qualitative method.</li> <li>- the output previous study students were able to complete the test after the implementation of the Tongue</li> </ul>                         |

<sup>17</sup> Andaru Intan Yudhoastuti, "Teacher's Experiences in Implementing Tongue Twister Game to Teach Pronunciation for Junior High School Students" (2023).

| No | Name         | Title  | Similarities   | Differences   |
|----|--------------|--|--|---|
|    |              |  |  | <p>Twister.</p> <p>Meanwhile, in the recent study, the students were expected to practice the implementation of the Tongue Twister directly.</p>  |
| 3. | YustaFraesti | <p>The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan 2020</p>  <p>UNIVERSITAS ISLAM NEGERI<br/>KIAI HAJI ACHMAD SIDDIQ<br/>J E M B E R</p> | <p>Both studies examined the used of tongue twisters in pronunciation skills in English.</p> | <ul style="list-style-type: none"> <li>- The previous study uses a quantitative method with a quasi-experimental design, while this study uses qualitative method.</li> <li>- The previous study focused on comparing the use of Tongue Twisters with conventional methods, while this study directly focused on how Tongue Twisters can improve students' pronunciation</li> </ul> |
| 4. | Serni Oktina | <p>The Influence of Tongue Twister Technique towards Students' Pronunciation Mastery at the Eleventh Grade of SMAN 2 Bandar Lampung in the Academic Year of 2020/2021</p>  | <p>Both studies examined the used of tongue twisters in pronunciation skills in English.</p> | <ul style="list-style-type: none"> <li>- The previous study used a quantitative method with a quasi-experimental design, while this study uses qualitative method.</li> <li>- The previous study focused</li> </ul>   |

| No | Name                     | Title  | Similarities  | Differences  |
|----|--------------------------|--|---|--|
| 5. | Andaru Intan Yudhoastuti | <p>Teacher's Experiences in Implementing Tongue Twister Game to Teach Pronunciation for Junior High School Students 2023</p>  | <p>Both studies examined the use of tongue twisters in pronunciation skills in English.</p> | <p>on comparing the use of Tongue Twisters with conventional methods, while this study directly focused on how Tongue Twisters can improve students' pronunciation</p> <p>- The previous study emphasized the teachers' experiences in implementing the tongue twister game to teach pronunciation and focused more on the teachers' perspective and the impact of the game on the classroom atmosphere. While this study focuses on the broader implementation of the tongue twister strategy, with a specific emphasis on students' pronunciation skills</p> |

From those previous studies conducted, it is evident that the majority focused on student exploration, while research on how teachers implement tongue twisters remains limited. This indicates a gap in the literature examining the role of teachers in the application of tongue twisters, particularly in the context of pronunciation classes. The novelty of this study lies in its aim to provide in-depth insights to readers about the potential for teachers to implement tongue twisters and their impact on improving students' pronunciation skills. This study is expected to enrich the understanding of effective teaching strategies in the development of speaking skills.

## B. Theoretical Framework

### 1. Teaching Pronunciation

Teaching pronunciation is the process of teaching how to pronounce words and phrases in a particular language, focusing on various aspects such as intonation, rhythm, and word stress. According to Jeremy Harmer, teaching pronunciation encompasses various approaches and strategies aimed at improving students' pronunciation skills in the language being learned. Harmer emphasizes that pronunciation is an integral part of language skills, and mastering it is crucial for effective communication.<sup>18</sup> This aligns with Peter Jarvis, who states that teaching pronunciation should be conducted with a holistic and contextual approach. Jarvis argues that pronunciation involves not only the accurate production of sounds but also encompasses broader communication

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<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Pearson, fourth, vol. 32 (London/New York: Pearson longman, 2001).

aspects, such as intonation, rhythm, and word stress. Jarvis suggests that teachers need to understand the linguistic backgrounds of their students and create a learning environment that supports social interaction. Through reflective practice, teachers can evaluate the teaching techniques used and adjust them according to the needs of the students.<sup>19</sup>

According to Graham S, teaching pronunciation can be integrated with the holistic approach proposed by Peter Jarvis, which emphasizes the importance of context and students experience as follows:<sup>20</sup>

a. Pre-activity stage

Teachers prepare students by introducing relevant sounds and intonation patterns, as well as creating awareness of the importance of pronunciation in communication. This may involve discussions about the cultural contexts that influence pronunciation, allowing students to feel more connected to the material being taught.

b. While-activity

Students engage in practical exercises that emphasize the accurate production of sounds. During this stage, techniques such as drilling can be used to familiarize students with correct pronunciation, followed by immediate feedback from the teacher. Social interaction is also crucial, allowing students to practice in real-life situations.

<sup>19</sup> Peter Jarvis, ed. *The Theory and Practice of Teaching*, Routledge, Second (London: Routledge, 2006).

<sup>20</sup> Graham, Suzanne. *Effective Language Learning: Positive Strategies for Advanced Level Language Learning*. Clevedon: Multilingual Matters, 1997.

c. Post-activity

Students are invited to reflect on their learning experiences and how the pronunciation they have learned can be applied in everyday communication. Activities such as group discussions or independent assignments can provide opportunities for students to practice in a more relaxed setting, allowing them to internalize pronunciation in a broader context.

## 2. Pronunciation

### a. Definition of Pronunciation

Pronunciation refers to the way in which words and sounds are articulated and expressed in speech. According to JD O'Connor said that pronunciation is a crucial element of language that influences how people interact and relate to each other. It encompasses the expression of sounds, rhythm, and intonation, which together communicate significance that transcends the words. Pronunciation involves more than just accurate speech; it includes the skill to communicate clearly and be comprehended in different situations. JD O'Connor highlighted that clear pronunciation improves communication by minimizing confusion and boosting the speaker's confidence, enabling them to participate more actively in discussions.<sup>21</sup> Consequently, mastering pronunciation

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<sup>21</sup> J.D. O'Connor, *Better English Pronunciation*, New Edition (Cambridge University Press, 1980).Yui Suzukida and Kazuya Saito, "What Is Second Language Pronunciation Proficiency? An Empirical Study," *System* 106 (June 1, 2022): 102754, <https://doi.org/10.1016/J.SYSTEM.2022.102754>.

is crucial for anyone acquiring a new language, as it connects knowledge with effective communication.

Furthermore Celce-Murcia et al., stated that pronunciation involves not only the pronunciation of individual sounds, but also how those sounds are combined in words and sentences, as well as how they are influenced by social and cultural contexts.<sup>22</sup> Conversely, Derwing and Munro demonstrated that clear and understandable pronunciation aids in effective communication, and that learners of a second language frequently struggle to attain the intended pronunciation.<sup>23</sup> Baker and Murphy highlighted the necessity of intentional pronunciation instruction and the role of technology in assisting students to enhance their pronunciation abilities.<sup>24</sup>

It can be concluded that pronunciation is a crucial component of language that affects interaction and connections among people. Articulate speech improves communication by minimizing misunderstandings and increasing the speaker's self-assurance. Moreover, pronunciation entails the merging of sounds within words and sentences, shaped by social and cultural influences. Despite the challenges that many second language learners face in attaining accurate pronunciation

<sup>22</sup> Janet M Goodwin Celce-Murcia, Marianne Donna, M Brinton, *Teaching Pronunciation: A Reference for Teachers of English to Speaker of Other Languages* (Cambridge University Press, 1996).

<sup>23</sup> Murray J. Munro Derwing, Tracey M., "Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research." In *The Handbook of Second Language Acquisition, 1-25*. Hoboken: Wiley-Blackwell, 2015.

<sup>24</sup> and John Murphy Baker, Amanda, "Pronunciation: A Key to Effective Communication." In *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, (Cambridge University Press, 2017).

tion, organized teaching methods and the incorporation of technology can assist students in improving their pronunciation abilities. Consequently, perfecting pronunciation is essential for successful communication in language acquisition.

### **b. Aspects of Pronunciation**

Here are some aspects of pronunciation discussed in the book *How to teach Pronunciation* by Gerald Kelly:<sup>25</sup>

#### 1) Segmental Features

Segmental features focus on individual sounds in a language, including consonants and vowels. Consonants are produced by obstructing the airflow in the vocal tract, such as the sound's /p/, /b/, and /t/. Vowels, on the other hand, are produced without obstruction and are influenced by the position of the tongue and the shape of the lips, for example, /i:/, /æ/, and /ʌ/. Understanding segmental features is crucial for students, as mistakes in pronouncing these sounds can disrupt communication. Minimal pairs, or word pairs that differ by only one phoneme, are also used in teaching to help students recognize and differentiate similar sounds.

#### 2) Suprasegmental Features

Suprasegmental features include elements that go beyond individual sounds, such as intonation and stress. Intonation refers to the pattern of rise and fall in pitch when speaking, which is

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<sup>25</sup> Gerald Kelly, “How-to-Teach-Pronunciation-Kelly-Gerald.Pdf” (Bluestone Press, Charlbury, Oxfordshire, UK., 2000).

crucial for expressing meaning and emotion. For example, a rising intonation at the end of a sentence often indicates questioning. Meanwhile, stress relates to the emphasis on certain syllables or words in a sentence. Proper stress can change the meaning of words and help listeners capture important information. By understanding suprasegmental features, students can speak more expressively and clearly.

### 3) Word Stress

Word stress is the emphasis given to certain syllables in a word. In English, proper stress can affect the meaning of a word. For example, in the word “photograph,” the stress is on the first syllable, whereas in “photographic,” the stress moves to the third syllable. Mastering word stress is important for students, as errors in emphasis can lead to confusion or misunderstanding. Through consistent practice, students can learn how to identify and use proper stress in their pronunciation.

### 4) Sentence Stress

Sentence stress relates to emphasizing the words in a sentence. It helps direct the listener's attention to the most important information. For example, in the sentence “I didn't say he stole the money,” emphasis on different words can change the meaning and highlight certain aspects of the statement. By understanding and applying sentence stress, students can improve

the clarity of their communication and ensure their message is well understood by the listener. It also helps in expressing nuances and emotions in speaking.

#### 5) Intonation

Intonation is the pattern of the rise and fall of the tone of voice when speaking, which plays an important role in verbal communication. Intonation can indicate a statement, a question, or an emotion, and greatly affects how the listener understands the speaker's intent. For example, questions usually end with a rising intonation, while statements tend to end with a falling intonation. Understanding intonation helps students speak more naturally and expressively, and allows them to better express their feelings and attitudes. With proper practice, students can master the right intonation patterns for various communication contexts.

#### 6) Connected Speech

Connected speech is the way words are spoken in sentences that makes language sound more natural. In connected speech, various phenomena occur, such as the omission of sounds (for example, "want to" becomes "wanna"), splicing (for example, "I am" becomes "I'm"), and changing sounds (such as "good boy" becomes "g'boy"). Understanding connected speech is important for students because it helps them speak more fluently and understand the spoken language they hear. By practicing connected

speech, students can develop more natural and efficient speaking skills.

#### 7) Phonetic Transcription

Phonetic transcription is the use of symbols to represent sounds in pronunciation. The most commonly used system is the International Phonetic Alphabet (IPA), which provides a symbol for each sound in the language. By using phonetic transcription, students can understand and practice sounds that are difficult to pronounce more precisely. This is especially useful in teaching pronunciation, as it helps students recognize different sounds that may not be present in their native language. Through practicing with phonetic transcription students can improve the clarity and accuracy of their pronunciation.

#### c. The Problems in Learning Pronunciation

A common issue faced in learning pronunciation is that learners found it challenging to distinguish and pronounce particular consonant, vowel, and diphthong sounds, including [v], [θ], [ð], [æ], [ʌ], and [ɔ:]. Ammar et al. mentioned that this challenge is frequently due to the lack of these sounds in the students' first language, along with the poor pronunciation habits that have developed over time. Ammar et al. observed that students often depend on spelling to infer pronunciation, resulting in mistakes. Moreover, insufficient knowledge of phonetic symbols and minimal speaking practice in English worsen these pro-

nunciation issues. Ammar et al. highlighted the significance of improved instruction and regular practice to assist students in addressing their pronunciation problems.<sup>26</sup>

In this regard, Teeraporn Plailek and Abigail M. Essien contended that challenges in mastering pronunciation are exacerbated by insufficient foundational knowledge of English pronunciation and a scarcity of practice opportunities, both in and out of the classroom. Furthermore, the instructional approaches used by teachers are essential, as numerous students perceive that classes emphasize grammar and reading skills over pronunciation. This results in students not recognizing the differences in pronunciation between their first language and English, which adds to their challenges in communicating effectively.<sup>27</sup>

Furthermore, Srakaew stated that the primary challenge encountered in mastering pronunciation is the insufficient emphasis on the significance of pronunciation in English communication. Numerous educators fail to give accurate pronunciation models, leading students to often replicate incorrect pronunciations. Srakaew highlighted that the disparities between spelling and pronunciation in English create an extra difficulty for learners, who frequently depend on spelling

<sup>26</sup> Muhammad Dzulfiqor Ammar, Rudi Hartono, and Nike Angraini, “English Pronunciation Problems Analysis Faced By English Education Students in the Second Semester At Indo Global Mandiri University,” *Global Expert: Jurnal Bahasa Dan Sastra* 10, no. 1 (2022): 1–7, <https://doi.org/10.36982/jge.v10i1.2166>.

<sup>27</sup> Teeraporn Plailek and Abigail M Essien, “Pronunciation Problems and Factors Affecting English Pronunciation of EFL Students,” *Turkish Journal of Computer and Mathematics Education* 12, no. 12 (2021): 2026–33.

to infer how words are pronounced. This leads to miscommunication and diminishes students' confidence in speaking.<sup>28</sup>

Based on the explanations from several experts above, it can be concluded that the primary challenge students encounter in learning English pronunciation is the struggle to differentiate and produce particular consonant, vowel, and diphthong sounds. This is frequently due to the lack of these sounds in their first language and inadequate pronunciation practices. Moreover, insufficient comprehension of phonetic symbols and few chances for practice, both within and beyond the classroom, worsen this issue. Numerous students similarly believe that teaching emphasizes grammar and reading abilities, causing them to be oblivious to the pronunciation variations between their first language and English. Consequently, it is crucial for teachers to focus more on instructing pronunciation and to offer precise examples, enabling students to improve their communication abilities and tackle the pronunciation challenges they encounter.

### 3. Tongue Twister

#### a. Definition of Tongue Twister

Tongue twisters are phrase or sentence that has similar pronunciation. If someone was not accustomed to it, it can be difficult to pronounce, especially at a fast pace. This is in line with Croot et.al, mentioned that a tongue twister is a phrase or sentence made to be chal-

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<sup>28</sup> Phra Narong Srakaew, "The Importance of Pronunciation in English Communication," *Journal of Teaching English* 2, no. 2 (2021): 11–18.

lenging to articulate, particularly when said rapidly. Tongue twister generally features repeated sounds or alike sound combinations and serve as drills to improve pronunciation abilities in a language. Croot et al. stated that tongue twisters are considered an efficient method for learning English pronunciation. Tongue twisters provide fun and challenging activities, enhancing students' phonetic abilities in an engaging manner.

By repeating sounds or groups of sounds, tongue twisters assist learners in grasping the distinctions between symbols and sounds in English. Croot et al. highlighted that, besides improving pronunciation abilities, tongue twisters also contribute to increasing students' self-assurance. By engaging in this activity, students can gain confidence in pronouncing challenging words and conquer their anxiety about making errors. The environment fostered by tongue twister usage often becomes more enjoyable, which can subsequently increase student motivation during learning.<sup>29</sup>

Besides that, according to Sugiharto et.al, tongue twisters serve as an effective tool for improving pronunciation skills, helping students distinguish difficult sounds, and providing practice in mastering minimal pairs. Although challenging, tongue twisters are considered useful in pronunciation learning because they can make the class more engaging and enjoyable. The use of tongue twisters in pronunciation

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<sup>29</sup> Croot, Karen, Claudia Au, and Amy Harper. "Prosodic Structure and Tongue Twister Errors." *Laboratory Phonology* 10 (2010): 433-461.

classes can improve student motivation and create a more active learning environment.<sup>30</sup> In English, classic examples of tongue twister include phrases like “She sells seashells by the seashore” and “Peter pipper picked a peck of pickled peppers”.<sup>31</sup>

Based on several explanations from the experts, it can be concluded that students not only practice their speaking skills but also boost their confidence when interacting in English. Additionally, tongue twisters help students better understand the differences between similar sounds, which often pose challenges in English pronunciation.

### **b. The Implementation of Tongue Twister Strategy**

The implementation of the tongue twister strategy in language education is an innovative approach to enhance students' pronunciation and fluency. By integrating tongue twisters into lessons, educators create an engaging and interactive environment that encourages students to practice articulating complex sound combinations.<sup>32</sup> This method not only helps students overcome pronunciation challenges but also boosts their confidence and reduces anxiety when speaking. Additionally, tongue twisters can be easily incorporated into various classroom activities, such as warm-ups or group exercises, making the learning process enjoyable

<sup>30</sup> Prasetyawan Aji Sugiharto, Yan Imam Santoso, and Maila Huda Shofyana, “Teaching English Pronunciation Using Tongue Twister,” *Acitya: Journal of Teaching and Education* 4, no. 1 (2022): 189–97, <https://doi.org/10.30650/ajte.v4i1.3210>.

<sup>31</sup> <https://www.detik.com/edu/detikpedia/d-7180663/30-contoh-tongue-twister-bahasa-inggris-untuk-melatih-pronunciation>

<sup>32</sup> Aini, Hifdil Islam, and Hamdani, “The Implementation Of Tongue Twister Technique For Students’ Pronunciation Of English Consonant Sounds At SMA Zainul Hasan 1 Genggong.”

Additionally, the purpose of the implementation tongue twister according to Bailey and Savage stated that tongue twister is an effective method for developing articulation skills.<sup>33</sup> The purpose of this practice is able to pronounce consonant and vowel sounds with a high level of clarity, which is essential for phonetic mastery. Additionally, students can articulate English vocabulary with significant accuracy, contributing to overall linguistic proficiency. Thus, the application of tongue twisters not only enriches verbal competence but also enhances students' confidence in a broader communication context.

Besides that, teachers should introduce something new into the classroom to engage students in recognizing and learning the subject. As mentioned by Anne Burns and Stephanie Claire in their book *Clearly Speaking: Pronunciation in Action for Teachers*, the strategy used in implementing the tongue twister adopts the theory from Anne Burns and S Claire, which focuses on the approach to teaching pronunciation, and is then integrated into the teaching of tongue twisters as follows:<sup>34</sup>

- 1) Teaching features of pronunciation from the very beginning stages of learning
- 2) Assessing learners' pronunciation needs in combination with their overall spoken language needs

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<sup>33</sup> Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, Cambridge University Press., 1994.

<sup>34</sup> Anne Burns and Stephanie Claire, *Clearly Speaking Pronunciation in Action for Teachers*, 2003.

- 3) Selecting contexts, content and topics for pronunciation teaching that are practical, familiar, interesting and motivating
- 4) Embedding a focus on practicing various pronunciation features within a larger topic or task
- 5) Raising learners' awareness about how pronunciation contributes to making certain kinds of meaning
- 6) Encouraging learners to monitor their needs and to develop personal strategies for improving different aspects of their pronunciation
- 7) Introducing learners to a metalanguage and notation system that will assist them to learn more about pronunciation independently, both inside and outside the classroom.

### c. The Benefits of Tongue Twister Strategy

The use of tongue twisters in pronunciation instruction can be explained through several interrelated theoretical perspectives. First, tongue twisters provide pronunciation practice based on repetition and gradual increases in speed, which play an important role in forming correct pronunciation habits. Skinner explains that language learning occurs through habit formation strengthened by repetition and feedback. In tongue twister practice, students repeatedly produce the same sounds and receive immediate correction from the teacher, which reinforces accurate pronunciation and gradually reduces errors.<sup>35</sup> In

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<sup>35</sup> Skinner, B. F. 1957. *Verbal Behavior*. New York: Appleton-Century-Crofts.

line with this view, Celce-Murcia, Brinton, and Goodwin emphasize that effective pronunciation instruction should begin with a slow pace to ensure sound accuracy and then progress to faster speech so that learners can integrate accuracy with fluency.<sup>36</sup>

Second, the effectiveness of tongue twisters is also influenced by learners' affective conditions. Krashen's Affective Filter Hypothesis states that anxiety and fear can hinder language acquisition. Because tongue twisters are challenging yet enjoyable, it helps create a relaxed and non-threatening learning environment, lowering learners' affective barriers and encouraging them to attempt difficult sounds more confidently.<sup>37</sup> Third, the use of tongue twisters promotes active student involvement in the learning process. Fredricks, Blumenfeld, and Paris argue that student involvement is reflected in active participation, positive attitudes toward learning, and sustained effort to understand the material.<sup>38</sup> Through repetitive and challenging oral practice, students become active participants rather than passive listeners, engaging directly in pronunciation practice and self-correction. Therefore, the combination of repetitive and speed-based practice, a supportive learning atmosphere, and active student involvement

<sup>36</sup> Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. 2010. *Teaching Pronunciation: A Course Book and Reference Guide*. 2nd ed. Cambridge: Cambridge University Press.

<sup>37</sup> Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

<sup>38</sup> Fredricks, Jennifer A., Phyllis C. Blumenfeld, and Alison H. Paris. 2004. "School Engagement: Potential of the Concept, State of the Evidence." *Review of Educational Research* 74 (1): 59–109.

provides a theoretical explanation of how tongue twisters contribute to the improvement of students' pronunciation.



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J E M B E R

## CHAPTER III

### RESEARCH METHOD

This chapter include the research methodology, design, participants, setting, data collection technique, data analysis, data validity and research procedures.

#### A. Research Approach and Design

In this research, the researcher used a qualitative method with a descriptive design. This design was intended to describe and interpret the research objects based on actual conditions. The qualitative research method was an approach used to understand and explore individuals' subjective experiences and meanings within certain social and cultural contexts. According to Creswell, this method focused on collecting descriptive and non-numerical data, such as in-depth interviews, observations, and document analysis. It emphasized detailed observation of social phenomena to gain a comprehensive understanding of the subject being studied. This approach allowed the researcher to capture the complexity and diversity of individual perspectives, providing deeper insights into human experiences. Moreover, qualitative research was flexible and adaptive, which enabled the researcher to explore emerging questions during the data collection process.<sup>39</sup>

#### B. Research Setting

This research conducted at MTsN 1 Lumajang, which was purposively selected as the research site. The choice of research location played a crucial

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<sup>39</sup> Jhon W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, 2018.

role in ensuring the success of data collection and understanding the learning context. Firstly, MTsN 1 Lumajang has good accreditation, which demonstrates the school's commitment to high educational standards and adequate teaching quality. This was one of the main reasons for selecting the site, as a quality educational environment tends to facilitate a more effective teaching and learning process. Secondly, Tongue Twisters have already been implemented in teaching speaking skills. Therefore, this research aims to explore how Tongue Twisters can be used in English language learning, particularly in improving students' pronunciation skills. For these reasons, the researcher chose MTsN 1 Lumajang to explore the implementation of Tongue Twisters in the learning process.

### C. Research Participant

In this qualitative research, the researcher applied purposive sampling to select informants who aligned with the research focus. According to Creswell, purposive sampling was a selection method based on specific goals and considerations.<sup>40</sup> In selecting participants, the researcher used purposive sampling by applying certain categories, namely characteristics, criteria, or factors that supported the objectives of the study. The researcher selected participants who were able to provide information related to the research. The participants of the research were one English teacher of eighth grade and five students of VIII H based on recommendation from the teacher.

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<sup>40</sup> Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Proceedings of the National Academy of Sciences*, Fourth Edi, vol. 3 (Pearson, 2015)

## D. Data Collection

To carry out empirical studies, researchers must gather data through several stages. In this case, the data will be obtained through three methods: observation, interview, and document review.

### 1. Observation

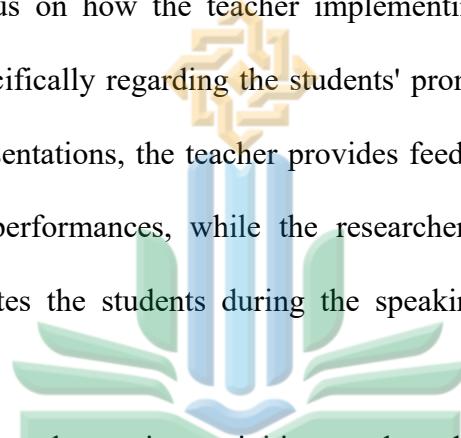
Observation serves as a data collection technique in qualitative research that focuses on student activities and the learning process in the classroom. According to Creswell, observation is open-ended, direct information gathered by observing people and places at the research site.<sup>41</sup> This approach allows researchers to collect relevant and detailed data to better understand the learning dynamics that occur. There are two types of observation: participant and non-participant. The type used depends on how involved the researcher is in the situation being studied. In participant observation, the researcher participates as a member of the group under study, while in non-participant observation, the researcher remains outside the group, observing only its activities and behavior.

In this study, the researcher employs a non-participant observation method. This choice allow the researcher to focus entirely on observing and collecting data during the research. The researcher observes the classroom, took field notes, and capture photos throughout the sessions. The researcher examines the objective conditions at MTsN 1 Lumajang, as

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<sup>41</sup> Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Proceedings of the National Academy of Sciences*, Fourth Edi, vol. 3 (Pearson, 2015)

well as the implementation of Tongue Twisters. First, the researcher noted the general conditions at MTsN 1 Lumajang, which is an important part of the observation. Second, the researcher observes the teacher entering the classroom, which includes greeting the students, leading a prayer, checking attendance, and introducing the material to be taught. Third, the researcher focus on how the teacher implementing the Tongue Twister technique, specifically regarding the students' pronunciation skills. At the end of the presentations, the teacher provides feedback and comments on the students' performances, while the researcher also record how the teacher evaluates the students during the speaking activities using this strategy.



From the observation activities conducted at MTsN 1 Lumajang during the implementation of teaching pronunciation skills with tongue twister strategy. The researcher observes important elements such as: objectives, materials, steps, and evaluation. From the results of this observation, the researcher gain a clear understanding of how the learning objectives in teaching speaking, the materials provide by the teacher, and the evaluation conducted by the teacher to the students.

## 2. Interview

The researcher conducted interviews with English teachers and students to collect data. Interviews are the primary technique for gathering information. According to Creswell, an interview actually occurs whenever a researcher asks one or more questions, then records and

reproduces the answers for analysis.<sup>42</sup> Through these interviews, researcher get information from the questions asked to teachers and students by recording or recording their answers. In this study, researchers used in-depth interviews in the form of semi-structured interviews. Legard et.al explained that in-depth interviews are a qualitative research technique. This method is often considered as a form of directed conversation, where the researcher and respondent engage in deep interaction to understand the views and experiences of the respondent. Before starting the semi-structured interview, the researcher determined the topic and prepared a list of questions to gather information from teachers and students.<sup>43</sup>

The researcher chose semi-structured interviews to ask questions without making the students feel uncomfortable. In this way, the students felt more relaxed when answering the researcher's questions. In addition, in-depth interviews were also conducted with English teachers and eighth grade students at MTsN 1 Lumajang. The data collected from these interviews included the objectives, implementation, and impact of using tongue twister to improve pronunciation mastery.

### 3. Document review

The researcher conducted interviews with English teachers and students to collect data. Interviews are the primary technique for gathering

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<sup>42</sup>Jhon W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*.

<sup>43</sup> Kit Ward Legard, Robin, Jill Keegan, *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 2003.

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<sup>44</sup>Jhon W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*.

<sup>45</sup> Legard, Robin, Jill Keegan, *Qualitative Research Practice: A Guide for Social Science Students and Researchers*.

## E. Data Analisys

Data analysis is a systematic process of searching, organizing, and understanding data that has been collected through various research methods. This process involves organizing data, breaking down data into manageable units, looking for patterns, finding important things to learn, and determining information to share with others. Data analysis is not only done after data collection is complete, but is an ongoing process throughout the research, from initial data collection to writing the final report.

According to Miles Hubermen and Saldana, there are three major phases of data analysis such as data condensation, data display, and conclusion drawing/verification. Those are a clear explanation of the data analysis process of this research:<sup>46</sup>

### 1. Data Condensation

Data condensation is the process of processing raw data that emerges from field notes into data that is easier to understand. This process involves selecting, focusing, simplifying, abstracting and transforming data. Data condensation occurs on an ongoing basis throughout the research project, even before data is actually collected. For example, when the researcher decides on the conceptual framework, the case, the research questions, and the data collection approach to be used, data condensation is already occurring. As data collection progresses, further stages of condensation occur such as summarizing, coding, developing themes, generat-

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<sup>46</sup> Matthew B Miles, A Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis*, 2014.

ing categories, and writing analytic memos. This process of data condensation continues after the fieldwork is completed, until the final report is complete.

## 2. Data Display

Data display is an activity of organizing and presenting data in a form that allows drawing conclusions and taking action. The form of data presentation in qualitative research can be in the form of narrative text, graphs, matrices, networks, and charts. Miles and Huberman strongly emphasize the importance of good data presentation as the key to valid qualitative analysis. They argue that better forms of presentation are the main way to increase the validity of qualitative analysis. Data presentation helps researchers understand what happened and what to do base on that understanding. Scattered, disorganized and overly long narrative text can make it difficult for researchers to see the overall picture and draw appropriate conclusions. Therefore, more organized displays such as matrices, graphs, or diagrams can help researchers see patterns and relationships in the data more clearly.

## 3. Conclusion Drawing/Verification

Conclusion drawing and verification is an equally important third component of data analysis. From the beginning of data collection, qualitative researchers begin to decide what things “mean”, noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions. “Final” conclusions may not emerge until data collection is

complete, depending on the size of the corpus of field notes, the coding, storage, and search methods used, and the time demands of the researcher. The verification process may be as brief as a researcher's fleeting thoughts during writing, by returning to field notes, or it may be thorough and complicated by peer review to develop inter subjective consensus or by extensive efforts to replicate the findings in another set of data.

## **F. Data Validity**

### 1. Source Triangulation

The purpose of source triangulation was to assess data reliability. Source triangulation involved examining identical data from multiple sources to ensure consistent findings.

### 2. Technique Triangulation

Technical triangulation was the use of various data collection methods to obtain information from the same source. For example, the researcher used participatory observation, in-depth interviews, and documentation for the same data source simultaneously. The researcher used the results of observations and document reviews to compare them with the findings of previous research. This process allowed the researcher to determine whether the information obtained was consistent and supported each other. If the results of the various techniques were in line, then the research findings were considered stronger.

## G. Research Procedures

There were several stages or processes that researcher carried out during the research, including:

### 1. Pre-Field Stage

This stage involved preparation before the researcher entered the research area.

#### a. Develop research plan

Developing a research plan was a crucial first step in the research process. At this stage, the researcher determined the focus of the problem to be studied, namely students' pronunciation mastery through the use of tongue twisters.

#### b. Exploration Studies

At this stage, the researcher conducted a literature review to explore previous research relevant to the use of tongue twisters in pronunciation learning. In addition, the initial classroom observation provided an overview of the students' condition and the challenges faced in pronunciation.

#### c. Permissions

At this stage, the researcher requested permission in the form of an official letter from the campus, which was used to conduct the next stage of the research.

d. Instrument Arrangement.

At this stage, researcher developed measuring instruments such as questionnaires, interview guidelines, and pronunciation assessment rubrics in accordance with the research objectives.

2. Field-work stage

This stage contained what the researcher did during the research.

a. Data Collection

At this stage, the researcher applied the previously prepared instruments, such as questionnaires and interview guidelines. The data were collected through various methods, including direct observation and interviews with students and teachers.

b. Data Processing

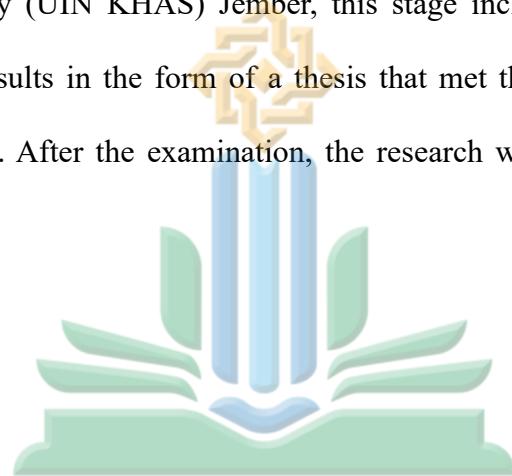
At this stage, the researcher organized and prepared the data for further analysis. The collected data were categorized and arranged in a format that was easy to analyse.

c. Data Analysis

After the data had been collected and organized, data analysis was carried out using qualitative analysis techniques, namely by presenting an overview of what had been obtained during the data collection process. The results of the analysis were described in the data presentation and research findings.

#### d. Data Analysis Stage

After collecting data from observations, interviews, and document reviews, the researcher used the Miles, Huberman, and Saldana model for analysis. The findings were compiled into a report and discussed with the supervisor. At Kiai Haji Achmad Siddiq State Islamic University (UIN KHAS) Jember, this stage included writing the research results in the form of a thesis that met the required academic standards. After the examination, the research was revised and finalized.



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## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

##### 1. The implementation of tongue twister strategy on students' pronunciation skill of eight grade students of MTsN 1 Lumajang

**Table 4.1 The process of teaching**

| Learning Stage | Activity description   | Implementation in the classroom  | Students Engagement   | description  |
|----------------|--|--|---|--|
| Pre-Activity   | <p>-Opening: Greetings and review of previous material.</p> <p>-The teacher explained the learning objective: to practice articulation with tongue twisters that focus on sounds.</p>  | The teacher began the class by greeting the students and immediately giving a simple tongue twister example. The teacher only briefly explained the objectives without an in-depth review.   | The students looked enthusiastic and curious when the teacher mentioned tongue twisters.  | Inappropriate. Explanation: The review of previous material was not conducted thoroughly in accordance with the lesson plan. |
| While-Activity | <p>-The teacher demonstrates the target sound and tongue twister to be practiced.</p> <p>-3-step practice: Students say: a. Slowly (3 times) b. medium speed (3 times) c. Fast (3 times)</p> <p>-The teacher Provides corrections and reinforcement.</p> | <p>The teacher demonstrated with an interesting intonation and gave examples such as: "Fuzzy Wuzzy was a bear..." and "She sells seashells by the seashore" I scream, you scream, for ice cream"</p> <p>The students practiced in three stages alternately. The teacher's articulation corrections were primarily focused on the accuracy of the sounds.</p> | Students' motivation and self-confidence levels increase sharply when they succeed at the fast pace. Positive reinforcement (applause and praise from teachers) serves as a stimulus that encourages other students to try. | Appropriate. Explanation: The core steps have been implemented, but the articulation corrections lack depth.                 |

|               |  |   |  |  |
|---------------|--|---|--|--|
| Post Activity | <p>-The teacher summarizes the lesson and relates it to the importance of pronunciation.</p> <p>-Students are assigned to practice tongue twisters at home to reinforce the habit.</p> | <p>The teacher concluded by summarizing the material and expressing gratitude. Homework assignments were not given due to time constraints.</p> | <p>The students expressed satisfaction after trying the challenge, but there was no response regarding homework because it was not instructed.</p> | <p>Inappropriate (Explanation: Reinforcement measures through independent assignments were not implemented, reducing the potential for habit formation.)</p> |
|---------------|--|---|--|--|

In the pre-activity stage, the teacher functioned as an opening and helped prepare the students. Based on the observation results, the teacher started the class with greetings, a short prayer, and attendance checking, followed by a review of the previous lesson to activate the students' prior knowledge. This stage was very important for creating a supportive learning atmosphere. In an interview, the English teacher, Mrs. Farida Handayani, explained that the main purpose of using tongue twisters was to train correct pronunciation and articulation. Mrs. Farida stated that:<sup>47</sup>

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“I usually chose tongue twisters that matched the students' skill level and contained the sounds I wanted to focus on in the lesson.”

Mrs. Farida also added

“Students' interest in tongue twister is quite high, even quiet students become more active”

Based on the interview with the teacher above, it showed that choosing tongue twisters in the initial stage could attract the students' attention. The teacher explained that even students who were usually

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<sup>47</sup> Farida Handayani, S.Pd, interviewed by researcher, Lumajang, May 20,2025

passive became more active when this strategy was used because the practice was challenging but enjoyable.

In the while-activity stage, based on the observation, this stage was carried out according to the plan stated in the learning module. The teacher gave examples first, both in intonation and articulation. The most specific and important step in this while-activity was the application of a three-stage speed practice: slow, medium, and fast.<sup>48</sup> This practice progression aimed to build correct pronunciation habits through repetition and speed challenges.

The teacher began this stage by giving clear instructions and modeling the pronunciation of each tongue twister. The students were then instructed to start with the slow stage, where they had to pronounce the sentences slowly to ensure basic sound accuracy. At this phase, the students showed high concentration and appeared careful, as the main focus was correct articulation. The students' initial reactions were often tension or anxiety because they were afraid of making mistakes; however, a sense of relief and the formation of a correct pronunciation foundation began to appear after they successfully passed this stage with corrective guidance from the teacher.

After the slow stage was completed successfully, the teacher asked the students to move to the medium speed. The students began to combine

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<sup>48</sup> Observation fieldnote, 11 April 2025

the accuracy they had achieved with increased speaking speed, which often resulted in some minor mistakes but also created a fun classroom atmosphere.

Then, in the fast stage, the classroom atmosphere became filled with laughter. The students showed high enthusiasm to pronounce the tongue twister sentences as fast as possible. Although pronunciation errors occurred more frequently at this stage, the dominant feelings after trying and succeeding (even if not perfectly) were pride and increased self-confidence.

The students' reactions at this stage were very interesting. According to the interview, a student named Aulia Rachma Echa Yudhisintya said that:<sup>49</sup>

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“I felt that using tongue twisters in the classroom was fun and challenging. It helped me pronounce difficult words better. At first, I made many mistakes, but now I felt more confident when speaking.”

This showed that the improvement in students' self-confidence emerged through the gradual practice provided by the teacher. During the transition from slow to medium and fast speed, the students not only practiced sound accuracy but also began to develop fluency in their pronunciation.

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<sup>49</sup> Aulia Rachma Echa Yudhisintya, interviewed by researcher, Lumajang, May 20,2025

Siswa Muhammad idris Syafa'ah also said that:<sup>50</sup>

“The teacher always asked us to repeat until we pronounced it correctly. This made me focus more on how to say the words properly. Sometimes it was difficult, but I enjoyed it.”

Mrs. Farida also emphasized in the interview that:

“The most important thing was that the students did not feel pressured. When they laughed after making pronunciation mistakes, it was a sign that they enjoyed the process, and it made it easier for them to accept corrections.”

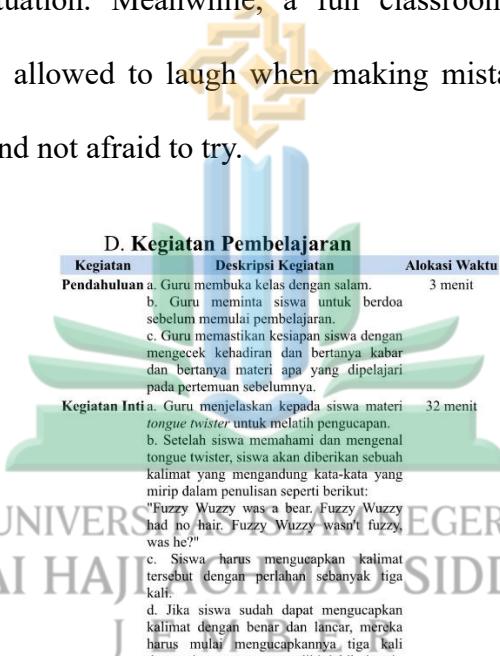
After completing the three-stage practice, the teacher asked several students to practice the tongue twister individually. The observation showed that although the students seemed nervous at first, the warm classroom atmosphere and positive responses from their classmates encouraged them to try and showed improvement as they repeated the tongue twister.



Figure 4.1 students practicing tongue twister

<sup>50</sup> Muhammad Idris Syafaah, interviewed by researcher, Lumajang, May 20,2025

Based on the interview and observation results above, it showed that repeated practice and a non-pressuring learning atmosphere were the two main factors that made the tongue twister learning process effective. Consistent repetition practice helped the students focus more on pronunciation accuracy, allowing them to gradually correct their mistakes through habituation. Meanwhile, a fun classroom atmosphere, where students were allowed to laugh when making mistakes, made them feel comfortable and not afraid to try.



**D. Kegiatan Pembelajaran**

| Kegiatan             | Deskripsi Kegiatan  | Alokasi Waktu |
|----------------------|---|---------------|
| <b>Pendahuluan</b>   | a. Guru membuka kelas dengan salam.<br>b. Guru meminta siswa untuk berdoa sebelum memulai pembelajaran.<br>c. Guru memastikan kesiapannya dengan mengecek kehadiran dan bertanya kabar dan bertanya materi apa yang dipelajari pada pertemuan sebelumnya.   | 3 menit       |
| <b>Kegiatan Inti</b> | a. Guru menjelaskan kepada siswa materi <i>tongue twister</i> untuk melatih pengucapan.<br>b. Setelah siswa memahami dan mengenal <i>tongue twister</i> , siswa akan diberikan sebuah kalimat yang mengandung kata-kata yang mirip dalam penulisan seperti berikut: "Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?"<br>c. Siswa harus mengucapkan kalimat tersebut dengan perlahan sebanyak tiga kali.<br>d. Jika siswa sudah dapat mengucapkan kalimat dengan benar dan lancar, mereka harus mulai mengucapkannya tiga kali dengan kecepatan yang sedikit lebih tinggi.<br>e. Setelah itu, siswa harus mencoba mengucapkan kalimat dengan lebih cepat.<br>f. Guru meminta siswa untuk praktik satu kali di kelas dan menilai masing-masing siswa. | 32 menit      |
| <b>Penutup</b>       | a. Siswa diberikan arahan untuk bisa mempraktekkan <i>tongue twister</i> secara pribadi dirumah untuk melatih pengucapan.<br>b. Guru menutup pembelajaran di kelas dengan menyampaikan kesimpulan materi yang dipelajari serta berdoa setelah belajar   | 5 menit       |

Figure 4.2 learning module

In the post-activity stage, the teacher closed the lesson by summarizing the importance of correct pronunciation and highlighting the benefits of tongue twisters for practicing sound accuracy. However, based on the observation and document review, the homework stage that should

have been given was not carried out due to time limitations.<sup>51</sup> The teacher only asked the students to practice at home without providing a formal, structured assignment.

Overall, these findings showed that the success of using tongue twisters in teaching pronunciation was strongly influenced by two main factors: repeated practice and a supportive learning atmosphere. Gradual and consistent practice allowed students to focus more on articulation accuracy and build correct pronunciation habits through habituation. On the other hand, a fun and non-pressuring classroom atmosphere made students feel comfortable, willing to try, and not afraid of making mistakes. This condition encouraged positive student attitudes toward learning English, as reflected in increased self-confidence, active participation, and enthusiasm in pronunciation practice using tongue twisters.

## **2. The Engagement of tongue twister strategy on students pronunciation skill at Mtsn 1 Lumajang**

Based on the observation and interview results in the first finding, the use of tongue twisters in teaching pronunciation not only affected the improvement of students' pronunciation skills, such as accuracy, fluency, and intonation, but also increased students' overall engagement during the learning process. This strategy encouraged students to be actively involved

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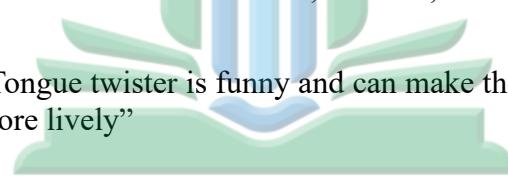
<sup>51</sup> Document review, 11 April 2025

physically, mentally, and affectively, making the learning process more lively and meaningful.

Student engagement was visible from the beginning of the lesson, when the teacher used tongue twisters as an opening activity. The teacher explained that students' attention was strongly influenced by the teaching method used. Based on the interview with the teacher, Mrs. Farida stated that:<sup>52</sup>

  
“So far, students have shown less enthusiasm when given monotonous lessons”

An interview with one of the students, M. Idris, stated that:<sup>53</sup>

  
“Tongue twister is funny and can make the learning atmosphere more lively”

Based on the interview results above, before the implementation of tongue twisters, the students tended to show low enthusiasm when the learning process was monotonous. The selection of interesting materials that matched the students' ability levels made them more focused and ready to follow the lesson. Students who were usually passive showed a change in attitude by becoming more responsive to the teacher's instructions. They paid attention to pronunciation models, joined the practice activities, and showed readiness to be involved in classroom activities. This showed that tongue twisters were able to attract students'

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<sup>52</sup> Farida Handayani, S.Pd, interviewed by researcher, Lumajang, May 20,2025

<sup>53</sup> Muhammad Idris Syafaah, interviewed by researcher, Lumajang, May 20,2025

attention and encourage active participation from the beginning of the lesson.

During the gradual practice stage, the students were intensely involved in every process provided by the teacher. In the slow pronunciation stage, the students showed seriousness and carefulness in pronouncing each sound. They appeared focused and tried to adjust their pronunciation to the model given by the teacher. When the teacher gave corrections, the students were able to accept them and immediately tried to correct their mistakes.

One of the students, Vasya said that:<sup>54</sup>

“Mrs. Farida always asks us to repeat until it’s correct, and that makes me more focused on how to pronounce the words properly”

This condition showed that the students did not only follow the instructions mechanically, but were truly involved in the learning process that required high attention and effort, especially in building an accurate pronunciation foundation before moving on to the next stage.

In the medium-speed stage, student engagement became more visible through their efforts to combine sound accuracy with speaking fluency. Several students said that tongue twisters felt difficult at first, but became enjoyable after being practiced repeatedly.

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<sup>54</sup> Vasya, interviewed by researcher, Lumajang, May 20,2025

As stated in the interview with a student, Aulia said that:<sup>55</sup>

“It's confusing at first, but it's fun after a while.”

From the interview results with the student above, although mistakes still occurred, the students did not show a decrease in motivation. Instead, they continued to try and repeat the pronunciation. This situation created an active classroom dynamic, where students supported each other and enjoyed the learning process together. The teacher played an important role in maintaining a positive atmosphere so that students felt safe to try without fear of being blamed.

When the practice entered the fast stage, the classroom atmosphere became more lively and full of enthusiasm. The students appeared eager to pronounce the tongue twisters as quickly as possible, even though pronunciation errors occurred more frequently. However, these mistakes did not become obstacles; instead, they created laughter and enjoyment.

Some students stated that tongue twisters made them more confident, as said by Elvira:<sup>56</sup>

“Tongue twister makes me laugh and makes the learning atmosphere more lively”

These student responses showed that they felt comfortable and enjoyed the challenge given. The sense of enjoyment and satisfaction after

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<sup>55</sup> Aulia, interviewed by researcher, Lumajang, May 20,2025

<sup>56</sup> Elvira, interviewed by researcher, Lumajang, May 20,2025

completing the practice, even if it was not perfect, also helped increase the students' self-confidence in speaking English.

As stated by Aulia, a student from class VIII H<sup>57</sup>

“I became more confident because I got used to difficult sounds” and Elvira also said<sup>58</sup>

“I’m more comfortable saying English words, I become more courageous in speaking”

Based on the interview results above, student engagement was shown not only through their active participation, but also through changes in attitude and confidence in using English. In addition, student engagement was also seen when the teacher asked several students to practice the tongue twister individually in front of the class. Although some students appeared nervous at first, they were still willing to try. Support from the teacher and positive responses from classmates made the students more confident and brave. The students' willingness to perform in front of the class showed a strong connection to the learning process and a readiness to stay actively involved until the end of the activity.

Student engagement was also reflected in their ability to reflect on the learning process they had gone through. Through repeated practice, the students began to realize the pronunciation mistakes they often made and tried to correct them. They did not only memorize the sounds, but also understood how to pronounce them more accurately. This process showed

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<sup>57</sup> Aulia, May 20, 2025

<sup>58</sup> Elvira, May 20, 2025

that tongue twisters helped students build awareness of their own pronunciation, which is an important part of learning pronunciation.

Overall, this second finding showed that the use of tongue twisters created strong and continuous student engagement throughout the learning process. The students were actively involved in every stage of the activities, showed positive responses to the lesson, and were able to focus their attention and effort on improving their pronunciation skills. This high level of engagement became an important supporting factor in the success of pronunciation learning, as the students did not learn passively but were truly involved in a learning process that was enjoyable and challenging.

## B. Discussion

Based on the findings, the implementation of the tongue twister strategy in teaching pronunciation at MTsN 1 Lumajang showed effective results in improving students' pronunciation skills, especially in the aspects of sound accuracy and fluency. In line with this view, Kelly emphasized that pronunciation teaching should begin with a focus on sound accuracy before moving toward fluency. Students needed to be given opportunities to understand and practice sounds accurately first, and then be trained to pronounce them at a faster and more natural pace.<sup>59</sup>

Pronunciation practice was carried out through the pre-activity, while-activity, and post-activity stages, with the main emphasis on gradual practice and repetition. This strategy allowed the students to practice

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<sup>59</sup> Gerald Kelly, *How to Teach Pronunciation* (Bluestone Press, Charlbury, Oxfordshire, UK., 2000).

English sound articulation intensively and in a focused way, especially for sounds that were difficult to pronounce. Through consistent repetition, the students became more aware of articulator positions and sound differences, so pronunciation errors could be corrected gradually. In addition, the gradual increase in speed helped the students develop fluency, as stated by Harmer that speaking fluency can be improved through progressive repeated practice.<sup>60</sup>

The repeated practice applied in the tongue twister strategy can also be explained through B. F. Skinner's behaviorist theory. Skinner emphasized that language learning occurs through habit formation, which is strengthened by repetition and feedback. In this finding, the students were asked to repeat the pronunciation until it was correct and received immediate correction from the teacher. This process reinforced correct pronunciation habits and helped the students gradually reduce errors. Therefore, the success of tongue twisters in improving pronunciation was closely related to consistent repetition and reinforcement mechanisms.<sup>61</sup>

However, when viewed from the perspective of the holistic pronunciation teaching theory proposed by Anne Burns, these findings showed a mismatch in the planning and implementation aspects of the teaching process. Burns emphasized that pronunciation teaching should include complete stages, starting from strengthening basic phonetic knowledge, developing metalinguistic awareness, to fostering independent

<sup>60</sup> Harmer, Jeremy. *How to Teach English*. Harlow (Pearson Education Limited,2007).

<sup>61</sup> B. F. Skinner, *Verbal Behavior*, 1957.

learning strategies through follow-up tasks.<sup>62</sup> Based on the lesson plan analysis and classroom findings, the learning process in this study did not fully reflect this approach, particularly due to the absence of an in-depth review of basic phonetic material at the beginning of the lesson and the lack of structured homework in the post-activity stage.

Therefore, although the use of tongue twisters proved effective in supporting certain aspects of pronunciation, especially sound accuracy and fluency, its implementation was still partial when compared to Anne Burns's holistic approach. The success of this strategy was mainly driven by repeated practice and a supportive learning atmosphere, rather than by the completeness of the pronunciation teaching stages as a whole. Thus, these findings indicated that tongue twisters are a potential and effective strategy, but they need to be complemented with other pedagogical components in order to align with a comprehensive pronunciation teaching theory.

Although there were mismatches in the implementation of tongue twisters, these findings also showed that using tongue twisters in pronunciation learning contributed positively to both the learning process and outcomes. This strategy was effective because it combined repeated practice, clear pronunciation models, and a fun learning atmosphere. These findings align with the views of Celce-Murcia, Brinton, and Goodwin, who stated that effective pronunciation teaching should involve intensive

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<sup>62</sup> Anne Burns and Stephanie Claire, *Clearly Speaking Pronunciation in Action for Teachers*, 2003.

practice, accurate pronunciation modeling, and opportunities for students to try and correct their mistakes directly.<sup>63</sup> Through tongue twisters, students gained these opportunities in a context that was challenging yet non-pressuring.

In addition to the mechanical aspects, a fun and non-pressuring classroom atmosphere also played an important role in the success of learning. Krashen, through the Affective Filter theory, stated that anxiety, fear, and pressure can hinder language acquisition.<sup>64</sup> The findings of this study showed that when students were allowed to laugh at their mistakes and did not feel afraid of being corrected, they became more willing to try and practice. This condition lowered the students' affective barriers, making it easier for students to receive input.

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<sup>63</sup> Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. 2010. *Teaching Pronunciation: A Course Book and Reference Guide*. 2nd ed. Cambridge: Cambridge University Press.

<sup>64</sup> Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

The implementation of the tongue twister strategy at MTsN 1 Lumajang proved effective in improving students' pronunciation skills, particularly in the aspects of sound accuracy and fluency. The core teaching process focused on the While-Activity stage, which involved a crucial three-stage speed practice slow, medium, and fast designed to build correct pronunciation habits through consistent repetition. The slow stage emphasized articulatory accuracy, while the medium and fast stages helped develop fluency. Theoretically, the success aligns with B.F. Skinner's Behaviorist Theory, as the consistent repetition and immediate correction from the teacher reinforced correct pronunciation habit. Furthermore, the supportive, non-pressuring classroom atmosphere, where laughter was encouraged after mistakes, this condition lowered the students' Affective Filter, making them comfortable and more willing to try and accept corrections. However, the implementation was deemed partial when compared to Anne Burns's holistic approach, as it lacked a deep review of basic phonetic material and structured homework.

Crucially, the strategy created strong students' engagement throughout the process. Students found the activity fun and challenging, leading to high levels of active participation and a notable increase in their self-confidence and courage in speaking English.

## B. Suggestion

### 1. Teacher

Teachers are expected to continue implementing the tongue twister strategy in pronunciation teaching, given its contribution students' pronunciation skills and boosting their confidence. Furthermore, teachers are advised to develop variations of tongue twisters that are appropriate for students' proficiency levels and the specific challenges they face. It is also hoped that teachers will utilize technology, such as voice recordings, to support more interactive learning and provide more personalized feedback. Thus, the use of this strategy can create a more engaging and productive learning environment, encouraging students to participate more actively in the English language learning process.

### 2. Future Researcher

The future researchers are expected to conduct a more in-depth and critical analysis of the existing data and findings to develop new insights and innovations in related studies, distinguishing current research from previous studies. Furthermore, future researchers are advised to use this research as a source of information, as it provides valuable knowledge about the implementation of the tongue twister strategy to enhance students' pronunciation skills. It is also hoped that subsequent research can expand its scope by exploring the long-term effects of this strategy and adapting the use of tongue twisters in different educational contexts.

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**APPENDIX 1 Research Matrix**

| Title   | Variable         | Indicator  | Data Sources   | Research Method  | Research Questions   |
|---|------------------|--|--|--|--|
| EXPLORING THE IMPLEMENTATION OF TONGUE TWISTER STRATEGY ON STUDENTS' PRONUNCIATION SKILL AT MTsN 1 LUMAJANG | 1.Pronunciation  | 1. Teaching pronunciation<br>2. Definition of pronunciation<br>3. Aspects of pronunciation<br>4. The problems in learning pronunciation    | 1.Primary data: English Teacher at eighth grade of MTSN 1 Lumajang<br>2. Secondary data: Students at eighth grade of MTSN 1 Lumajang | 1.Research approaches:<br>a. Qualitative<br><br>2.Research Design:<br>b. Qualitative Descriptive<br><br>3.Data Collection:<br>• Observation<br>• Interview<br>• Document review<br><br>4.Data analysis: Miles and Huberman<br>• Data Condensation<br>• Data display<br>• Conclusion<br><br>5. Validity of data: Source triangulation and technique triangulation | 1. How is the implementation of tongue twister strategy on students' pronunciation skill at MTSN 1 Lumajang?<br><br>2. How is the engagement of tongue twister strategy on students' pronunciation skill at MTSN 1 Lumajang? |
|   | 2.Tongue twister | 1. Definition of tongue twister<br>2. The implementation of tongue twister strategy<br>3. The benefits of tongue twister for pronunciation |  |  |  |

## Appendix 2

### Learning Module

#### MODUL PEMBELAJARAN KURIKULUM MERDEKA BAHASA INGGRIS KELAS VIII FASE D

##### 1. INFORMASI UMUM

|                      |  |
|----------------------|--|
| Nama Penyusun        | Farida Handayani   |
| Satuan Pendidikan    | MTSN 1 LUMAJANG  |
| Fase/Kelas           | D/8  |
| Domain/Topik         | Tongue Twister   |
| Elemen               | Listening-Speaking   |
| Alokasi waktu        | 1 x 40 menit   |
| Jumlah Pertemuan     | 1 pertemuan  |
| Model Pembelajaran   | CLT dengan metode Tongue Twister   |
| Sarana dan Prasarana | Laptop,Papan Tulis,Spidol  |
| Sumber belajar       | Contoh tongue twister di akses pada website<br><a href="https://kumparan.com/berita-hari-ini/contoh-tongue-twister-bahasa-inggris-dari-yangtermudah-hingga-tersulit-1yDZKbwa5uX">https://kumparan.com/berita-hari-ini/contoh-tongue-twister-bahasa-inggris-dari-yangtermudah-hingga-tersulit-1yDZKbwa5uX</a> |

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##### 2. KOMPETENSI ISI J E M B E R

###### A. Tujuan Pembelajaran

1. Peserta didik dapat menggunakan *tongue twister* untuk melatih pengucapan.
2. Peserta didik mampu mengucapkan bunyi konsonan dan vokal dalam *tongue twister* dengan jelas.
3. Peserta didik dapat mengucapkan kosa kata Bahasa Inggris dengan tepat.

###### B. Pemahaman Bermakna

Mempelajari Tongue Twister dapat membantu mengurangi risiko kesalahan pelafalan dan meningkatkan kejelasan berbicara secara keseluruhan bagi peserta didik.

###### C. Pertanyaan Pemantik

Apa tujuan dari mempelajari tongue twister untuk peserta didik?

#### D. Kegiatan Pembelajaran

| Kegiatan             | Deskripsi Kegiatan   | Alokasi Waktu |
|----------------------|--|---------------|
| <b>Pendahuluan</b>   | <p>a. Guru membuka kelas dengan salam.</p> <p>b. Guru meminta siswa untuk berdoa sebelum memulai pembelajaran.</p> <p>c. Guru memastikan kesiapan siswa dengan mengecek kehadiran dan bertanya kabar dan bertanya materi apa yang dipelajari pada pertemuan sebelumnya.</p>  | 3 menit       |
| <b>Kegiatan Inti</b> | <p>a. Guru menjelaskan kepada siswa materi <i>tongue twister</i> untuk melatih pengucapan.</p> <p>b. Setelah siswa memahami dan mengenal tongue twister, siswa akan diberikan sebuah kalimat yang mengandung kata-kata yang mirip dalam penulisan seperti berikut:<br/> <i>"Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?"</i></p> <p>c. Siswa harus mengucapkan kalimat tersebut dengan perlahan sebanyak tiga kali.</p> <p>d. Jika siswa sudah dapat mengucapkan kalimat dengan benar dan lancar, mereka harus mulai mengucapkannya tiga kali dengan kecepatan yang sedikit lebih tinggi.</p> <p>e. Setelah itu, siswa harus mencoba mengucapkan kalimat dengan lebih cepat.</p> <p>f. Guru meminta siswa untuk praktik satu-satu di kelas dan menilai masing-masing siswa.</p> | 32 menit      |
| <b>Penutup</b>       | <p>a. Siswa diberikan arahan untuk bisa mempraktekkan tongue twister secara pribadi dirumah untuk melatih pengucapan.</p> <p>b. Guru menutup pembelajaran di kelas dengan menyampaikan kesimpulan materi yang dipelajari serta berdoa setelah belajar</p>  | 5 menit       |

### E. Rubrik Penilaian Pronunciation

| Criteria                | Excellent (5)                     | Good (4)                              | Enough (3)                                   | Fair (2)                               | Poor (1)                      |
|-------------------------|-----------------------------------|---------------------------------------|--|--|-------------------------------|
| <b>Clarity</b>          | Easily understood by listener     | Minor error that do not interfere     | Several errors affecting comprehension       | Many errors that disrupt understanding | Difficult to understand       |
| <b>Intonation</b>       | Appropriate for context           | Few minor errors                      | Intonation and sound sometimes inappropriate | Often incorrect intonation and stress  | No clear intonation or stress |
| <b>Speed</b>            | Natural and comfortable           | Slightly rushed at times              | Occasionally rushed                          | Speed too fast/slow; disruptive        | Hard to follow                |
| <b>Sound Production</b> | All sounds produced very well     | Only minor errors in sound production | Many sounds mispronounced                    | Very disruptive                        | Not understandable            |
| <b>Fluency</b>          | Speaks without unnecessary pauses | Minor unnecessary pauses              | Often hesitates                              | Not fluent                             | Not fluent at all             |


  
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**TONGUE TWISTER**

- The Definition of Tongue Twister

Tongue twisters are phrases or sentences that are difficult to pronounce due to the combination of similar sounds. If one is not used to it, these sentences can be difficult to pronounce, especially quickly. Tongue twisters usually consist of short lines that emphasize repetition of certain sounds (alliteration) or consonant sounds. Practicing tongue twisters can help one become more familiar with the sound patterns in the language. By repeating them, learners can reduce pronunciation errors and improve speaking fluency.

- The purpose of Tongue Twister

Tongue twisters have several purposes that have been identified by experts in the field of language education. Here are some theories regarding the purpose of using tongue twisters:

1. Improve pronunciation skills

- 2. Improving speaking fluency
- 3. Increase self-confidence
- The Examples of Tongue Twister

Fuzzy Wuzzy was a bear.  
 Fuzzy Wuzzy had no hair.  
 Fuzzy Wuzzy wasn't very  
 fuzzy. Was he?



Mengetahui,

Kepala Sekolah



Lumajang, 11 April 2025

Guru Mata Pelajaran



*H. M. Wahid.*

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## **Appendix 3**

### **Research Instrument**

#### **Observation Instrument**

1. Direct classroom observation during the learning process.
2. Focus on the implementation of tongue twister strategy on students pronunciation skills.

#### **Interviews Instrument**

1. How was the students' attention toward the lesson?
2. How was the students' response toward teacher instruction?
3. How was the students' interest with tongue twister?
4. How do tongue twisters' strategy help students' pronunciation mastery?
5. Have you noticed any change in students' accuracy or fluency after implementing tongue twister tongue twister?
6. How the implementation tongue twister in class?
7. How the atmosphere was when the teacher opened the lesson before learning tongue twisters?
8. What do you think about tongue twister?
9. Do you like learning English using tongue twister strategy?
10. What impact do you get when learning English with the tongue twister strategy?
11. What do you think about the implementation of tongue twisters in English learning in the classroom?

#### **Documents Review Instrument**

1. Profile of MTsN 1 Lumajang
2. Vision and mission of MTsN 1 Lumajang
3. The data of students at eighth grade of MTsN 1 Lumajang
4. The lesson plan.

## Appendix 4 Instrument of Interview

### Instrument of Interview

#### The Interview Guide

##### A. The implementation of tongue twister strategy on students pronunciation skills (Anne Burn & Stephanie Claire, 2003)

###### Teacher

1. How was the students' attention toward the lesson?
2. How do tongue twisters' strategy help students' pronunciation mastery?
3. How the implementation tongue twister in class?

###### Students

1. What do you think about tongue twister?
2. What do you think about the implementation of tongue twisters in English learning in the classroom?
3. How the atmosphere was when the teacher opened the lesson before learning tongue twisters?

##### B. The Engagement of tongue twister strategy on students pronunciation skills (B.F Skinner, 1957)

###### Teacher

1. How was the students' response toward teacher instruction?
2. How was the students' interest with tongue twister?
3. Have you noticed any change in students' accuracy or fluency after implementing tongue twister tongue twister?

###### Students

1. Do you like learning English using tongue twister strategy?
2. What impact do you get when learning English with the tongue twister strategy?

#### Interview with Mrs. Farida Handayani

Researcher     How was the students attention toward the lesson?

Mrs. Farida     "Students' attention to lessons varies greatly, depending on the teaching methods used and their personal interest in the material presented. Since students are not yet accustomed to using English, only some of them can speak English while others are still in the process. So, in my opinion, they need more practice. So far,

students have shown less enthusiasm when given monotonous lessons."

Researcher  
Mrs. Farida

How was the students response toward teacher instruction?  
"Students' responses vary; from what I've observed, when lessons are not engaging, they tend to be less excited. Perhaps some of those who are proficient in English will listen well, but the opposite is true for male students, whose responses are not very positive. Therefore, as a teacher, I need to find teaching methods that can make them enthusiastic about this subject. I usually incorporate some games in the middle of the lesson."

Researcher  
Mrs. Farida

How was the students interest with tongue twister?  
"Students' interest in tongue twister games is quite high. This activity creates a fun and interactive classroom atmosphere, so students do not feel like they are 'learning' in a rigid sense. Even students who are usually quiet appear more active when participating in this game."

Researcher  
Mrs. Farida

How do tongue twisters' strategy help students' pronunciation mastery?  
"The tongue twister strategy is very effective in helping students master pronunciation, especially in English language learning. Although not all students can grasp the lessons quickly, they are enthusiastic about this tongue twister strategy. Bit by bit, they are also starting to pronounce difficult words like 'Thought' and 'Through'."

Researcher  
Mrs. Farida

Have you noticed any change in students accuracy or fluency after implementing tongue twister tongue twister?  
"Yes, of course. I have seen a significant improvement in students' accuracy and fluency after regularly implementing tongue twister activities in class. Although there are still some students who need more practice, what I see is already much better than before. They are willing to try gradually and feel more confident when speaking."

Researcher  
Mrs. Farida

How the implementation tongue twister in class?  
"The activity begins with starting the class with a greeting and asking the students to pray before the lesson. I always ensure that the students are ready for the lesson by checking if they are prepared. I usually ask what material was studied previously. Then, we move on to the core lesson. I explain the material about what a tongue twister is, starting with simple examples, followed by intensive practice by the students, beginning with slow pronunciation and progressing to faster speeds. Each student is given the opportunity

to perform one by one, evaluated based on pronunciation criteria such as clarity, intonation, speed, sound production, and fluency. The students show high enthusiasm because this method is enjoyable and challenging. At the end of the lesson, students are encouraged to continue practicing at home to further improve their pronunciation skills. because additional practice at home allows students to repeat and reinforce what they have learned in class. In addition, by providing additional assignments that focus on words or phrases that are still difficult to pronounce, students can continue to build their pronunciation skills outside of class.”

### **Interview with five students of eight grade Mtsn 1 Lumajang**

#### **Student 1: Aulia Rachma Echa Yudhisintya**

|            |  |
|------------|--|
| Reseacher  | Can you describe how the atmosphere was when the teacher opened the lesson before learning tongue twisters?  |
| Aulia      | The atmosphere was warm and relaxed. When our teacher entered the classroom, she greeted us with a smile and said hello. We all responded enthusiastically. Then, she invited us to pray together so the lesson would go smoothly. After that, she checked attendance while greeting each of us by name and asking how we were doing. It felt friendly and comfortable. The class became calm but still full of energy, especially when she started asking about the material we had learned in the previous lesson. That helped us feel more prepared and not surprised when we began learning tongue twisters, because everything started with a positive and pleasant mood. |
| Researcher | What do you think about tongue twister?  |
| Aulia      | "I think tongue twisters are funny but also challenging. It's confusing at first, but it's fun after a while."   |
| Researcher | Do you like learning English using tongue twister strategy?  |
| Aulia      | "Yes, i do. It's a fun way to practice pronunciation."   |
| Researcher | Do you feel more confident speaking English after practicing with tongue twisters? Why?  |
| Aulia      | "Yes, I feel more confident after practicing tongue twisters. It helps me get used to difficult sounds, so when I speak, I don't hesitate anymore."  |
| Researcher | What impact do you get when learning English with the tongue twister strategy?   |
| Aulia      | "The impact I felt was a clear improvement in my pronunciation. Training with tongue twisters helped me overcome difficult sounds and made me more confident when speak-   |

ing."

Researcher      What do you think about the implementation of tongue twisters in English learning in the classroom?

Aulia      "I think using tongue twisters in class is fun and challenging. It helps me pronounce difficult words better, like "through" and "though." At first, I made many mistakes, but now I feel more confident when speaking. It also makes the class more exciting."

**Student 2: Elvira Azqya Assabila**

Researcher      What do you think about tongue twister?  
 Student 2      "I think it's a fun exercise and makes me laugh."  
 Researcher      Do you like learning English using tongue twister strategy?  
 Student 2      "I really like it, so I don't get bored learning."  
 Researcher      Do you feel more confident speaking English after practicing with tongue twisters? Why?

Student 2      "Of course! After practicing tongue twisters, I'm more comfortable saying English words. It feels like I have mastered some pronunciation challenges, so I'm more courageous in speaking."

Researcher      What impact do you get when learning English with the tongue twister strategy?

Student 2      "Learning English with the tongue twister strategy significantly improves my pronunciation. The repetitive sounds challenge my mouth and tongue, helping me articulate words more clearly. Additionally, it boosts my confidence in speaking, as I gradually become more comfortable with complex sounds. Overall, this strategy makes learning more enjoyable and engaging, allowing me to practice in a fun way."

Researcher      What do you think about the implementation of tongue twisters in English learning in the classroom?

Student 2      "I think the implementation of tongue twisters is very effective. Although it was difficult at first, I felt more confident speaking after practicing. It also helped me recognize difficult sounds."

**Student 3: Vasya Indira Novi Michaela Sari**

Researcher      What do you think about tongue twister?  
 Student 3      "Tongue twister is a good exercise, even though it's hard at

|   |  |
|---|--|
| Researcher                                | first. And I also know from social media."   |
| Student 3                                 | Do you like learning English using tongue twister strategy?  |
| Researcher                                | "Yes i do. but if it's too hard, I get lazy."  |
|   | Do you feel more confident speaking English after practicing with tongue twisters? Why?  |
| Student 3                                 | "I feel more confident, especially when speaking in front of friends. Practicing tongue twisters makes me more familiar with various sounds, so I'm not afraid to make mistakes."  |
| Researcher                                | What impact do you get when learning English with the tongue twister strategy?   |
| Student 3                                 | " The tongue twister strategy has had a positive impact on my fluency. As I practice, I find that my ability to speak quickly and coherently improves. It also encourages me to think on my feet, as I must pay attention to the rhythm and flow of the phrases. This approach not only sharpens my skills but also makes me more enthusiastic about learning English."                        |
| Researcher                                | What do you think about the implementation of tongue twisters in English learning in the classroom?  |
| Student 3                                 | "I like the implementation of tongue twisters in class because it makes learning more interactive. We can laugh together when trying to say difficult sentences, and it strengthens the relationship between students. and at the end of the lesson Mrs. Farida told us to practice at home, and that made me more confident when speaking. I can try difficult words without feeling rushed." |
| <b>Student 4: Muhammad Idris Syafa'ah</b> |  |
| Researcher                                | What do you think about tongue twister?  |
| Student 4                                 | "It's funny and can make the learning atmosphere more lively."   |
| Researcher                                | Do you like learning English using tongue twister strategy?  |
| Student 4                                 | Yes, I do. And it's really fun.  |
| Researcher                                | Do you feel more confident speaking English after practicing with tongue twisters? Why?  |
| Student 4                                 | "Yes, I feel that my confidence has increased after practicing. I am better able to overcome my nervousness when speaking because I have practiced a lot with tongue twisters."  |

Researcher What impact do you get when learning English with the tongue twister strategy?

Student 4      “Using tongue twisters in my English learning has improved my listening skills. By focusing on the rapid sounds, I’ve become more attuned to subtle differences in pronunciation. This practice also helps with my vocabulary, as I encounter new words and phrases while trying to master the twists. Moreover, it creates a playful atmosphere, which reduces the stress often associated with language learning.:

Researcher What do you think about the implementation of tongue twisters in English learning in the classroom?

Student 4      “Tongue twisters make me focus more on how to say words correctly. Sometimes it’s hard, but I enjoy practicing with my friends. I feel my speaking is getting clearer, especially in English sounds that are new to me. It’s a good way to learn while having fun.”

## Student 5: Rafa Febri Rizaldi

Researcher What do you think about tongue twister?

Student 5                    "It's a great way to practice pronunciation in English."

Researcher Do you like learning English using tongue twister strategy?

Student 5 “Not really, I prefer a quieter way of learning.”

Researcher Do you feel more confident speaking English after practicing with tongue twisters? Why?

Student 5 "Although I feel more confident, I also still need to practice more. Tongue twisters help, but I think there is still room for improvement in my pronunciation."

Researcher What impact do you get when learning English with the tongue twister strategy?

Student 5      "The impact I feel is a reduction in nervousness when speaking in front of others. By practicing tongue twisters, I become more relaxed and confident when I have to speak in English."

Researcher What do you think about the implementation of tongue twisters in English learning in the classroom?

## Appendix 5 Permission Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
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Nomor : B-13970/ln.20/3.a/PP.009/11/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Tsanawiyah Negeri 1 Lumajang  
 JL. CITANDUI NO. 75, Rogotrunan, Kec. Lumajang, Kab. Lumajang, Jawa Timur.

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

NIM : 212101060015

Nama : SITI NURHOFIFAH

Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring Tongue Twister Strategy To Improve Students Pronunciation Mastery On Eight Grade Students Of MTsN 1 Lumajang" selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Mohammad Safik, S.pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Januari 2025 an.

Bekan,

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 J E M B E R



## Appendix 6 Letter of Having Conducted Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LUMAJANG**  
**MADRASAH TSANAWIYAH NEGERI 1**  
Jalan Citandui 75 Kotak Pos 103 Telp. ( 0334 ) 881463  
Website: mtsnlumajang.sch.id/E-mail: mtsn\_lumajang@yahoo.co.id

**S U R A T K E T E R A N G A N**  
Nomor : 106/Mts.13.05.01/05/2025

Yang bertanda tangan dibawah ini :

- |                       |   |                              |
|-----------------------|---|------------------------------|
| 1. N a m a            | : | Mohammad Safik, S.Pd         |
| 2. NIP.               | : | 198002142006041016           |
| 3. Pangkat / Golongan | : | Penata Tk. 1 ( III/d )       |
| 4. Jabatan            | : | Kepala MTs Negeri 1 Lumajang |

Dengan ini menerangkan bahwa :

- |                   |   |  |
|-------------------|---|--|
| 1. N a m a        | : | Siti Nurhofifah  |
| 2. NIM            | : | 212101060015   |
| 3. Status         | : | Mahasiswa Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember  |
| 4. Jurusan/ Prodi | : | Tadris Bahasa Inggris  |
| 5. Judul Skripsi  | : | Exploring Tongue Twister Strategy To Improve Students Pronunciation Mastery On Eight Grade Students Of MTsN 1 Lumajang |

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
Telah melakukan Penelitian/Riset di MTs Negeri 1 Lumajang guna menyelesaikan tugas skripsi, terhitung mulai tanggal 14 Januari 2025, 11 April 2025 sd 25 April 2025.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Lumajang, 20 Mei 2025  
Kepala,



Mohammad Safik

*Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara*

## Appendix 7 Research Journal

| RESEARCH JOURNAL   |                                  |  |                |
|--|----------------------------------|--|----------------|
| Exploring Tongue Twister Strategy to Improve Students Pronunciation Mastery on Eight Grade students of Mtsn 1 Lumajang |                                  |  |                |
| No.  | Day / Date                       | Activity   | Signature      |
| 1.   | 14 <sup>th</sup> of January 2025 | The researcher confirms the research permission  | <i>Hansah.</i> |
| 2.   | 11 <sup>th</sup> of April 2025   | Observe the Exploring Tongue Twister Strategy to Improve Students Pronunciation Mastery on Eight Grade students of Mtsn 1 Lumajang | <i>Hansah.</i> |
| 3.   | 18 <sup>th</sup> of April 2025   | Observe the Exploring Tongue Twister Strategy to Improve Students Pronunciation Mastery on Eight Grade students of Mtsn 1 Lumajang | <i>Hansah.</i> |
| 4.   | 25 <sup>th</sup> of April 2025   | Observe the Exploring Tongue Twister Strategy to Improve Students Pronunciation Mastery on Eight Grade students of Mtsn 1 Lumajang | <i>Hansah.</i> |
| 5.   | 20 <sup>th</sup> of May 2025     | Interview with the teacher and students at eighth grade of MTSN 1 Lumajang   | <i>Hansah.</i> |
| 6.   | 20 <sup>th</sup> of May 2025     | Complete the research data and document review   | <i>Hansah.</i> |
| 7.   | 20 <sup>rd</sup> of May 2025     | The researcher ask a letter of research finishing  | <i>Hansah.</i> |

## KIAI HAJI ACHMAD SIDDIQ

Mengetahui,

J E M B E R

Lumajang, 20 Mei 2025

Kepala Sekolah

Guru Mata Pelajaran

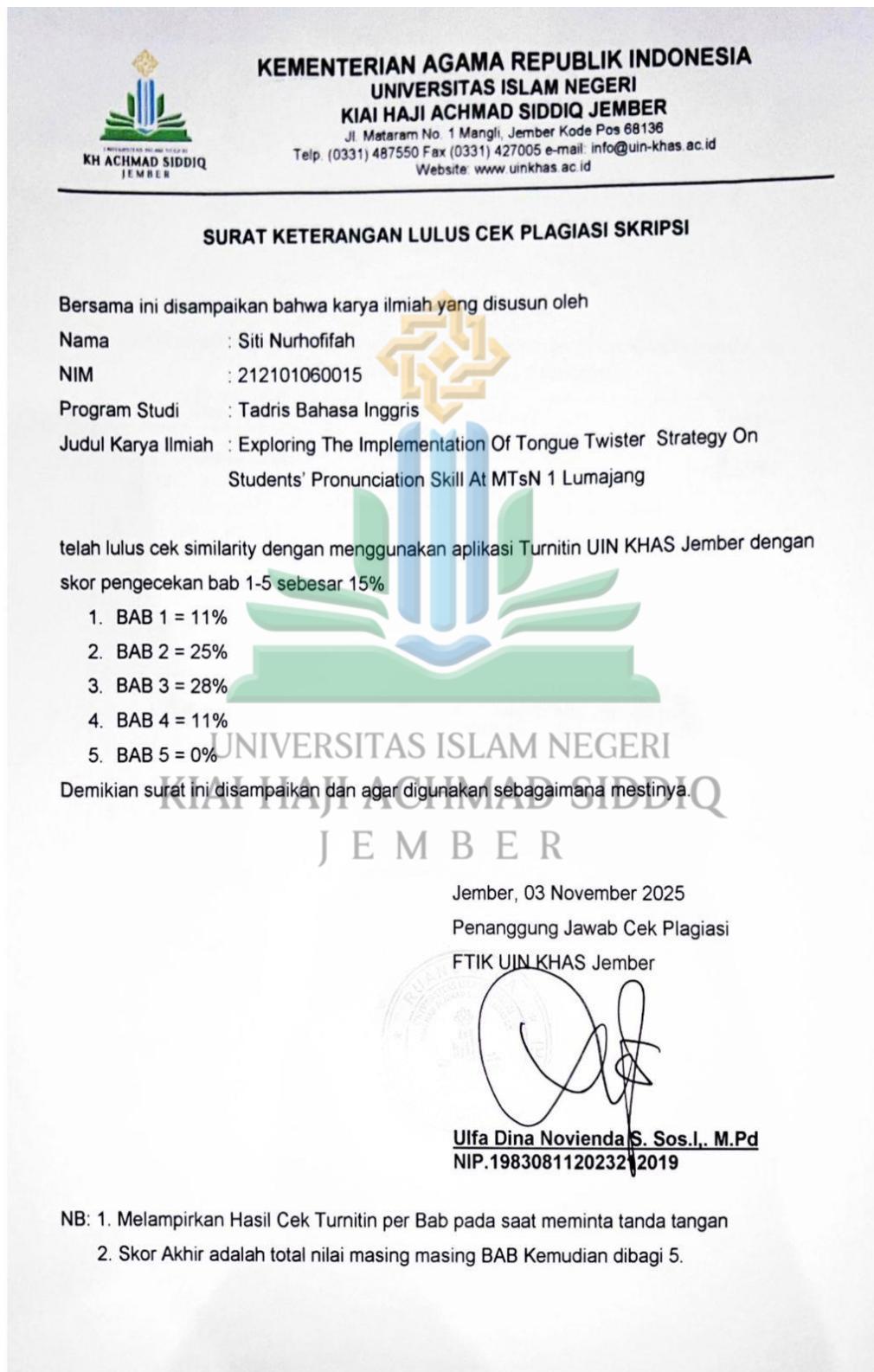


Muhammad Safik, S.Pd., M.Pd.  
NIP. 198002142006041016

*Hansah.*

Farida Handayani, S.Pd.  
NIP. 197602142007102002

## Appendix 8 Letter of Turnitin Similarity Clearance



## Appendix 9 Document Reviews

### Document Review

#### A. History of Mtsn 1 Lumajang



MTsN 1 Lumajang is one of the state junior secondary schools located in the Lumajang District, Lumajang Regency, East Java. It was established on June 1, 1979, under the establishment decree number A1Kw.B.4/MTs/512/05, and is under the auspices of the Ministry of Religious Affairs. The responsible operator is Yunita Kurnia Wardhani.

With the presence of MTsN 1 Lumajang, it is hoped to contribute to the education of the nation's youth in the Lumajang District, Lumajang Regency. The school has been accredited with an "A" grade, with accreditation number 200/BAP-S/M/SK/X/2016 on October 25, 2016. The address of MTsN 1 Lumajang is JL. Citandui NO. 75, Rogotrunan, Lumajang District, Lumajang Regency, East Java.

The leadership of MTsN 1 Lumajang has been held by various principals over the years, in accordance with the regulations from MTsN 1 Lumajang. The following individuals have served as principals since its establishment:

- a. Drs. Ahmad Dimyati served from 1994 to 2000
- b. Toyib Widisino, B.A served from 2000 to 2005

- c. Jamaludin, S.Pd.M.M served from 2005 to 2018
- d. Jailani, S. Ag. M.A served from 2018 to 2024
- e. Saiful Arif, S.S, M.Pd.I will serve in 2024
- f. Muhammad Safik, S.Pd., M.Pd. will serve in 2025

## **B. Profile of MTsN 1 Lumajang**

|                    |   |
|--------------------|---|
| Nama Sekolah       | : Madrasah Tsanawiyah Negeri 1 Lumajang   |
| Alamat             | : JL. Citandui NO. 75, Rogotrunan, Kec. Lumajang, Kab. Lumajang, Jawa Timur                       |
| Kelurahan          | : Rogotrunan  |
| Kecamatan          | : Lumajang  |
| Kabupaten          | : Lumajang  |
| Kode Pos           | : 103   |
| No HP              | : (0034) 881463   |
| NPSN               | : 20581371  |
| NSM                | : 121135080001  |
| Status Sekolah     | : Negeri  |
| Status Akreditasi  | : A   |
| Bentuk Pendidikan  | : MTs   |
| Jenjang Pendidikan | : DIKDAS  |
| Email/Website      | : <a href="mailto:mtsnlumajang@yahoo.co.id">mtsnlumajang@yahoo.co.id</a> /<br>mtsnlumajang.sch.id |

## **C. Vision and Mission of MTsN 1 Lumajang**

### a. Visi

1. Dapat meraih prestasi dalam bidang akademik dan non akademik.
2. Mampu melanjutkan ke jenjang Pendidikan terbaik berikutnya.
3. Mampu berkomunikasi aktif dalam Bahasa arab dan Bahasa inggris.
4. Menguasai keterampilan (life skill), seni dan olahraga.

5. Beraqidah islam yang kuat.
6. Berakhlaqul karimah yang bermuamalah.
7. Mampu menghayati dan mengamalkan ajaran agama islam dengan baik dan benar.
8. Terciptanya lingkungan madrasah yang sehat dan alami.
9. Terselenggaranya kehidupan yang ramah lingkungan.
10. Terwujudnya budaya dan lingkungan yang sehat dan alami.
11. Terwujudnya madrasah yang terbebas dari NARKOBA dan obat terlarangnya.

b. Misi

1. Menumbuh kembangkan semangat prestasi akademis dan non akademis.
2. Mendorong dan membantu siswa untuk menggali potensi dirinya sehingga dapat dikembangkan secara optimal.
3. Menumbuh kembangkan kesadaran dan kepedulian terhadap lingkungan dan permasalahan social kemasyarakatan.
4. Menumbuh kembangkan sikap dan amalih keagamaan.
5. Menciptakan lingkungan madrasah yang bersih.
6. Mewujudkan kehidupan yang ramah lingkungan.
7. Mewujudkan budaya dan lingkungan madrasah yang sehat dan Islami.
8. Mewujudkan madrasah yang terbebas dari NARKOBA dan obat terlarangnya.

**The Data of Eighth Grade Students' (VIII H) of MTS Negeri 1**

**Lumajang**

| No. | Nama Siswa               | NIS  | L/P |
|-----|--------------------------|------|-----|
| 1.  | AHMAD FAUZAN SUBAIRI     | 0273 | L   |
| 2.  | AKHMAD FARDAN MAULANA    | 0275 | L   |
| 3.  | AMIRA SAFWANAH KURNIAWAN | 0005 | P   |
| 4.  | ANINDHA DWI PRAMESTHI    | 0242 | P   |

|     |                                   |      |   |
|-----|-----------------------------------|------|---|
| 5.  | ARVANINO FAHAD WAHYUDI            | 0243 | L |
| 6.  | AULIA RACHMA ECHA YUDHISINTYA     | 0244 | P |
| 7.  | AZKYA IZZA FIRDAUSIYAH            | 0108 | P |
| 8.  | BELVA PUTRI MARETHA               | 0109 | P |
| 9.  | BIYANDA ZETA AZWAR                | 0011 | P |
| 10. | DAMAR SATRIOATMOJO ABDILLA        | 0040 | L |
| 11. | ELVIERA AZQYA ASSABILA            | 0247 | P |
| 12. | FAIZAH RANIAH RAHMATINA           | 0014 | P |
| 13. | FAREN ANINDY NAWATI               | 0111 | P |
| 14. | FARHAN HAIKAL ERFIAN              | 0112 | L |
| 15. | KAYSA ZENITA PUTRI                | 0086 | P |
| 16. | KHANSYA MALIKA HASWANA            | 0286 | P |
| 17. | MALIKA FIRDA ASYIFAH              | 0257 | P |
| 18. | MOCHAMAD KAISAR RAHMAN AL'ALA     | 0120 | L |
| 19. | MUHAMMAD IDRIS SYAFA'AH           | 0047 | L |
| 20. | MUHAMMAD NAZHIF RAIHANNUR HASAN   | 0048 | L |
| 21. | MUHAMMAD WARATMAJA NASRIHAQ       | 0230 | L |
| 22. | NABILAH AZZAQIRANI                | 0049 | P |
| 23. | NAUFELLY TATIKHA LENDYALMIRA HART | 0021 | P |
| 24. | QIRANA JASMINE KUSNANDAR          | 0056 | P |
| 25. | RAFA FEBRI RIZALDI                | 0093 | L |
| 26. | REYFAN ANANTA PUTRA AZRIA         | 0059 | L |
| 27. | REYHAN ALFARICKY                  | 0096 | L |
| 28. | ROSYIDATUZ ZAHRAH                 | 0060 | P |
| 29. | SAHLANI RIZQILAH ANNISA           | 0301 | P |
| 30. | SALSABILA ALIYAH ZAHRANI          | 0028 | P |
| 31. | VASYA INDIRA NOVI MICHAELLA SARI  | 0303 | P |
| 32. | ZEHAN ZAHIRA FAHLIAN NOVICH       | 0065 | P |

|     |                           |      |   |
|-----|---------------------------|------|---|
| 33. | ZHALITA SALSABILA AZHALIA | 0237 | P |
|-----|---------------------------|------|---|



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## DOCUMENTATIONS



Teacher explained the material



Students practice tongue twister



Conducted interview with Mrs. Farida



Conducted interview with Students



Conducted interview with students



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SYAIGH M. ACHMAD SIDDIQ

Conducted interview with Mrs. Farida

Conducted interview with Students

Conducted interview with students

**Appendix 10**  
**OBSERVATION SHEETS**

Nama :

Tanggal observasi:

Kelas :

Topik: Observasi kegiatan pembelajaran di kelas

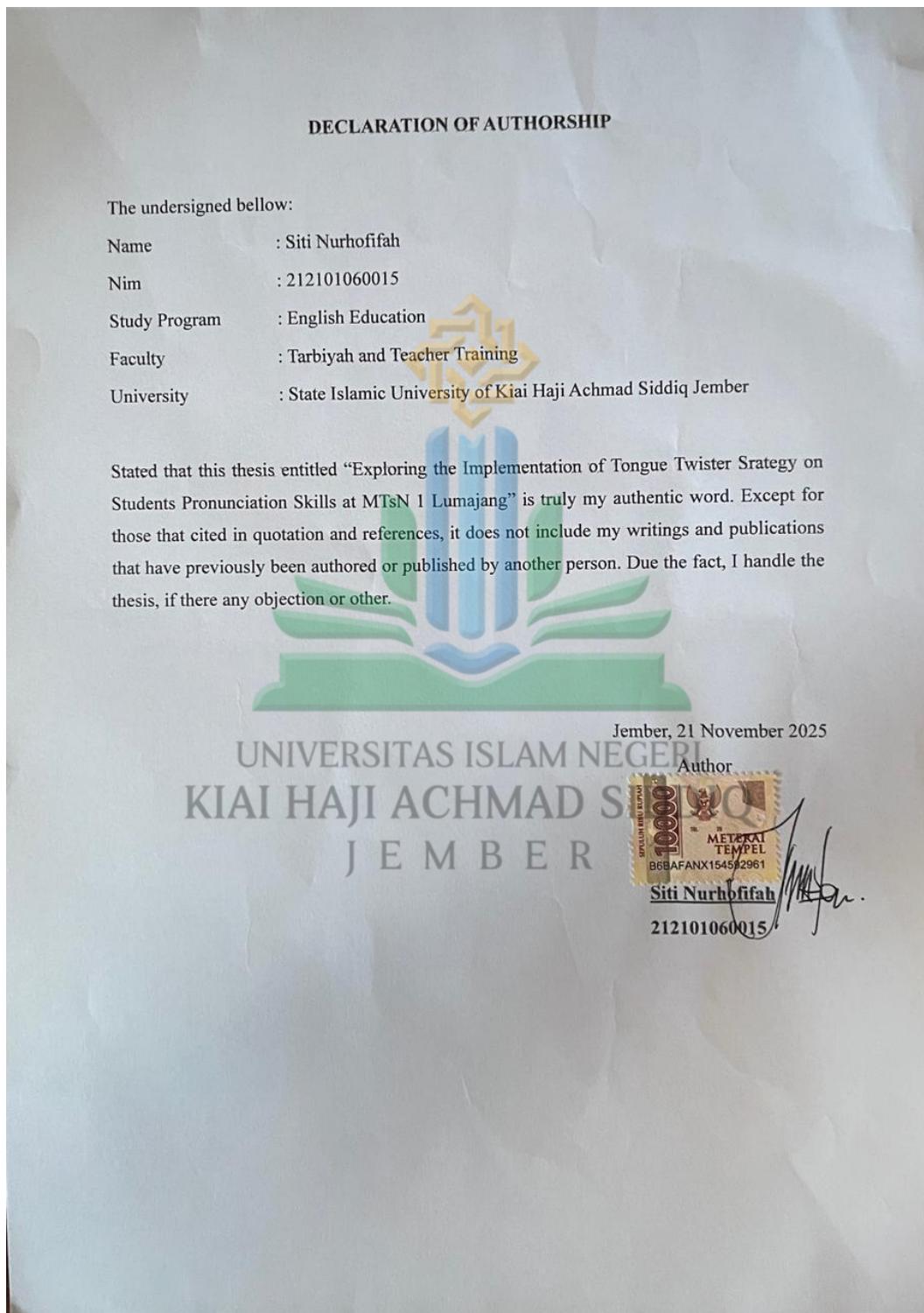
| No. | Pertanyaan   | Keterangan |       |
|-----|--|------------|-------|
|     |  | Ya         | Tidak |
| 1.  | Apakah siswa merasa enjoy saat pembelajaran berlangsung?                                 |            |       |
| 2.  | Apakah sarana dan prasarana di kelas memadai Dalam proses pembelajaran?                  |            |       |
| 3.  | Apakah siswa menemukan kesulitan saat belajar?   |            |       |
| 4.  | Apakah kesulitan tersebut berkaitan dengan kemampuan berbicara?                          |            |       |
| 5.  | Apakah guru menggunakan bahan ajar saat kegiatan pembelajaran?                           |            |       |
| 6.  | Apakah guru menerapkan metode dalam kegiatan pembelajaran?                               |            |       |
| 7.  | Apakah metode itu seperti kegiatan melengkapi cerita?                                    |            |       |
| 8.  | Apakah metode tersebut sudah digunakan sejak lama?                                       |            |       |
| 9.  | Apakah guru menerapkan materi pembelajaran dengan sangat baik?                           |            |       |
| 10. | Jika ditemukan kesulitan dalam pembelajaran apakah guru memberikan solusi dalam belajar? |            |       |
| 11. | Apakah guru mengimplementasikan metodenya dengan memberikan umpan balik?                 |            |       |
| 12. | Apakah umpan balik tersebut membantu siswa memperbaiki kemampuan berbicara mereka?       |            |       |

## Appendix 11 fieldnote

| Date   | No |
|--|----|
| <b>do Pre-Activity</b> <ul style="list-style-type: none"> <li>- The teacher entered the classroom and greeted the students.</li> </ul> <p>T. Asalamualaikum - .</p> <ul style="list-style-type: none"> <li>- Students responded enthusiastically.</li> <li>- The teacher asked the class leader to lead the pray</li> <li>- Attendance was checked</li> <li>- The teacher asked "How are you today ..."</li> <li>- The classroom atmosphere was warm and relaxed. Students looked ready for the lesson.</li> </ul> |    |
| <b>do White activity</b> <ul style="list-style-type: none"> <li>- The teacher began the lesson by acting the lesson and the teacher confirmed the answer and explained the concept.</li> <li>- The teacher provided an example tongue twister.</li> </ul> <p>"Fuzzy wuzzy was a bear ..."<br/>Students were practiced the same sentence at a fast for speed.</p>   |    |
| <b>do</b>  |    |
| <b>do</b>  |    |

| Date  | No |
|---|----|
| <b>do</b> <ul style="list-style-type: none"> <li>- The learning process followed the steps stated in the lesson plan.</li> </ul> <p><b>do</b> Tongue twisters effectively encouraged active students participation.</p> <ul style="list-style-type: none"> <li>- Students showed increased confidence after practicing multiple times.</li> <li>- Pronunciation of difficult sounds improved gradually.</li> </ul> <p><b>do</b> Some students needed more time confidence building support.</p> <p><b>do</b> Positive reinforcement such as praise and encouragement boosted students motivation.</p> <ul style="list-style-type: none"> <li>- Peer interaction was supportive, laughter during mistakes created a relaxed environment rather than embarrassment.</li> <li>- The class environment was generally conducive, though slight noise from the next classroom.</li> </ul> |    |
| <b>do</b>   |    |
| <b>do</b>   |    |

## Appendix 12 Declaration of Authorship



### Appendix 13 Bibliography of Researcher



#### Personal Information

- Full name : Siti Nurhofifah
- NIM : 212101060015
- Gender : Female
- Place, date of birth : Jember, 31<sup>st</sup> March 2002
- Address : Dsn. GumukBanji, Ds. Wonorejo, Kec. Kencong
- Religion : Islam
- Faculty : Tarbiyah and Teacher Training Faculty
- Major course : English Department
- Email address : [snkhofifah0@gmail.com](mailto:snkhofifah0@gmail.com)

#### Education background

- TK PGRI Kencong
- SD Negeri 05 Wonorejo
- SMP Zainul Hasan Genggong
- MA Model Zainul Hasan Genggong