

**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 2015/2016)

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Degree of  
Bachelor of Education in English Education



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### RATIFICATION

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Title : **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 2015/2016)**

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To:

The Dean of Islamic Education and Teacher Training Faculty  
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*Assalamu'alaikum wr.wb.*

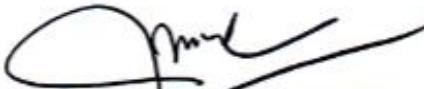
I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **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 2015/2016)**  
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*Wassalamu'alaikum wr.wb.*

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## **ABSTRACT**

Title : **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 2015/2016)**

Writer : Miftahur Rohman

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Keywords : Tongue Twister Technique, Improving, Pronunciation, Classroom Action Research

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown. In fact, there are many Indonesian students who find difficulties in comprehending English pronunciation because the words they have heard or spoken are often different with their written form. To cope those problems, the researcher uses Tongue Twister as a technique to improve EFL students' pronunciation. By using this technique, it hopefully can make the students more enthusiastic and easier to master pronunciation of English especially on segmental features and some parts of suprasegmental features (word stress and sentence stress). This research has purposes: To describe the implementation of Tongue Twister technique in improving EFL students' pronunciation. This research was classroom action research done through two cycles. The participants of this research were the tenth grade students of SMA Unggulan Nurul Islami Semarang in the academic year of 2015/2016. The data were obtained by interviewing teacher, observation, test, and documentation. The result of the study showed that there was improvement of students' pronunciation after being taught by using Tongue Twister technique. This was proven by the students' score that improved in every cycle. In the first cycle, the students' average score was 71,25 and in the second cycle students got 84,47. Based on the observation checklist result showed that students gave their positive responses by becoming more enthusiastic and actively involved in the group work. The result of this study is expected to be information and new reference technique for teaching English pronunciation.



## **THESIS PROJECT STATEMENT**

I am the student with the following identity:

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### **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 2015/2016)**

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethnical standards.

Semarang, 30<sup>th</sup> May 2016

The Writer,



**Miftahur Rohman**



## MOTTO

الْحَاكِمُ هُوَ مَنْ حَفِظَ لِسَانَهُ لِأَنَّ الْكَلَامَ يُنَفِّذُ مَا لَا يُنَفِّذُهُ الْإِبْرَةُ

A wise man always watches his utterance because an utterance can pierce anything that cannot be pierced even by a needle.<sup>1</sup>

---

<sup>1</sup> At-Taufik, *Permata Sang Pujangga*, (Cirebon: Bumi Cinta Press., 2012), p. 209.



## **DEDICATION**

I have the deepest excitement of dedicating this thesis to:

1. My beloved mother (Mrs. Misnatun) and father (Mr. Ahmad Suhadi). Thanks for giving me love, prayer, supports, advice and everything.
2. My sister and brother (Nailatul Faizah and Muhammad Sofyan), thanks for your supports.
3. All my families, thanks for your supports.
4. All my unforgettable close friends.

For the endless spirit and affection, I love you all.



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**بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ**

(In the Name of God, the Most Beneficent, the Most Merciful)

The first of all, the writer would like to express his sincere thanks to almighty Allah SWT who has given health, blessing, guidance and inspiration to the writer in finishing this thesis with the title “The Use of Tongue Twister Technique to Improve EFL Students’ Pronunciation.”

This thesis is arranged or made to fulfill one requirement to get the bachelor degree of education in English Language Department of State Islamic University of (UIN) Walisongo Semarang.

The writer realizes that he cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on this thesis. In this occasion, the writer would like to thank to:

1. Dr. H. Raharjo, M.Ed. St. is as the Dean of Education and Teacher Training Faculty of UIN Walisongo.
2. Dr. H. Ikhrom, M.Ag. is as the Head of English Department.
3. K.H. Siradj Khudlori is as the Head of Daarun Najaah Islamic Boarding School who has given me uncountable guidance and spiritual knowledge.
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15. Last but not least, all people who cannot be mentioned one by one, who have supported the writer to finish this final project.

Finally, the writer realizes that this thesis is far from being perfect. Hence, constructive critics and advices are really expected. The writer hopes that this thesis can give beneficial and helpful for the researcher and readers. Amen.

Semarang, 30<sup>th</sup> May 2016

The Writer

Miftahur Rohman



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## CHAPTER I

### INTRODUCTION

This is introductory chapter of the present study. It is consisted of background of the research, reasons for choosing the topic, research questions, objectives of the research, scopes of the research, and pedagogical significances.

#### A. Background of the Research

Language is a very important means of communication in daily human life. People interact and socialize with each other by using it. They can express their idea, persuade others, or promise something. It is explicitly stated by Douglas Brown that language is a system of arbitrary conventionalized vocal symbol, written or gestural symbol that enable member of a given community to communicate intelligibly with one another.<sup>1</sup> Yet, language as means of communication is divided into many varieties. People who live in different countries, ethnics and cultures have different languages. Allah states about the varieties of language in surah Ar-Rum verse 22 :

وَمِنْ ءَايَتِهِ خَلُقُ الْسَّمَوَاتِ وَالْأَرْضِ وَاحْتَلَفُ أَلْسِنَتُكُمْ وَأَلْوَانُكُمْ

إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالِمِينَ ﴿٢﴾

---

<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman. Inc., 2000), 4<sup>th</sup> Ed., p. 5.

“And among His signs is the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge.”(Ar-Rum verse 22).<sup>2</sup>

From the above verse, Allah shows us the signs of His authority through differences of human language. It means that Allah has created the earth and its creatures harmoniously. Humans are created with many differences of language, dialect, and intonation in order to know each other and make good communication.<sup>3</sup>

Considering the importance of English for international communication, it should be learnt by students as early as possible. The government of Indonesia had made a right decision by determining English as a compulsory subject for students from the elementary school to the university. They intended to give preparation for students in facing globalization era and international communication.

Students in Indonesia have been taught four main skills of English, those are speaking, listening, reading and writing. Pronunciation is one of the basic components of speaking. It is a productive skill because while speaking, the speaker should think and pronounce words correctly using appropriate pronunciation.

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<sup>2</sup> Muhammad Taqi'ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Nobel Qur'an*, (Madinah: King Fahd Complex for The Printing of the Holy Qur'an, 1998), p. 542.

<sup>3</sup> M. Quraish Shihab, *Tafsir Al-Mishbah*, (Jakarta: Lentera Hati, 2002), p. 37.

The ability to speak using accurate pronunciation is very important. If we do mispronounce while speaking, it makes the listener difficult to understand what we are talking about. Furthermore, it can be one of the factors which can lead to the conversation breakdown. The fact, most of Indonesian students' pronunciation ability are still low. They consider pronunciation as the difficult subject since the sounds of words are usually different from their written form. They feel confuse and difficult to pronounce some English words, especially the unfamiliar one.

Based on the result of researcher's observation in SMA Unggulan Nurul Islami Semarang, when students read or speak some English words, they often get difficulties in pronouncing or understanding the correct sounds, for examples such as: /au/, /ə/, /æ/, /i:/ for "How can a clam cram in a clean cream can?" And /i:/, /ɑ:/, /æ/, /θ/ for "Six sleeks swan swam swiftly southwards." It is happen because most of EFL students do not understand how to spell and to differ between the phonetic alphabet. Moreover, they rarely communicate using English in daily life. They had already learned the first language in their surrounding and it has different pattern with there in foreign language.

According to Ramelan, when a student wants to learn a foreign language, in this case, English, they have to learn to speak it. He must try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until their pronunciation is

satisfactory and acceptable to them.<sup>4</sup> It means that to master English, especially pronunciation, students need to do more practices. A teacher should be able to demonstrate an example of right pronunciation or to provide an appropriate teaching technique in order to gain students' interest in improving their English pronunciation.

In line with the above theory, the researcher wants to use an interesting and fun technique namely tongue twister. A tongue twister is an activity that is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice.<sup>5</sup> Tongue twister sentence consists of some similar sounds of words but they often different in meaning. Moreover, some tongue twisters are humorous and giving amusement values. This technique is needed because students will be drilled how to pronounce English words correctly by using some similar and interesting phrases or sentences. Through tongue twister, students are hoped to feel easy in imitating and remembering the English phonemes. Those are the reasons of the researcher choosing this topic.

The method of this research is classroom action research (CAR). This research is aimed to improve teaching and learning process or to enhance the understanding of students to the lesson.

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<sup>4</sup> Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 2.

<sup>5</sup> Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Illionis: TESOL, 1994), p. 246.

## **B. Reasons for Choosing the Topic**

The researcher has chosen “The Use of Tongue Twister Technique to Improve EFL Students’ Pronunciation” as the topic based on the following reasons:

1. Most of Senior High School students’ pronunciation are still poor.
2. It is difficult to gain students’ interest in improving their own pronunciation. So, the researcher tries to use this technique in order to encourage their interest and more comfortable in learning pronunciation.
3. Students are mostly interested when they are introduced to a new term, in this case, the tongue twisters.

## **C. Research Questions**

In this research, the researcher formulated the problems as follows:

Can Tongue Twister technique improve EFL students’ pronunciation?

## **D. Objectives of the Research**

In line with the research questions, this research has purposes as follows:

To describe the implementation of Tongue Twister technique in improving EFL students’ pronunciation.

## **E. Scopes of the Research**

The scopes of the research can be described as follows:

1. This study will be done in the tenth grade students of SMA Unggulan Nurul Islami Semarang in the academic year 2015/2016.
2. This study will focus only on teaching English using Tongue Twister technique to improve EFL students' pronunciation in SMA Unggulan Nurul Islami Semarang in the academic year 2015/2016.

## **F. Pedagogical Significances**

The result of this research gives some positive contributions to the English learning context and may be beneficial for researcher, teacher, students and school.

1. For further researcher

By doing this research, the researcher gets some experiences and knowledge about the research and it is useful in the future.

2. For English teacher

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

3. For students

It is expected to be valuable for the students to get more motivation in learning English pronunciation and they can practice pronunciation in a fun way.

4. For school

It gives contribution to the Senior High School, especially SMA Unggulan Nurul Islami Semarang that they

can use Tongue Twister technique as a new technique in teaching pronunciation to their students.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter discusses about literature review, previous research, and research hypothesis.

#### **A. Literature Review**

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

###### **a. Definition of Pronunciation**

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown.

According to Hornby, pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language.<sup>1</sup> Meanwhile, Rebecca defines pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.<sup>2</sup>

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<sup>1</sup> Hornby, A.S., *Oxford Advanced Learner's Dictionary, Fifth Edition* (Oxford: Oxford University Press, 1995), p. 928.

<sup>2</sup> Rebecca M Dauer, *Accurate English*, (New Jersey: Prentice Hall Regents, 1993), p.7.

Those above definitions have already covered the whole meaning of pronunciation. In general, it can be concluded that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

**b. Element of Pronunciation**

Ramelan divides the elements of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature.<sup>3</sup>

The other one is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmentals. On the other hand, suprasegmental, cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental.<sup>4</sup>

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<sup>3</sup> Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 22.

<sup>4</sup> Ramelan, *English Phonetics*, p. 23.

The researcher concludes that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot pronounce an utterance just from one side of them because both segmental and suprasegmental features are connected to each other.

### c. Segmental Features

English segmental features include vowels, diphthongs, and consonants. Here are the classifications:

#### 1) Vowel.

Vowel is sound produced with a free passage.<sup>5</sup>

A free passage here means that vowel sounds are produced without obstruction. English vowels are divided into two kind, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɔ/.

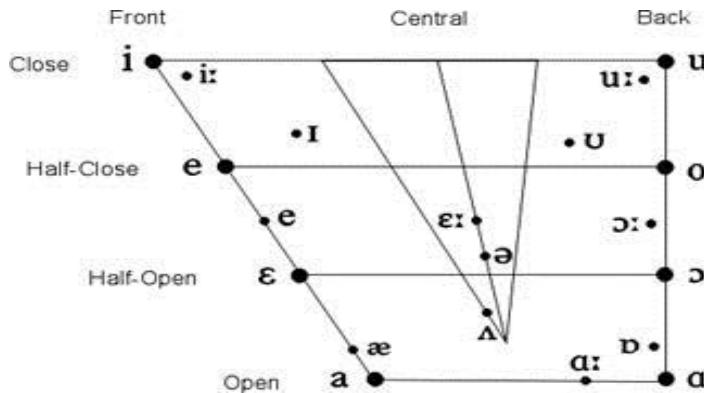
There are some processes that are responsible for the vowels production, those are: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness/ frontness and roundedness. In phonetics it is usual to symbolize the

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<sup>5</sup> Bertil Malmberg, *Phonetics*, (New York: Dover Publications, Inc., 1963), p. 32.

place of vowels in the mouth schematically by a chart as displayed below:

**Chart 2.1**  
**The English Vowel Chart**

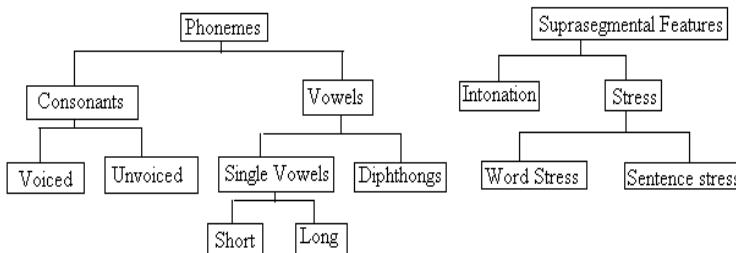


2) Diphthong.

Diphthong is included in a vowel sound with a special feature. Gerald Kelly draws that diphthong is a part of vowels in the main features of pronunciation diagram as follow:

## Chart 2.2

### The Main Features of Pronunciation



6

According to Kelly, diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: 'lay', 'how', 'hair', 'boy', 'poor', etc.<sup>7</sup>

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other. There are two kinds of diphthongs in English, *centering*

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<sup>6</sup> Gerald Kelly, *How to teach Pronunciation* (England: Longman, Pearson Education Limited, 2000), p. 1.

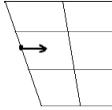
<sup>7</sup> Gerald Kelly, *How to teach Pronunciation*, p. 34.

*diphthongs* end with a glide toward /ə/ such as: /eə/, /ɪə/, and /ʊə/, they are called 'centring' because /ə/ is a central vowel and *closing diphthongs* end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /əʊ/. The glide is towards a higher position in mouth. In other words, when movement of the tongue is carried out from the open vowel position to the close vowel position, the diphthong is said to be a *closing diphthongs*. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a *centering diphthongs*.

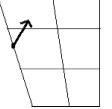
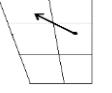
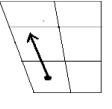
Gerald Kelly states that English has eight diphthongs and they can be usefully grouped in the following way:

### Centering diphthongs ending in /ə/

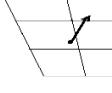
1.	/ɪə/	<p>Characteristics: The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. As in....<u>beer</u> /bɪə(r)/, <u>fear</u> /fɪə(r)/, <u>here</u> /hɪə(r)/.</p>
2.	/ʊə/	<p>Characteristics: The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are closely rounded, becoming neutrally spread. As in....<u>tour</u> /tuə(r)/, <u>obscure</u> /əb'skjuə(r)/.</p>

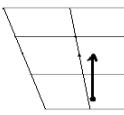
3.	/eə/	 <p>Characteristics: The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. As in....<u>where</u> /weə(r)/, <u>wear</u> /weə(r)/, <u>chair</u> /tʃeə(r)/.</p>
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### Closing diphthongs ending in /ɪ/

1.	/eɪ/	 <p>Characteristics: The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. As in....<u>cake</u> /keɪk/, <u>way</u> /weɪ, weɪ/, <u>weigh</u> /weɪ/, <u>say</u> /seɪ/.</p>
2.	/ɔɪ/	 <p>Characteristics: The glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral. As in....<u>toy</u> /tɔɪ/, <u>avoid</u> /ə'vɔɪd/, <u>voice</u> /vɔɪs/, <u>boy</u> /bɔɪ/.</p>
3.	/aɪ/	 <p>Characteristics: The glide begins in an open position, between front and center, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread. As in...<u>high</u> /haɪ/, <u>tie</u> /taɪ/, <u>buy</u> /baɪ/, <u>eye</u> /aɪ/</p>

### Closing diphthongs ending in /ʊ/

1.	/əʊ/	 <p>Characteristics: The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. As in...<u>go</u> /gəʊ/, <u>snow</u> /snəʊ/, <u>toast</u> /təʊst/, <u>home</u> /həʊm/.</p>
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2.	<p>/au/</p> 	<p><b>Characteristics:</b></p> <p>The glide begins in a position quite similar to /a:/, moving up towards /u/. The lips start neutral, with a movement to loosely rounded. The glide is not always complete, as the movement involved is extensive.</p> <p>As in... <u>house</u> /haus/, <u>loud</u> /laud/, <u>down</u> /daʊn/.<sup>8</sup></p>
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### 3) Consonant.

The term consonant is negatively defined, that is, sounds which are not vowels are consonants.<sup>9</sup> There are 24 consonants in English, those are:

p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ɳ, h, i, r, w, and j.

According to the position of consonants, it can be divided into:

- a. Voiced consonants : / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ɳ /
- b. Unvoiced consonants : /f, p, t, tʃ, k, θ, s, ʃ /

To know whether voiced or unvoiced consonant can be done by putting your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in

<sup>8</sup> Gerald Kelly, *How to teach Pronunciation*, p. 35-36.

<sup>9</sup> Ramelan, *English Phonetic*, p. 99.

your throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced.<sup>10</sup>

Those are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words.

#### d. Suprasegmental Features

Suprasegmental features are like the style used in words or sentences. There are four kinds of suprasegmental features. The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence.<sup>11</sup> Stress can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate a meaning and intention. Here are the examples of sentence stress with different meaning<sup>12</sup>:

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<sup>10</sup> <Http://esl.about.com/od/speakingenglish/a/voiced.htm>, accessed on 21<sup>st</sup> April 2016.

<sup>11</sup> Ramelan, *English Phonetic*, p. 25.

<sup>12</sup> Ramelan, *English Phonetic*, p. 28.

<u>This is my house</u> : primary stress on ‘house’, the normal way of saying the sentence.
<u>This is my house</u> : primary stress on ‘my’, to emphasize the possessor, the implication that it’s not your house, but my house.
<u>This is my house</u> : primary stress on ‘is’, to emphasize the affirmative element of the statement, the implication is ‘it is not a lie, this house does belong to me’.
<u>This is my house</u> : primary stress on the word ‘this’, the implication is ‘it is this house that belongs to me, and not that house’.

The second is intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say.<sup>13</sup> For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

The third is pause. English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one. The fourth is rhythm. It means the beat of language. In English, rhythm is stress-timed. For example “Can you see the van?” the words *see*

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<sup>13</sup> Anas Syafei, *English Pronunciation: Theory And Practice*, (Jakarta: Depdikbud, Dirjen Dikti, 1988), p. 28.

and *van* take primary stresses for special purposes. This means that the time between two primary stresses is the same.<sup>14</sup>

Based on the theories above, it can be concluded that suprasegmental features strongly influence pronunciation. While speaking, we have to apply the appropriate suprasegmental rules. If not, our words will be meaningless or even occur misinterpretation from the hearer.

#### e. Students' Problem in English Pronunciation

In our country, English plays as a foreign language. Most of students use English only in school when they have a lesson in the classroom. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word *Island* is pronounced /'ai.lənd/. Whereas in Indonesian language, we pronounce it /island/. Another problem or difficulty in learning pronunciation is people's hearing. People have different hearing ability. It affects people to make mistakes when pronouncing words. O'Connor gives a good illustration related to how important our ears are. He says:

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<sup>14</sup> Anas Syafei, *English Pronunciation: Theory and Practice*, p. 30.

“Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak.”<sup>15</sup>

The above illustrations often occur to somebody who learns English. If one cannot listen to English pronunciation well, he cannot produce it well too. Gerald Kelly makes a brief and clear explanation related to the difficulties may be faced by pronunciation learners. They are as follows:

- 1) The learner’s first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learners, they will have to become familiar with new sound-spelling relationships.
- 3) There may be sounds, and combinations of sounds in L1, which do not occur in English.
- 4) There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learners.<sup>16</sup>

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<sup>15</sup> O’Connor. J.D. *Better English Pronunciation*. 2nd. ed. (Cambridge: Cambridge University Press., 1980), p. 1.

<sup>16</sup> Gerald Kelly, *How to teach Pronunciation*, p. 8.

In general, it can be concluded that there are many differences between English and Indonesian pronunciation. The differences are deal with English spelling system and suprasegmental features that do not exist in Indonesian language. It's possible that students find difficulties to comprehend English pronunciation. Therefore, to solve this problem, students need to encourage themselves to be more active in their learning.

**f. Teachers' and Students' Roles in Teaching Pronunciation**

Teachers' and students' roles are very important in a pronunciation class. Teachers should comprehend and do their roles well. Here are some teachers' and students' roles explained by Kenworthy:

**1) Teachers' Roles**

There are several important factors of teacher in teaching English pronunciation as follows:

a. Helping students hear

It means that a teacher must help students perceive sounds. It is important for teachers to introduce the categories because each language has its own categories. Teacher needs to check that his students are hearing sounds in an appropriate way and help students develop new categories if necessary.

b. Helping students make sounds

Students usually able to imitate a new sound, but if they cannot then the teacher should give a clue which may help students to produce new sounds.

c. Providing feedback

Teachers must concern to their students' progress by assessing students' performance to see extent of their failure or success.

d. Pointing out what is going on

Students need to know what to pay attention to and what to work on because speaking is unconsciously controlled, students may not recognize that when particular word is stressed or said in different way, it may affect the message that is delivered to the listeners.

e. Establishing priorities

A teacher must help the students establish a suitable plan for action by recognizing the purpose of their pronunciation learning such as native-like pronunciation, acceptable pronunciation to the English ear, and intelligible speech.

f. Devising activities

Probably, the most important and difficult role of teacher has to play is devising what kind of

activities and exercises will be helpful. The teachers must keep in mind to create good activities, giving opportunities to the students for practice, experiment, and exploration.

g. Assessing progress

This is actually similar with feedback. The teachers have to provide the students information of their performance. Many teachers ignore this role, whereas in fact it is crucial for maintaining students' motivation.<sup>17</sup>

## 2) Students' Role

It is simply said that all students need to do is to respond. But it is not as simple as that, because a success of pronunciation learning will depend on how much efforts the students put into it.<sup>18</sup> It means that students must pay attention to the teachers' explanation and have a big willingness to involve actively in the teaching and learning process.

## 2. English Foreign Language (EFL) Students

English foreign language (EFL) students are the non-native English students who were born or live outside English speaking countries. Their first language is not English. They

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<sup>17</sup> Joanne Kenworthy, *Teaching English Pronunciation*, (New York: Longman, 1998), p. 1-2.

<sup>18</sup> Joane Kenworthy, *Teaching English pronunciation*, p. 2.

learn English in their formal or informal institution taught by their teachers, tutors, parents, or friends in English organizations, etc.

EFL students are described as a situation where students are learning English in order to use it with any other English speakers in the world – when the students may be tourists or business people.<sup>19</sup> It means that to learn English is based on their personal purposes rather than the social obligatory in order to achieve intelligible communication in daily.

Most of EFL students are rarely communicate using English in daily life. They have already learned the first language in their surrounding and it has different pattern with there in foreign language. According to Daniel Kriegel, EFL settings often involved large classes and limited contact hours, which make learning English an apparently insurmountable challenge.<sup>20</sup> It means that most of EFL classes are consist of many students. It's for about 30 to 45 students and only meet some hours in a week as a compulsory subject at school. It doesn't offer enough exposure to the language. In many cases, they are maybe required to study English for a test or because it is a compulsory part of the curriculum.

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<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching, new edition*, (New York: Longman, 2000), p. 19.

<sup>20</sup> Daniel Kriegel, *Teaching ESL versus EFL Principle and Practices*, English Teaching Forum (Vol. 43 no. 2, 2005), p. 9.

Moreover, in EFL class, students' motivation in learning English are usually low and they may not care about their learning since they perceive English as having no practical significance in their daily life. Being able to speak Indonesian and mother language are supposed to be enough for them. On the contrary, in ESL classroom, students are usually have a higher motivation because English is relevant to their daily life. By being in the target language community, they have more opportunity to use English and see immediate result from using it.<sup>21</sup>

The researcher concludes that EFL students have more challenge to master English, because to speak English is not an obligation in daily life. They don't experience the contextual use of English. So, a high self-motivation and action are really needed for them to do.

### **3. Tongue Twister**

#### **a. Definition of Tongue Twister**

Tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often.<sup>22</sup> Moreover, according to Bailey, tongue twister is a popular game enjoyed by children and adults alike. This activity is aimed to consolidate the English

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<sup>21</sup> Daniel Kriegel, *Teaching ESL versus EFL Principle and Practices*, English Teaching Forum (Vol. 43 no. 2, 2005), p. 9.

<sup>22</sup> *Cambridge Advanced Learner's Dictionary*, Third Edition. Cambridge.

sounds students have learned by creating a game like atmosphere for practice. It is wise to include tongue twister that highlight particularly problematic minimal sound differences (e.g., pronunciation of /f/ and /v/; /s/ and /š/; /f/ and /θ/).<sup>23</sup>

Tongue twisters may rely on similar but distinct phonemes, unfamiliar constructs in loanwords, or other features of a language. Many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds exchanged.<sup>24</sup> For example, “She sells sea shells on the sea shore. The shells that she sells are sea shells I’m sure.” ESL teachers usually use this technique in order to improve their students’ pronunciation. This technique is very effective because students do this by studying, practicing and enjoying the pronunciation of the English words.

Moreover, the tongue twister sentences are very interesting because they consist of many similar sounds but usually different in their written form and meaning, as in “Kantai can tie a tie. If Kantai can tie a tie, why can’t I tie a tie like Kantai can tie a tie.” Moreover, some tongue-twister

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<sup>23</sup> Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Illionis: TESOL, 1994), p. 246.

<sup>24</sup> <Https://metalingua.wordpress.com/2010/11/15/tongue-twister-si-pembelit-lidah/>, accessed on 15<sup>th</sup> January 2016.

sentences are humorous and having amusement values, such as “The big black bug bit the big black bear, but the big black bear bit the big black bug back!”

**b. Types of Tongue Twister**

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

1) Sentence type

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

Six sleek swans swam swiftly southwards.

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

2) Repetitive

1.	Sheena leads, Sheila needs
2.	World Wide Web
3.	Eleven benevolent elephants
4.	Babbling bumbling band of baboons
5.	Thirty-six thick silk threads
6.	Crash Quiche Course

3) Story

1.	When you write copy you have the right to copyright the copy you write. You can write good and copyright but copyright doesn't mean copy good – it might not be right good copy, right?
2.	Now, writers of religious services write rite, and

	thus have the right to copyright the rite they write. Conservatives write right copy, and have the right to copyright the right copy they write. A right wing cleric might write right rite, and have the right to copyright the right rite he has the right to write. His editor has the job of making the right rite copy right before the copyright would be right. Then it might be copy good copyright.
3.	Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong. Right? <sup>25</sup>

Tongue twisters have various levels of difficulty. So that, a teacher should select an appropriate type of tongue twister based on the age and ability of his or her students. In this research, researcher had used all the above types using various techniques. Even though the third type is very long tongue twister, it could be

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<sup>25</sup> <Https://metalingua.wordpress.com/2010/11/15/tongue-twister-si-pembelit-lidah/>, accessed on 15<sup>th</sup> January 2016.

effectively applied by using “one by one reading” technique.

#### **4. The Implementation of Tongue Twister Technique in Teaching Pronunciation**

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

The researcher used tongue twister technique to teach pronunciation because it was supposed as the appropriate technique to solve the problem faced by tenth grade students of SMA Unggulan Nurul Islami Semarang. In teaching pronunciation, Tongue Twister can be combined with some activities in order to be more interesting and able to gain students ‘attention. The activities are as follows:

##### **a) Dictogloss**

Dictogloss is written dictation done by two students in pair that consist of some stage such as preparation, dictation,

reconstruction, and analysis and correction.<sup>26</sup> This activity is started by dictating students and they are asked to listen carefully without taking any notes on their books. After that, students discuss the answer in pairs and write it on their books.

**b) Chain Reading**

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

**c) Whisper Tongue Twister**

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

1. Teacher explains the task to the students

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<sup>26</sup> Benyamin Lee Stewart et. al., *Integrating Language Skills through a Dictogloss Procedure*, English Teaching Forum (Number 2, 2014), p. 13.

2. Teacher introduces the sounds students are to practice and write their symbols on the whiteboard
3. Teacher asks students to suggest words that illustrate the various sounds written on whiteboard
4. Teacher reads aloud the words and asks students to listen carefully
5. Teacher reads aloud words randomly selected from the list, and ask students to identify the words by watching the movement of teacher's mouth and tongue
6. Teacher asks students to practice pronouncing the sounds
7. Teacher divides the class into groups and have each group sitting or standing in single file
8. Teacher distributes a short, typed tongue twister to the first student in each group and ask him/ her to learn it by heart
9. Teacher takes away the strips of paper
10. Each students are asked to repeat the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next
11. The last student who hear the tongue twister in each group write it on whiteboard
12. The group finishing correctly in the shortest time wins the game

13. Repeat the process with another tongue twister.<sup>27</sup>

## B. Previous Research

There have been many researchers who attempt to study the topic related to the technique of teaching and learning in many classrooms. Here are some studies in line with the researcher's research:

1. Ulfatul Qurnia (3104077), *The Use of Songs to Improve Students' Achievement in Pronunciation (An Action Research with the 11<sup>th</sup> Graders of MANU Limpung-Batang in the Academic Year of 2008/2009)* from Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN) Semarang, 2008. The objectives of the research are to describe the implementation of songs as the media to improve students' pronunciation and to find out the improvement of students' pronunciation after being taught by using songs. This study was done in three cycles. The result of pronunciation test in each cycle showed that the treatment was successful because students' average score were increased significantly. Students' improvement during the treatment through songs was 2.1167 in the first test (cycle 1), in the second test increased 2.2381 (cycle

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<sup>27</sup> Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Illionis: TESOL, 1994), p. 247.

2) and in the third test increased significantly up to 2.5952 (cycle 3).<sup>28</sup>

There are differences and similarities between her research with the researcher's research. The difference is in the teaching technique. She used song as the media, while the researcher used tongue twister as the technique to improve EFL students' pronunciation. The similarities are both of her research and the researcher's are to improve pronunciation and also conducted in classroom action research.

2. Miftahul Jannatun Na'im (3213103105), *Students' Difficulties in Learning English Pronunciation by Using Drilling Technique at Second Grade Students' of MtsN Aryojedding in The Academic Year 2013/2014*. She was from Faculty of Tarbiyah and Teacher Training of State Islamic Institute (IAIN) Tulungagung, 2014. The objective of the research is to describe teaching English pronunciation by using drilling technique and to describe the students' difficulties in learning English pronunciation by using drilling technique. She used descriptive qualitative research. She analyzed the data by using data reduction, data display, and conclusion drawing and verification. She gave treatment using drilling technique as

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<sup>28</sup> Ulfatul Qurnia (3104077), "The Use of Songs to Improve Students' Achievement in Pronunciation, An Action Research with the 11<sup>th</sup> Graders of MANU Limpung-Batang in the Academic Year of 2008/2009", *Thesis* (Semarang: Tarbiyah Faculty, Walisongo State Institute For Islamic Studies, 2008), p. vi.

follows: teacher explains the material, students listen what teacher's said, and practicing to pronounce English well. She got two students' difficulties in learning English pronunciation, those were matter of memorizing and matter of the students' ability to distinguish and to pronounce isolated sounds.<sup>29</sup>

The differences of her research and researcher's research are in the level of teaching and the skill focuses on. She used drilling for teaching junior high school students, while the researcher used tongue twister as the technique in teaching senior high school students.

In her research, she focused on the description of students' difficulties in learning English pronunciation by using drilling technique, while the researcher's focus is the ability of students' pronunciation in pronouncing English words after being taught by using Tongue Twister technique.

### C. Hypothesis

Hypothesis is a temporary answer toward some problems that occur in the research.<sup>30</sup> The researcher proposes the hypothesis that there is improvement on students' pronunciation after being taught by using tongue twister technique.

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<sup>29</sup> Miftahul Jannatun Na'im (3213103105), "Students' Difficulties in Learning English Pronunciation by Using Drilling Technique at Second Grade Students' of MtsN Aryojedding in The Academic Year 2013/2014." *Thesis* (Tulungagung: Tarbiyah and Teacher Training Faculty, State Islamic Institute (IAIN) Tulungagung, 2014) p. vi.

<sup>30</sup> Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, dan Tekhniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.13.

## **CHAPTER III**

### **RESEARCH METHOD**

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

#### **A. Research Setting**

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

The researcher had conducted the research on the tenth grade students of SMA Unggulan Nurul Islami Semarang that is located in Rejosari, Wonolopo Village, Mijen Subdistrict, Semarang City. The researcher chose the class based on the information from the English teacher that most of his students' abilities in pronouncing English words were still poor. The data collection had been started on 16<sup>th</sup> March until 14<sup>th</sup> April 2016.

##### **2. Population and Sample**

The population of this research were the tenth graders of SMA Unggulan Nurul Islami Semarang in the academic year of 2015/2016. This grade had only 1 class which contains 21 students, 4 male and 17 female. Therefore, there was no sample in this research. The whole students from the tenth grade became the participants of the research. Here were the participants of the research:

**Table 3.1**  
**List of Students' Code**

No.	Students' Name	Students' Code
1.	Agung Muhammad Rizky Firmansyah	S-1
2.	Anisa Dwi Wardani	S-2
3.	Bintang Prasetya Aditama	S-3
4.	Dewandi Millenio Wijaya	S-4
5.	Dewi Khiftiani	S-5
6.	Diyah Chulaifah Dewi	S-6
7.	Dyah Rahayu Wahyuningrum	S-7
8.	Eka Arina Wakhidah Putri	S-8
9.	Eva Lutfiana Hakima	S-9
10.	Eva Oktavia	S-10
11.	Evi Lutfiana Rahima	S-11
12.	Maulidya Nariswari	S-12
13.	Nabiila Rona Setyadi	S-13
14.	Nuri Retno Puji Astuti	S-14
15.	Rissa Rahmarda	S-15
16.	Rizka Oktavia	S-16
17.	Siti Rumayah	S-17
18.	Tiyas Nur Bidayati	S-18
19.	Uswatun Khasanah	S-19
20.	Flaurenstina Eva Safira	S-20
21.	Maharani Reza Narulita	S-21

### 3. Research Collaborator

In this research, the researcher collaborated with the English teacher of SMA Unggulan Nurul Islami namely Mr. Saekul Anwar S.Pd., M.Si. in order to get objective data about the development of the students' pronunciation skill. The

researcher and the teacher taught the students by drilling their pronunciation using tongue twister technique.

Both of teacher and researcher became the observers in the class. Hence, the researcher also gave suggestion to the teacher about the method, instructional information, teaching material, and learning assessment applied in the tenth grade of SMA Unggulan Nurul Islami Semarang.

## B. Research Design and Procedure

The research design used by the researcher in this study was classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.<sup>1</sup> Dave Ebbutt stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.<sup>2</sup> Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method,

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), p. 344.

<sup>2</sup> Syamsudin AR and Vismaya S. Damaianti, *Metode Penelitian Pendidikan Bahasa* , (Bandung: PT Remaja Rosdakarta, 2006), p. 161.

process, substance, competence, and situation.<sup>3</sup> Kemmis and Mc. Taggart add in Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.<sup>4</sup>

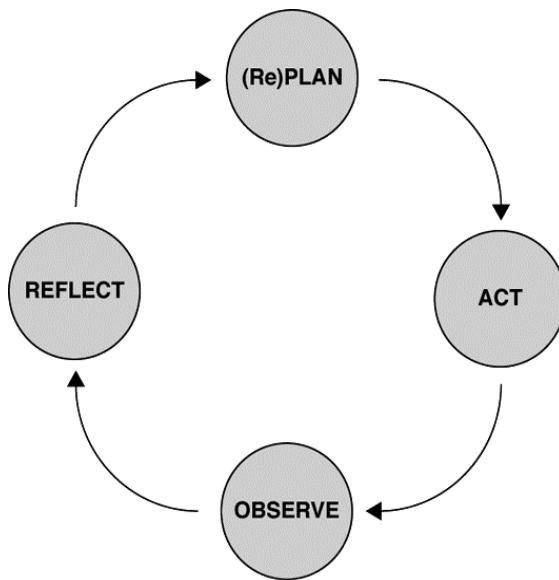
From all the definitions above, the researcher concluded that classroom action research is a research which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance students' understanding to the lesson. The research should be based on the problem in the classroom and try to overcome the problem by conducting several steps as follows:

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<sup>3</sup> Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 104.

<sup>4</sup> David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 18.

**Chart 3.1 Action Research Cycle**



Kemmis and McTaggart who are the experts on this field have designed steps to take when doing an action research. The steps that they offer are adapted to be the framework of steps in this research. As shown by chart above, the steps consist of planning (identify the problem), acting (collect the data), observing (analyze and interpret data), and reflecting (develop an action).

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

1. Cycle One
  - a. Planning

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

b. Acting

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

First, students are taught how to have good pronunciation by giving the example of pronouncing words based on segmental features rules (vowels, diphthongs, consonants). Second, the teacher explained about segmental features and drilled students by using tongue twister technique. Then, students are divided into groups and played games.

b. Observing

In this step, the researcher observed the students' behaviour when they are given explanation, doing tongue twister activities, and identified their difficulties. During observation, the researcher had

taken the data from the prior students' condition and after being taught by using tongue twister.

c. Reflecting

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

2. Cycle Two

a. Planning

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

b. Acting

In acting phase, researcher explained about word and sentence stress. Students were drilled how to

use accurate stress rules. Researcher used a different game namely tongue twister whisper.

c. Observing

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

d. Reflecting

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

### C. Data Collection Technique

To collect the data, the researcher used several methods.

They were:

1. Observation

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

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

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

## 2. Interview

Ary et al. stated that interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Based on the type of questions, there are three kinds of interview:

- a. Unstructured interview, which is a conversational type of interview in which the questions arise from the situation.
- b. Structured interview, the list of questions are generally more limited in length and most questions cannot be answered with yes or no or limited word responses.
- c. Semi or partially structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the formal/question during the interview process.<sup>5</sup>

In this study, the researcher used semi structured interview. It means that the researcher prepared the

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<sup>5</sup> Ary et.al, *Introduction to Research in Education*, 8<sup>th</sup> edition, (New York: Wadsworth, 2010), p. 438.

interview guideline and asked questions to the interviewee according to the guideline. He has interviewed the teacher to find a problem in the class. Applying semi structured interview could create informal situation and communicative relax to gain deeper information. The instrument of this interview was interview guide.

### 3. Test

In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.<sup>6</sup> There were two kinds of tests used: Preliminary test and tests. Pre-test was given before teacher teaches students by using tongue twister technique. It was aimed to identify students' problems in English pronunciation. In order to know how was students' acquisition in pronouncing English words, the words were taken from several sources such as song lyrics and students' workbook (LKS).

Tests had been conducted at the last activities in every cycle. It was used as reflection and to rearrange steps and plans in the next meeting or next cycle. There were 20 English words which should be pronounced by

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<sup>6</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p. 3.

every student and recorded by using voice recorder. The words were consisted of consonant, vowel, and diphthong taken from some tongue twister sentences.

#### **D. Data Analysis Technique**

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

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

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

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

- a. If students pronounce the words correctly, they'll get score 1.
- b. 0 score for student who pronounced word incorrectly and doesn't pronounce the word at all.

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

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

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

Explanation:

M : the average of students' score (Mean)

$\Sigma x$  : the sum of score

N : the number of students.<sup>7</sup>

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

$$P = \frac{y_1 - y}{y} \times 100\%$$

Explanation:

P : percentage of students' improvement

y<sub>1</sub> : post-test result

y : pre-test result

The standard minimum score (KKM) of English lesson for tenth grade of SMA Unggulan Nurul Islami is 69. So that the

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<sup>7</sup> Sugiono, *Statistik Untuk Penelitian*, (Bandung: CV. Alphabeta, 2007), p. 49.

researcher tried to get the class percentage which pass the standard minimum score (KKM) by using this formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

#### **E. Achievement Indicator**

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

1. Students' average achievement in English are equal to or higher than minimum score established by the school (69).
2. Students reach the minimum score (69) are equal to or higher than 80% of total students in the research.

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

This chapter presents the profile of SMA Unggulan Nurul Islami Semarang, research finding, data description, discussion and limitation of the research.

#### **A. Profile of SMA Unggulan Nurul Islami Semarang**

SMA Unggulan Nurul Islami is an Islamic Private Senior High School located in Jl. Honggowongso no. 9 Rejosari, Wonolopo Village, Mijen Subdistrict, Semarang City. This school was established in 2001 and got certificate registered from Kanwil Depag Province of Central Java by number 2047/103.07/MN/2000. Since the accreditation is A, it can operate independent examination.

The school vision is “Committed to be professional education institution, having a good quality in science and technology with good behavior”. The missions of this school are:

1. Implement education that has priority to develop science and technology.
2. Boarding school education to students in order to deepen and practice of Alqur'an and Hadith.

SMA Unggulan Nurul Islami is a modern high school located in the countryside. It's quite far from highway. However, the situation of this school is vey comfort and calm because far from crowded area. So, this school is very good for teaching and learning process.

SMA Unggulan Nurul Islami has good facilities. There are classrooms completed with LCD projector and sound system, an Islamic boarding school for female students, a mosque, school healthy unit rooms, laboratories (computer, science, and language), a school library, etc. This school has 4 classes, 1 class for grade ten, 2 classes for grade eleven, and 1 class for grade twelve. SMA Unggulan Nurul Islami Semarang has 66 students and 23 teachers.

In teaching and learning process, It uses KTSP curriculum. Yet, the teachers usually make improvisation in the practice of teaching. Moreover, *Diniyah* curriculum is also implemented there in order to shape students' Islamic moral values. The *Diniyah* curriculum consist of learning the Holy Qur'an, Fiqh, Hadith, and Islamic speech (*Khitobah*).

## **B. Research Finding**

In this chapter, the writer would like to describe and discuss the findings of the research. This research was a classroom action research on the use of Tongue Twister technique to improve EFL student's pronunciation. This research was held on the tenth grade students of SMA Unggulan Nurul Islami Semarang. It was aimed to know students' ability in pronunciation. The research consisted of preliminary research, cycle one and cycle two. Preliminary research was held on 23<sup>rd</sup> March 2016, cycle one was held on March 30<sup>th</sup>, 2016 and then on

April 13<sup>th</sup>, 2016 the cycle two was held. The result descriptions of all cycles are as follows:

### **1. Preliminary Research**

In this stage, the researcher interviewed the English teacher of tenth grade students of SMA Unggulan Nurul Islami Semarang to know students' achievement in English pronunciation and other necessary informations. After that, the researcher asked base line data of students' score in the first semester. Here are the data gotten from the English teacher:

**Table 4.1**

**Base Line Data of Students' Score in First Semester**

No.	Students' Code	Students' Score
1.	S-1	70
2.	S-2	50
3.	S-3	70
4.	S-4	45
5.	S-5	60
6.	S-6	Absent
7.	S-7	70
8.	S-8	Absent
9.	S-9	70
10.	S-10	55
11.	S-11	75
12.	S-12	75
13.	S-13	60
14.	S-14	60
15.	S-15	75
16.	S-16	65
17.	S-17	40
18.	S-18	Absent

19.	S-19	55
20.	S-20	Absent
21.	S-21	65
	Total	1060
	Maximum	75
	Minimum	40

The mean of students' score was as follow:

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{1060}{17} \\ &= 62,35 \end{aligned}$$

After knowing the students' average score, researcher tried to get class percentage which pass the standard minimum score (KKM). The formula as follow:<sup>1</sup>

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

$$\begin{aligned} \text{Percentage} &= \frac{7}{17} \times 100\% \\ &= 41\% \end{aligned}$$

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<sup>1</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

## **2. Cycle One**

Cycle one was conducted in two meetings. It was conducted on Wednesday, 30<sup>th</sup> March and Tuesday, 12<sup>th</sup> April 2016. The steps were as follows:

a. Planning

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

b. Acting

In this step, the researcher became the teacher accompanied by the English teacher as the observer. In the first meeting of cycle one, the topic was “making, accepting and declining an invitation.” There were 20 students who were present. 1 student was absent that day. However, the class went on. The teacher told them that during the lesson they had to listen carefully. Moreover, he asked them to be quiet and not to make noises in the classroom. As acting, teacher began the class by asking students’ condition and what they had known about pronunciation. Teacher introduced

students about segmental features and gave some example of them. Because this pronunciation research was integrated with the speaking lesson, so students were asked to practice the dialogue in pairs by using accurate segmental features rule. The dialogue was as follow:

Arief	: Do you <b>have</b> a <b>plan</b> for tomorrow's <b>holiday</b> ?
Rita	: Too <b>bad</b> . I have <b>nothing</b> to do.
Arief	: I've <b>got</b> a <b>plan</b> for tomorrow. Would you like to <b>come</b> to my <b>house</b> ?
Rita	: Really? Tell me, please. Then, I'll <b>decide</b> to come or not.
Arief	: I've got a <b>new interesting</b> novel and VCD of a drama <b>performance</b> .
Rita	: Wow, <b>great</b> . What are they <b>about</b> ? Are they interesting?
Arief	: If I tell you now, it <b>won't</b> surprise you. Now, decide. Would you <b>come</b> to my <b>house</b> to enjoy them?
Rita	: I'd <b>love</b> to. I'll be at your house at 8.00 in the morning.

Students were asked to give more attention to the bold typed words. They have to pronounce the words correctly as /tə'mpr.əʊ/ for tomorrow, /'nʌθ.ɪŋ/ for nothing, /dɪ'saɪd/ for decide and /nju:/ for new.

After the first activity was done, students did the next activity. It was dictogloss tongue twister. The activity started by explaining its procedure. Teacher read a tongue twister sentence and students listened

carefully without taking any notes. The used tongue twister sentences at this activity were:

1. I saw Susie sitting in a shoe shine shop.
2. How can a clam cram in a clean cream can?
3. Sixty silly sisters simply singing.
4. Four furious friends fought for the phone.
5. Grandma gathers greet green grapes.

After teacher finished reading, students were asked to write what they have heard. This was done in pairs. Students were seemed very enthusiastic and more challenged because they found many new unique repeated words. After that, teacher asked students to write the answers on whiteboard. At the end of lesson, the researcher gave assessment by oral test.

### c. Observing

In this step, the researcher observed the students' behavior when they were given explanation and doing tongue twister activities. The data of observation was as follow:

**Table 4.2**  
**Observation Checklist in the Cycle One**

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students' paying attention toward teacher's explanation				V		4
2.	Students answer		V				2

	teacher's question					
3.	Students ask question to clarify understanding	V				2
4.	Students' cooperative in group work			V		4
5.	Students' enthusiasm in doing the task				V	5
Total Score						17

The score of the observation as follow:

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\ &= \frac{17}{25} \times 100\% \\ &= 68\% \end{aligned}$$

According to the result of the observation above, it can be concluded that students were enthusiastic and cooperative in group work. Teaching learning process could run well. Students enjoyed writing some new unique sentences, it means tongue twisters.

After the whole activities had been finished, the researcher assessed students' test. The result of the test in cycle one was as follow:

**Table 4.3**  
**Student's Achievement in Cycle One Test**

No.	Students' code	Students' Score
1.	S-1	75
2.	S-2	65

3.	S-3	85
4.	S-4	65
5.	S-5	75
6.	S-6	35
7.	S-7	80
8.	S-8	35
9.	S-9	Absent
10.	S-10	65
11.	S-11	80
12.	S-12	85
13.	S-13	65
14.	S-14	70
15.	S-15	80
16.	S-16	80
17.	S-17	65
18.	S-18	85
19.	S-19	65
20.	S-20	85
21.	S-21	85
Total		1425
Maximum		85
Minimum		35

The mean of students' score was as follow:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1425}{20} \\
 &= 71,25
 \end{aligned}$$

After knowing the students' average score, researcher tried to get class percentage which pass the

standard minimum score (KKM). The formula as follow:<sup>2</sup>

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

$$\begin{aligned}\text{Percentage} &= \frac{12}{20} \times 100\% \\ &= 60\%\end{aligned}$$

d. Reflecting

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

### 3. Cycle Two

Cycle two was conducted in one meeting. It was conducted on Wednesday, 13<sup>th</sup> April 2016. The steps were as follows:

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<sup>2</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

a. Planning

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

b. Acting

The topic of cycle two meeting was “expressing surprise and amazement.” It was followed by 19 students. 2 students were absent that day. Before the teacher started the teaching learning process, he asked students about the previous material, that was segmental features. After that, he explained the suprasegmental features such as word stress and sentence stress. Students were drilled how to pronounce and use those stresses in some sentences.

The teacher divided students into some groups and explained the direction of the activity that will be done by students. After that, the representative of each groups were asked to come forward to memorize a tongue twister sentence. After they have memorized the sentence, they started to whisper it to the member of

their groups. The group who finished earlier directly wrote their sentence on whiteboard. Then teacher together with students discussed the answers. The used tongue twister sentences at this activity were:

1. The fat cat sat on the man's black hat.
2. It's hard to park a car in a dark car park.
3. Six sleek swans swam swiftly southwards
4. I thought, I thought of thinking of thanking you.
5. I slit a sheet, a sheet I slit, upon a slitted sheet I sit.
6. Four furious friends fought for the phone.
7. Chester Cheetah chews a chunk of cheep cheddar cheese.
8. Casual clothes are provisional for leisurely trips across Asia.
9. I scream, you scream, we all scream for ice cream!
10. If a dog chews shoes, whose shoes does he choose?

c. Observing

In the second cycle, students showed their enthusiasm and enjoyed the teaching and learning process. Students paid attention to teacher's instructions. Some students asked the meaning of tongue twister sentences. They really wanted to know its meaning because according to them, tongue twister were unique and amusing. After the whole activities were done, the researcher gave oral test and observed students' activity

during teaching and learning process. The result of observation was shown in the table below:

**Table 4.4**  
**Observation Checklist in Cycle Two**

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students' paying attention toward teacher's explanation					V	5
2.	Students answer teacher's question			V			3
3.	Students ask question to clarify understanding			V			3
4.	Students' cooperative in group work					V	5
5.	Students' enthusiasm in doing the task					V	5
Total Score							21

The score of the observation as follow:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{21}{25} \times 100\% \\
 &= 84\%
 \end{aligned}$$

According to the result of observation above, it can be concluded that students were more enthusiastic and cooperative in group work than in the cycle one

meeting. Moreover, they paid better attention and braved to ask some questions to clarify their understanding. Students gave their good involvement and the teaching learning process ran well.

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

**Table 4.5**  
**Student's Achievement in Cycle Two Test**

No.	Students' code	Students' Score
1.	S-1	95
2.	S-2	95
3.	S-3	Absent
4.	S-4	85
5.	S-5	90
6.	S-6	50
7.	S-7	90
8.	S-8	70
9.	S-9	85
10.	S-10	90
11.	S-11	95
12.	S-12	95
13.	S-13	85
14.	S-14	85
15.	S-15	Absent
16.	S-16	85
17.	S-17	55
18.	S-18	90
19.	S-19	90
20.	S-20	90
21.	S-21	85
Total		1605
Maximum		95
Minimum		50

The mean of students' score was as follow:

$$\begin{aligned}M &= \frac{\sum X}{N} \\&= \frac{1605}{19} \\&= 84,47\end{aligned}$$

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

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

$$\begin{aligned}\text{Percentage} &= \frac{17}{19} \times 100\% \\&= 89,47\%\end{aligned}$$

d. Reflecting

In cycle two, there was a significant improvement of students' pronunciation. It could be seen from the average improvement score of the test and their enthusiasm in teaching learning process. The students' average score was 84,47. The minimum score was 50 and the maximum score was 95. The

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<sup>3</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

increasement between cycle one and cycle two was 18,55%. The teacher and researcher decided to stop this cycle because 89% students have reached the standard minimum score (KKM) of pronunciation teaching. The teacher and researcher concluded that the problem had been solved and tongue twister technique was effective to improve students' pronunciation.

### C. Discussion of the Research

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

**Table 4.6  
The Result of Students' Score in Every Cycle**

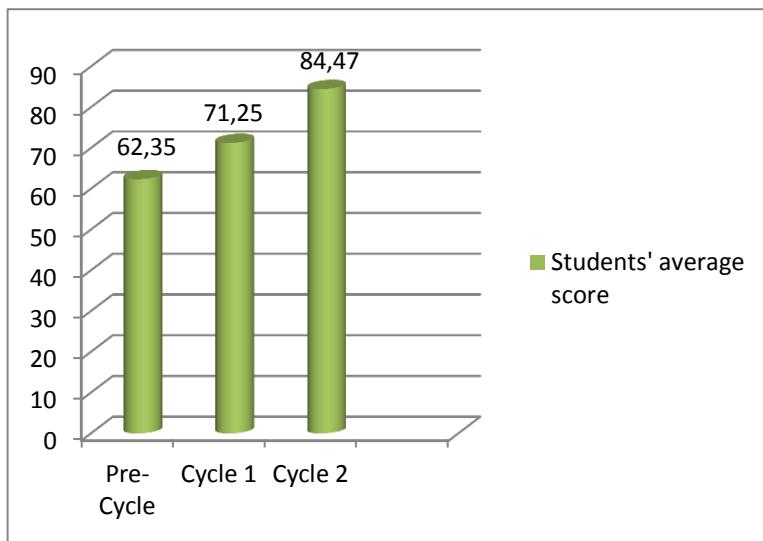
No.	Students' Code	Preliminary	Cycle 1	Cycle 2
1.	S-1	70	75	95
2.	S-2	50	65	95
3.	S-3	70	85	Absent
4.	S-4	45	65	85
5.	S-5	60	75	90
6.	S-6	Absent	35	50
7.	S-7	70	80	90
8.	S-8	Absent	35	70
9.	S-9	70	Absent	85
10.	S-10	55	65	90
11.	S-11	75	80	95

12.	S-12	75	85	95
13.	S-13	60	65	85
14.	S-14	60	70	85
15.	S-15	75	80	Absent
16.	S-16	65	80	85
17.	S-17	40	65	55
18.	S-18	Absent	85	90
19.	S-19	55	65	90
20.	S-20	Absent	85	90
21.	S-21	65	85	85
Total Score		1060	1425	1605
Mean		62,35	71,25	84,47

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

The improvement of students' achievement in pronunciation can be seen through diagram below:

**Chart. 4.1**  
**The Improvement of Students' Average Score**



In pre-test, the average of students' score was only 62,35, while the percentage of students who master pronunciation only 7 students or 41%. It means that students' pronunciation were still low because most of them could not reach the standard minimum score (KKM).

In the first cycle, the average score result was 71,25. The increasement of students' average score between pre-cycle and cycle one was 14,27%. There were 12 students or 60% of the whole students in the class who able to reach KKM (69). In this activity, the teacher introduced segmental features by using power point slide. Students were also asked to do phonetic exercise on the worksheet. This was to familiarize them in

identifying English phonetic transcriptions. After that, students were given treatment by using dictogloss tongue twister. They paid more attention and showed their enthusiasm in doing the task.

In the second cycle, the average of students' score was increased significantly, that was 84,47. The increasement between cycle one and cycle two was 18,55%. In this meeting, teacher explained word and sentence stress. To check students' understanding, teacher gave them a task. Students were asked to listen some words and identifying the position of stressed syllable in a word. They also practiced a dialogue by using accurate stressed words in a sentence. After that, the teacher conducted treatment by using tongue twister whisper. Students were not only enthusiastic in joining the activity, but also cooperative in group work.

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

## **D. Limitation of the Research**

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

### **1. Time of the research**

This research was conducted to solve only the specific problem, which was to facilitate students' pronunciation in segmental features and a few part of suprasegmental features (word and sentence stress). Since the time of the research was limited for four meetings in a month, the solution of general problem in students' pronunciation was not included in this research.

### **2. Indicators of achievements**

Indicators of achievements in this research were students reach standard minimum score (69) and the amount of students reach standard minimum score was equal to or more than 80% of total students.

This research was not able to reach 100% of total students achievement score. To reach the maximum score of total students, some aspects must be considered such as: a teacher competence, facilities, media, and students' raw input.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This is the last chapter of the present study that consists of two subchapters, those are conclusions and suggestions.

#### **A. Conclusions**

There is one problem in this research, that is: Can Tongue Twister technique improve EFL students' pronunciation?

After the researcher finished the research, he is able to draw a conclusion as the result of the research at the tenth grade students of SMA Unggulan Nurul Islami Mijen Semarang in the academic year of 2015/2016. The conclusion that can be drawn in this research is as follow:

The implementation of tongue twister technique in teaching pronunciation could be combined with many activities such as "dictogloss tongue twister, chain reading tongue twister and whisper tongue twister". In this research, the researcher had used dictogloss tongue twister in the first cycle. It was started by dictating students and students were asked to listen carefully without taking any notes on their books. After that, students discussed the answer in pairs to decide the answers. Secondly, chain reading tongue twister activity was also implemented. Teacher started this activity by grouping students and asked them to stand up making some lines facing whiteboard. After that, every member of the group had to read a word of tongue twister one by one. The group who finished the reading more quickly become the winner. Then, teacher and students discussed the material

together. In cycle two, the researcher had used tongue twister whisper activity. This activity was very interactive and challenging because students must memorize a tongue twister sentence and whisper it to the next member of their group. During the implementation of tongue twister technique in teaching pronunciation, students gave their better attention and participation. They became more active in the teaching and learning process. Then, the result of the test shows that the average of students' score was increase. Therefore, it can be concluded that teaching pronunciation by using Tongue Twister technique can improve EFL students' pronunciation ability.

## **B. Suggestion**

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

### 1. For English teachers

There are some recommendations in teaching learning English. First, an English teacher must be creative when he/she transfers the knowledge to students, so students can easily receive and understand the materials. Second, it is necessary for the English teachers to give motivation to their students. Third, it will be better if English teachers find out the appropriate and interesting technique related to the material. Besides, to give contribution to English teachers

that teaching pronunciation using tongue twister technique is more interesting and bring in relaxation.

2. For students

Learning pronunciation by using tongue twister technique makes students easy and fast to catch the lesson. Also, students should keep in mind that learning English is interesting.

3. For the next researchers

The researcher hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research. On the other hand, it is hoped that the next researchers can implement the method in teaching learning process by using better way.

Finally, the researcher realizes that this thesis is far from being perfect. Constructive critics and advice are really expected for the perfection of the future research. Hopefully, this thesis will be useful for the teachers and learners especially in learning pronunciation of English.

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# **APPENDIXES**



## **Appendix 1**

### **TIME SCHEDULE OF THE RESEARCH**

<b>Activities</b>	<b>Date</b>
Asking permission to the headmaster and interviewing the English teacher	Tuesday, 15 <sup>th</sup> March 2016
Doing pre-test	Wednesday, 23 <sup>rd</sup> March 2016
Doing cycle one	Wednesday, 30 <sup>th</sup> March and Tuesday, 12 <sup>th</sup> April 2016
Doing cycle two	Wednesday, 13 <sup>th</sup> April 2016

## **Appendix 2**

### **List of Students' Code**

No.	Name	Students' Code
1	Agung Muhammad Rizky Firmansyah	S-1
2	Anisa Dwi Wardani	S-2
3	Bintang Prasetya Aditama	S-3
4	Dewandi Millenio Wijaya	S-4
5	Dewi Khiftiani	S-5
6	Diyah Chulaifah Dewi	S-6
7	Dyah Rahayu Wahyuningrum	S-7
8	Eka Arina Wakhidah Putri	S-8
9	Eva Lutfiana Hakima	S-9
10	Eva Oktavia	S-10
11	Evi Lutfiana Rahima	S-11
12	Maulidya Nariswari	S-12
13	Nabiila Rona Setyadi	S-13
14	Nuri Retno Puji Astuti	S-14
15	Rissa Rahmarda	S-15
16	Rizka Oktavia	S-16
17	Siti Rumayah	S-17
18	Tiyas Nur Bidayati	S-18
19	Uswatun Khasanah	S-19
20	Flaurenstina Eva Safira	S-20
21	Maharani Reza Narulita	S-21

## Appendix 3

**Observation Checklist**

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students' paying attention toward teacher's explanation						
2.	Students answer teacher's question						
3.	Students ask question to clarify understanding						
4.	Students' cooperative in group work						
5.	Students' enthusiasm in doing the task						
Total Score							

**NOTES:**

- |            |             |
|------------|-------------|
| 1. >54%    | = Very poor |
| 2. 55-59%  | = Poor      |
| 3. 60-75%  | = Enough    |
| 4. 76-85%  | = Good      |
| 5. 86-100% | = Excellent |

## Appendix 4

### INTERVIEW TRANSCRIPT

Interviewer : Miftahur Rohman  
Teacher : Saekul Anwar S.Pd., M.Si.  
Date : Wednesday, 23<sup>rd</sup> March 2016  
Place : Teacher Room

No.		QUESTIONS
1.	Researcher	<b>How is your students' ability in English pronunciation?</b> (Bagaimana kemampuan pronunciation siswa-siswi bapak?)
	Teacher	Kemampuan pronunciation kelas X rata-rata tidak terlalu buruk maupun jelek. Mereka datang dari background sekolah yang berbeda, jadi inputnya tidak seperti di sekolah negeri. Kalau ada yang pintar bisa pintar banget tapi rata-rata masih biasa saja kemampuannya. Kalau di skala 1 sampai 100, nilai pronunciation kelas X berada di sekitar 60 lah.
2.	Researcher	<b>What kinds of material should be taught in teaching pronunciation?</b> (Materi apa saja yang harus diajarkan dalam pengajaran pronunciation?)
	Teacher	Pronunciation bahasa Inggris biasanya terkait dengan buku yang di desain kurikulum. Seperti drill dan reading aloud. Tujuan dari pronunciation adalah siswa dapat mengucapkan kosakata maupun kalimat dalam bahasa Inggris dengan benar yang mengarah kepada speaking tentunya. Karena kurikulum yang sering berganti-ganti maka saya lebih sering menggunakan desain pengajaran yang dirancang sendiri. Materi yang diajarkan cukup bagaimana cara mengucapkan vowel, diphong, consonant, dan

		stressing saja. Tidak usah yang sulit karena biasanya siswa-siswi saya kalau menjumpai materi yang sulit sedikit, mereka akan malas untuk mempelajarinya.
3.	Researcher  Teacher	<p><b>How do you teach pronunciation to your students?</b> (Bagaimana cara bapak mengajarkan pronunciation?)</p> <p>Saya sering menampilkan kamus CALD terus menunjukkan cara bacanya. Menurut saya yang paling efektif adalah teknik drill. Biasanya kalau anak-anak sering mengaji juga akan lebih mudah ketika diajari teknik drill karena pronunciation bahasa Arab cenderung mirip dengan bahasa Inggris.</p>
4.	Researcher  Teacher  Researcher Teacher	<p><b>What kind of difficulties you find in teaching pronunciation?</b> (Kesulitan apa yang bapak jumpai saat mengajarkan pronunciation?)</p> <p>Banyak. Pertama, mereka rata-rata datang dari sekolah swasta.</p> <p><b>So, what's wrong with private school Sir?</b> Actually nothing wrong with them. Sometime, their students' inputs are low and maybe the method used by teacher to teach their students is less effective. Some students who come from the countryside, they have very limited sources to master English. Such as there is no internet access and printed collection books. Even they have a smartphone as their electronic device, but they seldom use it for studying. They prefer use it for social media activity like facebook and twitter.</p> <p>To teach a school in countryside, teacher really needs extra motivation and spirit to encourage students about the importance of English. We have to design the material as easy as possible</p>

		<p>to be understood by students, because when I design the material a little bit difficult, the students will say aarghh... I don't understand about this.</p>
5.	<p>Researcher</p> <p>Teacher</p>	<p><b>What do you think about Tongue Twister technique?</b>            (Apa yang bapak ketahui tentang teknik Tongue Twister?)</p> <p>Yes I know a little bit. When I watched a movie of 'The King Speech', It was so amazing how tongue twister was used to improve the King's pronunciation ability. It's a good idea to improve students' ability in English pronunciation if the teacher has a passion to teach students one by one to produce English production/speaking. I think Tongue Twister is good to be applied. But I have not applied it in my classroom yet because I must catch the curriculum purpose for national examination first. I think your research title is good to be applied in my classroom.</p> <p>Thank you so much for the information Sir.            You're welcome. Good luck.</p>

## **Appendix 5a**

### **LESSON PLAN**

#### **The First Meeting of Cycle I**

School : SMA Unggulan Nurul Islami Semarang

Class/Semester : X/2

Subject : English

Skill focus : Speaking (Pronunciation)

Material : Making, Accepting and Declining an  
Invitation

Time allocation : 2 x 45 Minutes

#### **A. Standard Competence**

9. To express meaning in transactional and interpersonal dialogue in daily life context.

#### **B. Basic Competence**

9.2 To express meaning in transactional (to get things done) and interpersonal (socialize) formal and informal conversation accurately, fluently, and appropriately using simple spoken expression in daily life context and involving speech act: expressing surprise and amazement, **accepting invitation, offering, and appointment.**

#### **C. Indicator**

- Identifying how to make, accept or decline an invitation
- Reading aloud dialogue transcript in pairs
- Identifying kinds of English sound and symbol
- Identifying the phonetic transcription of words in tongue twisters
- Pronouncing letter or sounds correctly

#### **D. Objective**

By the end of the lesson, students are expected to be able to:

- Identify how to make, accept or decline an invitation
- Read aloud dialogue transcript in pairs
- Identify kinds of English sound and symbol
- Identify the phonetic transcription of words in tongue twisters
- Pronounce letter or sounds correctly

**E. Learning Method**

- Drill
- Dictogloss
- Chain reading

**F. Learning Activities**

Activities	Interaction Pattern	Time Allocated
<b>1. Pre Activity</b> <ul style="list-style-type: none"><li>a. Teacher greets the students and open the lesson</li><li>b. Teacher checks students attendance</li><li>c. Teacher explains the goal of today's lesson</li></ul>	T-S T-S	10 minutes
<b>2. Main Activity</b> <ul style="list-style-type: none"><li>a. Teacher asks students how to give an invitation.</li><li>b. Students are given an example of how to make an invitation and how to accept or decline it.</li><li>c. Students identify difficult words to pronounce and read aloud the text</li><li>d. Teacher introduces students about tongue twisters</li><li>e. Teacher explains the English phonetic transcription</li><li>f. Teacher drills students to pronounce some words correctly</li><li>g. Teacher groups students into pairs</li><li>h. Teacher reads a tongue twister sentence and asks students to listen carefully</li><li>i. Students are not allowed to take any notes while listening</li><li>j. Teacher reads the tongue twister again and instructs students to work in pairs to write the sentence they have heard</li></ul>	T-S T-S T-S T-S T-S T-S T-S T-S T-S T-S	70 minutes

<p>k. Teacher asks some representative of students to write the result of their works on whiteboard</p> <p>l. Teacher discusses and corrects students' answer</p> <p>m. Students are asked to stand up and make a line</p> <p>n. Teacher divides students into four groups</p> <p>o. All students from first and second group do competition by reading tongue twister sentence available in slide one by one as fast as possible</p> <p>p. The group who finished the sentence earlier and correctly become the winner</p>	T-S  S-S	
<p><b>3. Post Activity</b></p> <p>a. Teacher gives feedback related to the material</p> <p>b. Teacher closes the lesson</p>	T-S  T-S	10 minutes

## G. Learning Resources

Developing English Competencies for Senior High School  
Grade X

## H. Learning Material

### *Expression of Making an Invitation*

- Would you like to ....
- Would you come to ....
- I would be delighted if you could ....

### *Expression of Accepting an Invitation*

- What a delightful idea
- With the greatest pleasure
- All right then

### *Expression of Declining an Invitation*

- I'm very sorry, I don't think I can.
- I'd like to, but ....
- Sorry, I can't.

Example of making and accepting an invitation.

**Read aloud the dialogue and practice it with your partner.**

*Arief and Rita are fond of literature. They enjoy reading stories, novels, and watching drama. On the way home, Arief and Rita have a chat.*

- Arief : Do you have a plan for tomorrow's holiday?  
Rita : Too bad. I have nothing to do.  
Arief : I've got a plan for tomorrow. Would you like to come to my house?  
Rita : Really? Tell me, please. Then, I'll decide to come or not.  
Arief : I've got a new interesting novel and VCD of a drama performance.  
Rita : Wow, great. What are they about? Are they interesting?  
Arief : If I tell you now, it won't surprise you. Now, decide. Would you come to my house to enjoy them?  
Rita : I'd love to. I'll be at your house at 8.00 in the morning.

**TONGUE TWISTERS**

1. I saw Susie sitting in a shoe shine shop.
2. How can a clam cram in a clean cream can?
3. Sixty silly sisters simply singing.
4. Four furious friends fought for the phone.
5. Grandma gathers greet green grapes.
6. When you write copy you have the right to copyright the copy you write.
7. Thirty-three thousand people think that Thursday is their thirtieth birthday.
8. If two witches were watching two watches, which witch would watch which watch?
9. How many sheets could a sheet slitter slit if a sheet slitter could slit sheets?
10. The big black bug bit the big black bear, but the big black bear bit the big black bug back!

## **I. Media**

Powerpoint slide, white board, and speaker.

## **J. Assessment**

1. Form : Oral test
2. Technique : Students read 20 English words and are recorded by using voice recorder
3. Scoring Guidance :
  - a. 1 score for every item if student could pronounce the word correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20.
  - b. 0 score for student who pronounced the word incorrectly

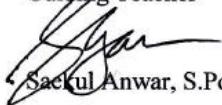
Total score = Student' score X 5 = 100
4. Instruments :

Please pronounce these words!

- |                    |                       |
|--------------------|-----------------------|
| 1. <u>Cream</u>    | 11. <u>Rain</u>       |
| 2. <u>Nothing</u>  | 12. <u>Cucumber</u>   |
| 3. <u>Back</u>     | 13. <u>Mouth</u>      |
| 4. <u>Thousand</u> | 14. <u>Care</u>       |
| 5. <u>Thirty</u>   | 15. <u>Both</u>       |
| 6. <u>Busy</u>     | 16. <u>These</u>      |
| 7. <u>Copy</u>     | 17. <u>Sheep</u>      |
| 8. <u>Watch</u>    | 18. <u>Television</u> |
| 9. <u>Furious</u>  | 19. <u>Picture</u>    |
| 10. <u>Rude</u>    | 20. <u>Imagine</u>    |

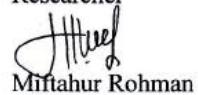
Semarang, March 30<sup>th</sup>, 2016.

Approved by,  
Guiding Teacher



Sackul Anwar, S.Pd., M.Si

Researcher

  
Miftahur Rohman

Licenced by:

Headmaster of SMA Unggulan Nurul Islami Semarang

  
Zainu Saefudin, S.Pd.I., M.Pd.

## **Appendix 5b**

### **LESSON PLAN**

#### **The Second Meeting of Cycle I**

School : SMA Unggulan Nurul Islami Semarang

Class/Semester : X/2

Subject : English

Skill focus : Speaking (Pronunciation)

Material : Making, Accepting and Declining an  
Invitation

Time allocation: 2 x 45 Minutes

#### **A. Standard Competence**

9. To express meaning in transactional and interpersonal dialogue in daily life context.

#### **B. Basic Competence**

9.2 To express meaning in transactional (to get things done) and interpersonal (socialize) formal and informal conversation accurately, fluently, and appropriately using simple spoken expression in daily life context and involving speech act: expressing surprise and amazement, **accepting invitation, offering, and appointment.**

#### **C. Indicator**

- Identifying how to make, accept or decline an invitation.
- Reading aloud dialogue transcript in pairs.
- Identifying words stress.
- Practicing to utter stressed words appropriately.
- Practicing to utter tongue twisters.
- Pronouncing letter or sounds correctly.

#### **D. Objective**

By the end of the lesson, students are expected to be able to:

- Identify how to make, accept or decline an invitation.
- Read aloud dialogue transcript in pairs.
- Identify words stress.
- Practice to utter stressed words appropriately.
- Practice to utter tongue twisters.
- Pronounce letter or sounds correctly.

**E. Learning Method**

- Drill
- Whisper Tongue Twisters

**F. Learning Activities**

Activities	Interaction Pattern	Time Allocated
<b>1. Pre Activity</b> <ul style="list-style-type: none"><li>a. Teacher greets the students and open the lesson</li><li>b. Teacher checks students attendance</li><li>c. Teacher explains the goal of today's lesson</li></ul>	T-S T-S	10 minutes
<b>2. Main Activity</b> <ul style="list-style-type: none"><li>a. Teacher asks students how to make, accept or decline an invitation.</li><li>b. Students are given an example of how to make, accept or decline an invitation</li><li>c. Students read aloud the text</li><li>d. Teacher explains about words stress</li><li>e. Teacher drills students to pronounce some stressed words appropriately</li><li>f. Students do the task about stressed word</li><li>g. Teacher introduces the sounds students are to practiced and write their symbols on whiteboard</li><li>h. Teacher asks students to suggest words that illustrate the various sounds written on whiteboard</li><li>i. Teacher reads aloud the words and asks students to listen carefully</li><li>j. Teacher asks students to practice pronouncing some chosen words</li><li>k. Teacher divides the class into some</li></ul>	T-S T-S S-S S-T T-S T-S T-S	70 minutes

<p>groups</p> <ol style="list-style-type: none"> <li>1. Teacher distributes a short, typed tongue twister to the first student in each group and ask him/ her to learn it by heart</li> <li>m. Teacher takes away the strips of paper</li> <li>n. Each student repeats the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next</li> <li>o. Teacher asks the last student who hears the tongue twister in each group write it on the whiteboard</li> <li>p. The group finishing correctly in the shortest time wins the game</li> </ol>	S-S	
<p><b>3. Post Activity</b></p> <ol style="list-style-type: none"> <li>a. Teacher gives feedback related to the material</li> <li>b. Teacher closes the lesson</li> </ol>	T-S T-S	10 minutes

## G. Learning Resources

Developing English Competencies for Senior High School  
Grade X

## H. Learning Material

### *Expression of Making an Invitation*

- Would you like to ....
- Would you come to ....
- I would be delighted if you could ....

### *Expression of Accepting an Invitation*

- What a delightful idea
- With the greatest pleasure
- All right then

### *Expression of Declining an Invitation*

- I'm very sorry, I don't think I can.
- I'd like to, but ....
- Sorry, I can't.

Example of making and accepting an invitation.

**Read aloud the dialogue and practice it with your partner.**

Zarah : Good morning, dear friend!

Elis : Good morning. Why are you so happy?

Zarah : Don't you know, today is my birthday.

Elis : Really? Oh, happy birthday.

Zarah : Yeah, thank you. **Would you mind to come to my birthday party this afternoon?**

Elis : Oh, **I'd love to come**. Where will the party be held?

Zarah : at BSB Laker Resto at 4:30 p.m.

Elis : Okay. Who will you invite?

Zarah : I invite my classmates and some friends from our piano course.

Elis : That's a good idea. Wish your party will be great and fun.

Zarah : Well, I hope too. Thanks.

**TONGUE TWISTERS**

1. Tie twine to three tree twigs.
2. Denise sees the fleece, Denise sees the fleas.
3. Elizabeth's birthday is on the third Thursday of this month.
4. Tommy Tucker tried to tie Tammy's Turtles tie.
5. How many berries could a bare berry carry, if a bare berry could carry berries?
6. The great Greek grape growers grow great Greek grapes.
7. Real rock wall, real rock wall, real rock wall.
8. This is the sixth zebra snoozing thoroughly.
9. Whoever slit the sheets is a good sheet slitter.
10. The children eat the chicken in the kitchen.

## I. Media

Powerpoint slide, white board, and speaker.

## **J. Assessment**

1. Form : Oral test
2. Technique : Students read 20 English words and are recorded by using voice recorder
3. Scoring Guidance :  
The scoring guidance of the test which are used as follows:
  - a. 1 score for every item if student could pronounce the word correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20.
  - b. 0 score for student who pronounced the sound word incorrectly

Total score = Student' score X 5 = 100

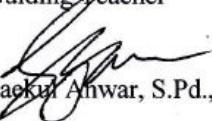
4. Instruments :

Please pronounce these words!

- |             |                |
|-------------|----------------|
| 1. Cream    | 11. Rain       |
| 2. Nothing  | 12. Cucumber   |
| 3. Back     | 13. Mouth      |
| 4. Thousand | 14. Care       |
| 5. Thirty   | 15. Both       |
| 6. Busy     | 16. These      |
| 7. Copy     | 17. Sheep      |
| 8. Watch    | 18. Television |
| 9. Furious  | 19. Picture    |
| 10. Rude    | 20. Imagine    |

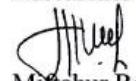
Semarang, April 12<sup>th</sup>, 2016.

Approved by,  
Guiding Teacher



Saekul Ahwar, S.Pd., M.Si

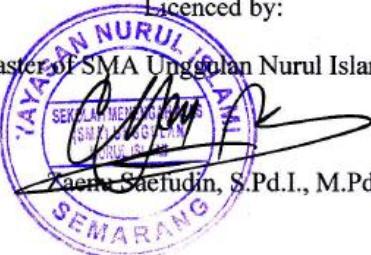
Researcher



Miftahur Rohman

Licenced by:

Headmaster of SMA Unggulan Nurul Islami Semarang



Xaeni Saefudin, S.Pd.I., M.Pd.

## **Appendix 6**

### **LESSON PLAN**

#### **The Cycle II Meeting**

School : SMA Unggulan Nurul Islami Semarang  
Class/Semester : X/2  
Subject : English  
Skill focus : Speaking (Pronunciation)  
Material : Expressing Surprise and Amazement  
Time allocation : 2 x 45 Minutes

#### **A. Standard Competence**

9. To express meaning in transactional and interpersonal dialogue in daily life context.

#### **B. Basic Competence**

- 9.2 To express meaning in transactional (to get things done) and interpersonal (socialize) formal and informal conversation accurately, fluently, and appropriately using simple spoken expression in daily life context and involving speech act: **expressing surprise and amazement**, accepting invitation, offering, and appointment.

#### **C. Indicator**

- Identifying how to express surprise and amazement.
- Reading aloud dialogue transcript in pairs.
- Identifying stressed words in sentence.
- Practicing to utter sentences with appropriate stressed words.
- Practicing to utter tongue twisters.
- Pronouncing letter or sounds correctly.

#### **D. Objective**

By the end of the lesson, students are expected to be able to:

- Identify how to express surprise and amazement
- Read aloud dialogue transcript in pairs.
- Identifying stressed words in sentence.

- Practice to utter sentences with appropriate stressed words.
- Practice to utter tongue twisters.
- Pronounce letter or sounds correctly.

#### **E. Learning Method**

- Drill
- Whisper Tongue Twisters

#### **F. Learning Activities**

Activities	Interaction Pattern	Time Allocated
<p><b>1. Pre Activity</b></p> <p>a. Teacher greets the students and open the lesson</p> <p>b. Teacher checks students attendance</p> <p>c. Teacher explains the goal of today's lesson</p>	T-S T-S	10 minutes
<p><b>2. Main Activity</b></p> <p>a. Teacher asks students how to express surprise and amazement</p> <p>b. Students are given an example of how to express surprise and amazement</p> <p>c. Students read aloud the text</p> <p>d. Teacher explains about sentence stress</p> <p>e. Teacher drills students to pronounce some sentences with appropriate stressed words</p> <p>f. Teacher introduces the sounds students are going to practiced and write their symbols on whiteboard</p> <p>g. Teacher asks students to suggest words that illustrate the various sounds written on whiteboard</p> <p>h. Teacher reads aloud the words and asks students to listen carefully</p> <p>i. Teacher asks students to practice</p>	T-S T-S S-S T-S T-S T-S T-S	70 minutes

	pronouncing some chosen words	T-S	
j.	Teacher divides the class into some groups	S-S	
k.	Teacher distributes a short, typed tongue twister to the first student in each group and ask him/ her to learn it by heart	S-S	
l.	Teacher takes away the strips of paper		
m.	Each student repeats the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next		
n.	Teacher asks the last student who hears the tongue twister in each group write it on the whiteboard		
o.	The group finishing correctly in the shortest time wins the game		
<b>2. Post Activity</b>			
a.	Teacher gives feedback related to the material	T-S	10 minutes
b.	Teacher closes the lesson	T-S	

## G. Learning Resources

Developing English Competencies for Senior High School  
Grade X

## H. Learning Material

Expression of Surprise and Amazement

Formal:

- I find that very surprising.
- I find it astonishing/extraordinary.
- How very amazing/surprising.

Less Formal:

- Really?
- My goodness!
- Are you serious?
- You're kidding!

Example of expression surprise and amazement:

**Read aloud the dialogue and practice it with your partner.**  
*Andi brings news to his class. He informs that the headmaster cancels tomorrow's holiday.*

- Andi : **Attention, please!** I have something to **tell** you, guys. **Please,** be **quiet**.
- Aldi : Shh....OK my friends, pay attention to our **leader**. It seems that he **brings bad news** for us.
- Andi : I've just **met** the headmaster in the teachers' room. He **told** me about our holiday.
- Feny : **Really? Why** are you so gloomy? Bad news?
- Aldi : Be **quiet** Feny!
- Andi : The headmaster cancelled tomorrow's holiday.
- Feny : **What! Are** you serious?
- Aldi : Oh, no. **What a shocking.** I don't believe it.
- Andi : I'm serious. I **tell** you the **truth**.
- Indah : Oh dear. That's very disappointing.
- Andi : Keep **calm** guys. We will **have** a holiday someday. Don't **forget** to **come** to the **school** tomorrow.

### TONGUE TWISTERS

1. The fat cat sat on the man's black hat.
2. It's hard to park a car in a dark car park.
3. Six sleek swans swam swiftly southwards
4. I thought, I thought of thinking of thanking you.
5. I slit a sheet, a sheet I slit, upon a slitted sheet I sit.
6. Four furious friends fought for the phone.
7. Chester Cheetah chews a chunk of cheep cheddar cheese.
8. Casual clothes are provisional for leisurely trips across Asia.
9. I scream, you scream, we all scream for ice cream!
10. If a dog chews shoes, whose shoes does he choose?

## **I. Media**

Powerpoint slide, white board, and printed papers.

## **J. Assessment**

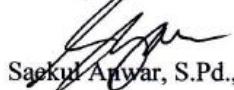
1. Form : Oral test
  2. Technique : Students read 20 English words and are recorded by using voice recorder
  3. Scoring Guidance :  
The scoring guidance of the test which are used as follows:
    - a. 1 score for every item if student could pronounce the word correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20.
    - b. 0 score for student who pronounced the sound word incorrectly
  - Total score = Student' score X 5 = 100
4. Instruments :

Please pronounce these words!

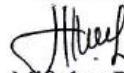
- |                     |                      |
|---------------------|----------------------|
| 1. <u>Knowledge</u> | 11. <u>Relation</u>  |
| 2. <u>Decide</u>    | 12. <u>Island</u>    |
| 3. <u>Trap</u>      | 13. <u>However</u>   |
| 4. <u>Together</u>  | 14. <u>Dare</u>      |
| 5. <u>Burn</u>      | 15. <u>Think</u>     |
| 6. <u>Honest</u>    | 16. <u>Therefore</u> |
| 7. <u>Force</u>     | 17. <u>Nation</u>    |
| 8. <u>Feature</u>   | 18. <u>Usual</u>     |
| 9. <u>Would</u>     | 19. <u>Question</u>  |
| 10. <u>Move</u>     | 20. <u>Introduce</u> |

Semarang, April 13<sup>th</sup>, 2016.

Approved by,  
Guiding Teacher

  
Saekul Anwar, S.Pd., M.Si

Researcher

  
Miftahur Rohman

Licenced by:

Headmaster of SMA Unggulan Nurul Islami Semarang



## Appendix 7

### PRE-TEST PHONETIC TRANSCRIPTION

#### PRE-TEST PHONETIC TRANSCRIPTION RESULT

No.	Words	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1.	Knowledge /'nɒlɪdʒ/	<u>newkədʒ</u>	<u>knowledgy</u>	<u>knowledgy</u>	<u>knəʊldʒɪ</u>	<u>absent</u>	/'məlɪdʒ/	<u>absent</u>	/'məlɪdʒ/	<u>absent</u>	/'məlɪdʒ/
2.	Decide /dɪ'saɪd/	<u>dɪsaɪd</u>	<u>/dɪ saɪd/</u>	<u>/dɪsaɪd/</u>	<u>/dɪ saɪd/</u>	<u>/dɪ saɪd/</u>	<u>/dɪ saɪd/</u>	<u>/dɪ saɪd/</u>	<u>/dɪsaɪd/</u>	<u>/dɪsaɪd/</u>	<u>/dɪsaɪd/</u>
3.	Trap /trap/	<u>/træp/</u>									
4.	Together /tə'geðər/	<u>/tə geðər/</u>									
5.	Burn /bɜːn/	<u>bɜːn/</u>									
6.	Honest /'ɒnɪst/	<u>/hənəst/</u>									
7.	Force /fɔːs/	<u>/fɔːs/</u>									
8.	Feature /'fi:tʃər/	<u>/fi:tʃər/</u>									
9.	Would /wʊd/	<u>/wɔ:ds/</u>									
10.	Move /mu:v/	<u>/mu:v/</u>									
11.	Relation /r'eʃn/	<u>/rɪ'leʃn/</u>									
12.	Island /'aɪlənd/	<u>/aɪlənd/</u>									
13.	However /haʊ'evər/	<u>/haʊ'evər/</u>									
14.	Dare /deər/	<u>/dərs/</u>	<u>/dərə/</u>								
15.	Think /θɪŋk/	<u>/θɪŋk/</u>									
16.	Therefore /'ðeərəfər/	<u>/ðeərəfər/</u>									
17.	Nation /'neɪʃn/	<u>/neɪʃn/</u>									
18.	Usual /'ju:zʊəl/	<u>/ju:zʊəl/</u>									
19.	Question /'kwesʃn/	<u>/kwestʃn/</u>									
20.	Introduce /introdju:s/	<u>/introdju:s/</u>									
Number of correct answers		14	10	14	9	12	14	14	14	11	11

No.	Words	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21
1.	Knowledge /'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/	/'nɒlɪdʒ/
2.	Decide /di'said/	/di' said/										
3.	Trap /trap/	/tre�/										
4.	Together /ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/	/ə'gəðər/
5.	Burn /bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/
6.	Honest /'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/	/'ɒnɪst/
7.	Force /fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/
8.	Feature /'fiːtʃər/	/fiːtʃər/										
9.	Would /wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/
10.	Move /muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/	/muːv/
11.	Relation /'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/	/'releʃən/
12.	Island /'aɪ.lənd/	/'aɪ.land/										
13.	However /'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/	/'haʊ'evər/
14.	Dare /deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/
15.	Think /θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/
16.	Therefore /'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/
17.	Nation /'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/
18.	Usual /'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/
19.	Question /'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/	/'kwes.tʃən/
20.	Introduce /ɪn't्रə'dju:s/	/introdus/										

Number of correct answers:

13

11

8

13

## Appendix 8

### POST-TEST PHONETIC TRANSCRIPTION

#### POST-TEST PHONETIC TRANSCRIPTION RESULT

No.	Words	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1.	Knowledge /'nɒlɪdʒ/	/nɒl.i.dʒ/									
2.	Decide /dɪ'saɪd/	/dɪsaɪd/									
3.	Trap /trep/	/trep/	/trep/	/trep/	/trep/	/trep/	/trep/	/trep/	/trep/	/trep/	/trep/
4.	Together /tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/	/tə'geðə(r)/
5.	Burn /bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/	/bɜːn/
6.	Honest /'ɒn.ɪst/	/ɒn.ɪst/									
7.	Force /fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/	/fɔːs/
8.	Feature /'fiː.tʃə(r)/	/fiː.tʃə(r)/									
9.	Would /wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/
10.	Move /muv/	/muv/	/muv/	/muv/	/muv/	/muv/	/muv/	/muv/	/muv/	/muv/	/muv/
11.	Relation /rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/	/rɪ'leɪʃən/
12.	Island /'aɪ.lənd/	/aɪ.lənd/									
13.	However /'haʊ'ev.ə(r)/	/haʊ'ev.ə(r)									
14.	Dare /deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/	/deə(r)/
15.	Think /θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/
16.	Therefore /'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/	/'ðeəfɔːr/
17.	Nation /'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/	/'neɪʃən/
18.	Usual /'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/	/'juː.zu.əl/
19.	Question /'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/	/'kwes̚tʃən/
20.	Introduce /ɪn't्रɔːdjuːs/	/'ntrɔːdjuːs/									
Number of correct answers:		19	19	17	18	10	18	14	17	18	18

No.	Words	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21
1.	Knowledge /'ml̩dʒ/	/'ml̩dʒ/	/'ml̩dʒ/	/'ml̩dʒ/	/'ml̩dʒ/	/absent/	/'ml̩dʒ/	/knɒlɪdʒ/	/'ml̩dʒ/	/'ml̩dʒ/	/'ml̩dʒ/	/knɒlɪdʒ/
2.	Decide /d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/	/d̩'saɪd/
3.	Trap /trap/	/trap/	/trap/	/trap/	/trap/	/trap/	/trap/	/trap/	/trap/	/trap/	/trap/	/trap/
4.	Together /t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/	/t̩'geð.ər/
5.	Burn /b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/	/b̩.n/
6.	Honest /'ɒn.ɪst/	/'mn.ɪst/										
7.	Force /fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/	/fɔ:s/
8.	Feature /'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/	/'fi:tər/
9.	Would /wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/	/wʊd/
10.	Move /mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/	/mu:v/
11.	Relation /r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/	/r'leʃ.ən/
12.	Island /'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/	/'aɪ.lənd/
13.	However /'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə	/'haʊ'ev.ə
14.	Dare /deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/	/deər/
15.	Think /θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/	/θɪŋk/
16.	Therefore /'ðeəf.ər/	/'ðeəf.ər/										
17.	Nation /'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/	/'neɪʃ.ən/
18.	Usual /'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/	/'ju:.zju.əl/
19.	Question /'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/	/'kwes.ʃn/
20.	Introduce /m̩.trə'dju:s/	/m̩.trə'dju:s/										
Number of correct answers:		19	19	17	17	17	11	18	18	18	18	17

## **Appendix 9**

### **STUDENTS' SCORE Preliminary Test**

No.	Students' Code	Students' Score = $\Sigma$ correct answers X 5
1	S-1	$14 \times 5 = 70$
2	S-2	$10 \times 5 = 50$
3	S-3	$15 \times 5 = 70$
4	S-4	$9 \times 5 = 45$
5	S-5	$12 \times 5 = 60$
6	S-6	Absent
7	S-7	$14 \times 5 = 70$
8	S-8	Absent
9	S-9	$14 \times 5 = 70$
10	S-10	$11 \times 5 = 55$
11	S-11	$15 \times 5 = 75$
12	S-12	$15 \times 5 = 75$
13	S-13	$12 \times 5 = 60$
14	S-14	$12 \times 5 = 60$
15	S-15	$15 \times 5 = 75$
16	S-16	$13 \times 5 = 65$
17	S-17	$8 \times 5 = 40$
18	S-18	Absent
19	S-19	$11 \times 5 = 55$
20	S-20	Absent
21	S-21	$13 \times 5 = 65$
<b>Total Score</b>		<b>1060</b>
<b>Mean</b>		<b>62,35</b>

## **Appendix 10**

### **Cycle One Test**

No.	Students' Code	Students' Score = $\sum$ correct answers X 5
1	S-1	$15 \times 5 = 75$
2	S-2	$13 \times 5 = 65$
3	S-3	$17 \times 5 = 85$
4	S-4	$13 \times 5 = 65$
5	S-5	$15 \times 5 = 75$
6	S-6	$7 \times 5 = 35$
7	S-7	$16 \times 5 = 80$
8	S-8	$7 \times 5 = 35$
9	S-9	Absent
10	S-10	$13 \times 5 = 65$
11	S-11	$16 \times 5 = 80$
12	S-12	$17 \times 5 = 85$
13	S-13	$13 \times 5 = 65$
14	S-14	$14 \times 5 = 70$
15	S-15	$16 \times 5 = 80$
16	S-16	$16 \times 5 = 80$
17	S-17	$13 \times 5 = 65$
18	S-18	$16 \times 5 = 85$
19	S-19	$13 \times 5 = 65$
20	S-20	$17 \times 5 = 85$
21	S-21	$17 \times 5 = 85$
<b>Total Score</b>		<b>1425</b>
<b>Mean</b>		<b>71,25</b>

## Appendix 11

### Post-Test

No.	Students' Code	Students' Score = $\Sigma$ correct answers X 5
1	S-1	$19 \times 5 = 95$
2	S-2	$19 \times 5 = 95$
3	S-3	Absent
4	S-4	$17 \times 5 = 85$
5	S-5	$18 \times 5 = 90$
6	S-6	$10 \times 5 = 50$
7	S-7	$18 \times 5 = 90$
8	S-8	$14 \times 5 = 70$
9	S-9	$17 \times 5 = 85$
10	S-10	$18 \times 5 = 90$
11	S-11	$19 \times 5 = 95$
12	S-12	$19 \times 5 = 95$
13	S-13	$17 \times 5 = 85$
14	S-14	$17 \times 5 = 85$
15	S-15	Absent
16	S-16	$17 \times 5 = 85$
17	S-17	$11 \times 5 = 55$
18	S-18	$18 \times 5 = 90$
19	S-19	$18 \times 5 = 90$
20	S-20	$18 \times 5 = 90$
21	S-21	$17 \times 5 = 85$
<b>Total Score</b>		<b>1605</b>
<b>Mean</b>		<b>84,47</b>

## **Appendix 12**

### **DOCUMENTATION**

Explaining the material



Doing the task



Doing Chain Reading Tongue Twister



Writing the result of Tongue Twister Whisper



Students' enthusiasm in group work



Recording student' oral test





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.03/J4/PP.00.9/3853/2015

Semarang, 02 September 2015

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dra. Nuna Mustikawati Dewi,  
M. Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Miftahur Rohman

NIM : 113411025

Judul : THE USE OF TONGUE TWISTER TECHNIQUE TO IMPROVE EFL STUDENTS' PRONUNCIATION

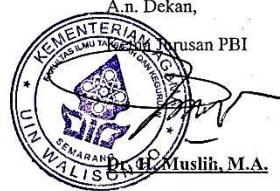
Dan menunjuk saudara:

1. Dra. Nuna Mustikawati Dewi, M. Pd (Pembimbing I)

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,



NIP: 19690813 199603 1 003

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

Nomor : Un.10.3/DI/TL.00./0751/2016

Semarang, 19 Februari 2016

Lamp : 1 bendel (proposal)

Hal : Mohon Izin Riset

A.n. : Miftahur Rohman

NIM : 113411025

Kepada Yth. :

**Kepala SMA Unggulan Nurul Islami**  
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Miftahur Rohman

NIM : 113411025

Judul Skripsi : **"The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at The 10<sup>th</sup> Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2016/2017)"**

Pembimbing : Dra. Nuna Mustikawati Dewi, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset/penelitian selama 1 bulan pada tanggal 1 sampai dengan 30 Maret 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

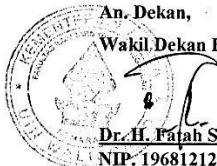
Wassalamu'alaikum Wr.Wb.

An. Dekan,

Wakil Dekan Bidang Akademik

Dr. H. Fajah Syukur, M.Ag

NIP. 19681212 199403 1 003





**PEMERINTAH KOTA SEMARANG**  
**DINAS PENDIDIKAN**

Jl. Dr. Wahidin 118 Telp.(024) 8412180, Fax. (024) 8317752

SEMARANG Kode Pos 50234

Website : [www.disdik.semarangkota.go.id](http://www.disdik.semarangkota.go.id) email : [disdik@semarangkota.go.id](mailto:disdik@semarangkota.go.id)

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**SURAT IJIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG**

Nomor : 070 /1393

**TENTANG IJIN RISET**

Dasar : Surat dari Universitas Islam Negeri Walisongo Semarang  
No. Un.10.3/DI/TL.00/0751/2016 Tgl 19 Februari 2016

Perihal : Ijin Riset

Berdasarkan hal tersebut di atas. Kepala Dinas Pendidikan Kota Semarang mengijinkan mahasiswa sebagai berikut :

Nama : **Miftahur Rohman**  
NIM : **113411025**  
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul : "The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at The 10th Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2016/2017)".

Untuk mengadakan riset di **SMA Unggulan Nurul Islami Kota Semarang**.

Dengan memperhatikan hal-hal sebagai berikut:

- 1 Kegiatan riset tidak mengganggu proses pembelajaran di sekolah.
- 2 Mentaati peraturan dan ketentuan yang berlaku di tempat riset tersebut.
- 3 Menyampaikan laporan/pemberitahuan kepada Kepala Dinas Pendidikan Kota Semarang setelah selesai pelaksanaan kegiatan riset.
- 4 Kegiatan riset dilaksanakan sejak dikeluarkannya surat ijin Kepala Dinas Pendidikan Kota Semarang sampai dengan selesai.

Semarang, 24 Februari 2016



Tembusan Yth.

1. Kepala Sekolah ybs
2. Pertinggal



## YAYASAN NURUL ISLAMI SMA UNGGULAN NURUL ISLAMI

Rejosari Wonolopo Kec. Mijen Kota Semarang 50215  
Telp. (024) 70774477 HP(024)70777077

### **SURAT KETERANGAN**

Nomor : 365/L/SMA NI/IV/2016

Yang bertanda tangan dibawah ini Kepala SMA Unggulan Nurul Islami  
Semarang menyatakan bahwa :

Nama : **Miftahur Rohman**  
NIM : **113411025**  
Jurusan : **Pendidikan Bahasa Inggris UIN Walisongo Semarang**  
Judul Skripsi : **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 2016/2017.**

Telah melaksanakan Observasi Kelas di sekolah kami, dan selesai pada  
tanggal 14 April 2016. Demikian surat keterangan ini kami sampaikan untuk  
digunakan sebagaimana mestinya.

Semarang, 13 April 2016

Kepala Sekolah,



Zaenu Saefudin, S.Pd.I., M.Pd.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADА MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

## PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **MIFTAHUR ROHMAN**

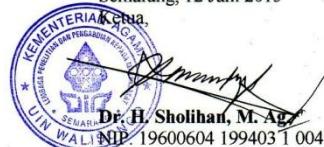
NIM : **113411025**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.....**82**..... ( .....**4,0 / A**..... )

Semarang, 12 Juni 2015



# CURRICULUM VITAE

## A. Personal Data

Name : Miftahur Rohman  
Date of Birth : Cilacap, April 18<sup>th</sup> 1992  
Address : Karang Reja RT.4 RW.4, Desa Bulaksari,  
Kecamatan Bantarsari, Kabupaten Cilacap,  
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Mobile Phone : 085726344285  
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## B. Education Background

Formal Education:

1. SDN 01 Bulaksari
2. MTs Salafiyah Bulaksari
3. MAN 1 Cilacap
4. Education and Teacher Training Faculty of Walisongo  
State Islamic University Semarang

Non-Formal Education:

1. Pondok Pesantren APIK Kesugihan, Cilacap
2. Pondok Pesantren Daarun Najaah Jerakah, Tugu,  
Semarang.

Semarang, 30<sup>th</sup> May 2016

**Miftahur Rohman**

NIM: 113411025