

**IMPROVING STUDENTS' PRONUNCIATION THROUGH
TONGUE TWISTER TECHNIQUE AT THE TENTH
GRADE COMPUTER AND NETWORK
ENGINEERING 1 OF SMK
NEGERI 1 SINJAI**



THESIS

Submit to the Board of Examiners as a Partial Fulfillment of the
Requirements for the degree of *Sarjana Pendidikan* (S.Pd.)

By:

SULFIDAR

180110027

**ENGLISH STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
2022**



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1. Dr. Mustamir, M.Pd.
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**ENGLISH STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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2022**

STATEMENT OF AUTHENTICITY

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1. This thesis proposal is really the result of my own work, not plagiarism or duplication of the writings/works of other people which I admit to be the result of my own writing or thoughts.
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Hereby this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions of the applicable laws.

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Technique at the Tenth Grade Computer and Network
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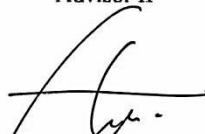
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PENGESAHAN SKRIPSI

Skripsi berjudul, *Improving Students' Pronunciation Through Tongue Twister Technique at the Tenth Grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai* yang ditulis oleh Sulfidar Nomor Induk Mahasiswa 180110027, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Sabtu, tanggal 6 Agustus 2022 M bertepatan dengan 8 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRACT

Sulfidar. Improving Students' Pronunciation through Tongue Twister Technique at the Tenth Grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai. Thesis. Sinjai: English Tadris Study Program, Faculty of Tarbiyah and Teacher Training Islamic University of Ahmad Dahlan, 2022.

This research aims to determine the improvement in students' pronunciation before and after implementing the tongue twister technique in class ten of Computer and Network Engineering 1 SMK Negeri 1 Sinjai.

This type of research is classroom action research. The subjects of this research were tenth grade students of Computer and Network Engineering 1 SMK Negeri 1 Sinjai. Data collection techniques use observation, tests and documentation. There are two types of tests, namely pre-test and post-test. Data analysis used normality test, paired sample T-test and N-gain.

The results of this study show that students have differences before and after applying the tongue twister technique. The pre-test average was 51.29 while the average of post-test one was 68.57 and post-test two was 79. The results of the pre-test normality test were $0.10 > 0.05$, the post-test normality test test one is $0.88 > 0.05$ and post-test normality test two is $0.200 > 0.05$, from all normality test results it can be concluded that the data is normally distributed. The results of the paired sample T-test between pre-test and post-test one is $0.000 < 0.05$ and the paired sample T-test between pre-test and post-test two is $0.000 < 0.05$ and it can be concluded that the data shows an increase student pronunciation. The N-gain result from post-test one was 0.35 and post-test two was 0.57. Therefore, there is a significant difference after applying the tongue twister technique. The results of this research concluded that the tongue twister technique could improve the pronunciation of tenth grade students in Computer and Network Engineering 1 SMK Negeri 1 Sinjai.

Keywords: *Tongue Twister Technique, Pronunciation*

المستخلص

سلفيدار. تحسين النطق لدى الطلاب من خلال تقنية اعوجاج اللسان في الصف العاشر هندسة الكمبيوتر والشبكات ١ في مدرسة المتوسطة المهنية الحكومية ١ سنجائي. البحث. سنجائي: قسم تعليمة اللغة الإنجليزية ، كلية التربية وتدريب المعلمين جامعة الإسلامية المحمدية سنجائي، ٢٠٢٢.

يهدف هذا البحث إلى تحديد التحسن في نطق الطلاب قبل وبعد تطبيق تقنية إعصار اللسان في الصف العاشر من هندسة الكمبيوتر والشبكات ١ مدرسة المتوسطة المهنية الحكومية ١ سنجائي.

هذا النوع من البحث هو بحث إجرائي في الفصل الدراسي. موضوعات هذا البحث هي طلاب الصف العاشر في هندسة الكمبيوتر والشبكات ١ مدرسة المتوسطة المهنية الحكومية ١ سنجائي تستخدم تقنيات جمع البيانات للملاحظة والاختبارات والوثائق. هناك نوعان من الاختبارات، وهما الاختبار القبلي والاختبار البعدي.

استخدم تحليل البيانات اختبار الحالة الطبيعية واختبار T المقترنة للعينة وكسب N .

تظهر نتائج هذه الدراسة أن الطلاب لديهم اختلافات قبل وبعد تطبيق تقنية الإعصار اللسان. كان متوسط الاختبار القبلي ٥١.٢٩ بينما كان متوسط الاختبار البعدي الأول ٦٨.٥٧ والاختبار البعدي الثاني ٧٩. وكانت نتائج اختبار الحياة الطبيعية قبل الاختبار $0.10 < 0.005$ ، واختبار الحياة الطبيعية بعد الاختبار الأول هو $0.88 < 0.005$ واختبار الحالة الطبيعية بعد الاختبار الثاني هو $0.200 < 0.005$ ، من جميع نتائج اختبار الحالة الطبيعية يمكن استنتاج أن البيانات يتم توزيعها بشكل طبيعي. نتائج اختبار T للعينة المقترنة بين الاختبار القبلي والاختبار البعدي الأول هي $0.000 > 0.005$ والعينة المقترنة اختبار T بين الاختبار القبلي والاختبار البعدي الثاني هي $0.000 > 0.005$ ويمكن استنتاج أن البيانات يظهر زيادة في نطق الطالب. كانت نتيجة N -gain من الاختبار اللاحق الأول ٠.٣٥ والاختبار اللاحق الثاني ٠.٥٧. ولذلك، هناك فرق كبير بعد تطبيق تقنية إعصار اللسان. وخلصت نتائج هذا البحث إلى أن تقنية الإعصار اللسان يمكن أن تحسن النطق لدى طلاب الصف العاشر في هندسة الكمبيوتر والشبكات ١ مدرسة المتوسطة المهنية الحكومية ١ سنجائي

الكلمات الأساسية: تقنية اعوجاج اللسان، النطق

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Sinjai, 12th March 2022

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CHAPTER I

INTRODUCTION

A. Background of Research

In daily life, language is a crucial instrument for communication, Language is used to communicate, socialize, expressed thoughts, feelings and wishes. According to Elizabeth, language is a tool of communication, information, and people always use the language when speak (Armstrong, 2010).

English is a foreign language that is very popular language all over the world, including Indonesia. English is important in communication activities, science and modern technology (Cahyani & Panjaitan, 2020). Given the value of English in global communication, Indonesian students should start learning the language as soon as possible. English is a required subject in Indonesian schools from elementary school through high school, which helps students get ready for life in a globalized world. English has four main skills those are reading, listening, writing and speaking (Brown, 2001). Pronunciation is one of the main components of speaking. Pronunciation is a way of pronouncing a word when speaking and the speaker

should think and pronounce the words using a good pronunciation. The verse that mentions the pronunciation is QS. An-Nisa (04): 09 (Departemen Agama RI, 2014), as follows:

فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

“... Let them fear Allah, and speak words of appropriate”

The verse above explains that speak words of appropriate or good pronunciation will give good quality of conversation and make the listeners easier to understand what the speaker is saying. Pronunciation refers to language phonology and sounds production in language, pronunciation will help to produce the words with clearly. Additionally, good pronunciation will be able to help the students to communicate easier and clearly in communication.

Speaking using a good pronunciation helps a speaker can be easily to understand by the listener and reduce misunderstanding in speaking. One of the biggest factors that can lead to misunderstanding in a conversation is incorrect pronunciation. Most of students in Indonesia struggle to correctly pronounce

English words because the different language system. According to Gustina (2015), English and Indonesian do not have the same language system, English is difficult for Indonesian students to pronounce English as well as native speakers. Students find pronunciation to be a challenging subject because spoken words typically differ from the students' written counterparts.

According to Ramelan (2003), if students want to learn a foreign language, the students must learn to speak the language. The students should try to speak the way native speaker speak the language. This can be achieved by closely imitating and mimicking tirelessly until the students' pronunciation is like a native speaker. To master pronunciation in a foreign language, students need to do more practice. A teacher must be able to show examples of correct pronunciation or provide appropriate teaching techniques to attract students' interest in improving students' pronunciation.

In this research, the researcher used tongue twister technique to helped students' pronunciation better. Tongue twister is phrases or sentences that are difficult to pronounce because tongue twister sounds similar but provide fun activities for students in

pronunciation practice (Machackova, 2012). Tongue twister is difficult to do but tongue twister technique can make students speak like native English speaker. Tongue twister is fun for students to do because tongue twisters are unique to pronounce. Tongue twister is used to create humor by challenging students to repeat the tongue twisters very quickly and listen to the funny result (Machackova, 2012). This technique is needed because students trained on how to pronounce English words correctly by using several sounds that are similar but often different meanings. Through tongue twisters, students are expected to find easy to imitate and remember English phonemes.

Bade on research by Turumi , Jamiluddin and Salehuddin (2016) with a title “*Using Tongue Twister to Improve the Pronunciation of Grade VIII Students*”. This research used tongue twister to improve students’ pronunciation of the sound /θ/ and the sound /ð/ of Grade VIII Students of SMP Negeri 4 Palu. This research used a quasi-experimental research design. The result of this research found that the used of tongue twister could improve the pronunciation of grade VIII students of SMP Negeri 4 Palu.

Based on the observation at SMK Negeri 1 Sinjai, when English teacher taught English at the tenth grade Computer and Network Engineering 1, the researcher found that the students often had difficulty in pronounced or understood the correct sounds and the teacher just explained the subject without did not given a fun technique in taught English. The result of observation above, the researcher decided to applied tongue twister technique to made improvement the students' pronunciation with to do a research with a title "Improving Students' Pronunciation Through Tongue Twister Technique at the Tenth Grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai".

B. Problem Statement

Based on the background of the study above, the formulation of the research problem is whether or not tongue twister technique to improve students' pronunciation at the tenth grade computer and network engineering 1 of SMK Negeri 1 Sinjai?

C. Objective of the Research

In the line of the problem statement, the researcher examines the purpose of this research is to find out whether or not tongue twister technique to

improve students' pronunciation at the tenth grade computer and network engineering 1 of SMK Negeri 1 Sinjai.

D. Significances of the Research

The result of this research is expected to give contribution for the theoretical and practical. The researcher hope this research can be one of the sources in learning English context and beneficial for research, teacher, students and school.

1. Theoretically

- a. The researcher hopes this research can be a reference in learning pronunciation.
- b. The result of this research can prove that tongue twister technique can be used in teaching pronunciation.

2. Practically

- a. For researcher

Researcher can use tongue twister as a technique to be used in the teaching and learning about pronunciation.

- b. For English teacher

The result of this research can use by the English teacher at SMK Negeri 1 Sinjai to

enrich the teacher technique in teaching pronunciation.

c. For students

This research is expected to help students to increase pronunciation and students can learn pronunciation in a different way.

d. For school

This research can give contribute to Senior High School, especially SMK Negeri 1 Sinjai that the English teacher can use tongue twister as a technique in teaching pronunciation and tongue twister can improving the teacher's students in learning pronunciation at the school.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Pronunciation

a. Definition of Pronunciation

The most important thing in English speaking activities is pronunciation because pronunciation can affect the meaning of a word. When someone makes a mistake in pronouncing the words in a speech, the mistake can disturb the information conveyed and become one of the biggest factors that can cause misunderstandings in a communication.

According to Hornby (1995), pronunciation is the way in which a word is pronounced, the way a person pronounces the words of a language. Pronunciation is important parts of learning a foreign language because pronunciation affects students' communicative competence (Gilakjani, 2012). Pronunciation especially in teaching spoken English and other languages in general is one of the most

important aspects and will not be lost in the teaching section (Hayati, 2010).

Those above definitions pronunciation can be concluded that through pronunciation determines understanding between the speaker and the listener who conveys a message, idea and thought. Moreover, pronunciation is the way a person pronounces words or sounds so that an utterance is easy to understand.

b. Parts of Pronunciation

According to Arashnia the scope of teaching pronunciation consists of three subjects matter, those are sound, stress and intonation (Sofia & Rosyid, 2020):

1) Sound

Sound is represented by phonetic symbol because the different between written letters and spoken sound. Speech sounds are divided into vowels and consonants. When the vocal cords vibrate, the voice is voiced and the vocal cords are not vibrating, the voice is not voiced, but consonants can be voiced or unvoiced.

Moreover, all vowels and some consonants can be pronounced for a shorter or longer duration, depending on which sound precedes or follows the sound.

a) Vowel

According to Roach (1983), vowels are sounds that do not block the flow of air flowing from the larynx to the lips. Vowel sounds are sound produced when the tongue does not touch other parts of the mouth, teeth or lips. Vowels are sounds produces with free parts. Free parts means that the vowel sound is produce without a hitch. Vowels are divided into two namely (Kelly, 2000):

i. Diphthong

Diphthong is sound made by position to another. In phonetics, diphthongs are represented by a sequence of two letters, the first indicating the initial position and the second indicating the direction

of movement. Diphthong consists of /ɪə/, /eə/, /ʊə/, /aʊ/, /əʊ/, /eɪ/, /aɪ/, /ɔɪ/.

ii. Single vowel

Single vowel is vowel that has one type sound, such as vowels /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɒ/. In a single vowel divided into two, namely long vowels and short vowels. Those are long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, and short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɒ/. Vowels are described in terms of height, back ness or front ness and roundness of mouth.

b) Consonants

Consonants are produced by an aggressive airflow coming out of mouth. There are 24 consonants in English, namely: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j. Based on consonants positions,

consonant phonetic letters are classified into two parts. First, voiced such as /b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ʝ/. Second, unvoiced such as /f, p, t, tʃ, k, θ, s, ʃ/.

2) Stress

Stress is the relative emphasis or prominence given to certain syllables in a word, or certain words in a sentence. This emphasis is usually due to properties such as increased loudness and length of vowel, full articulation of vowel, and changes in pitch.

3) Intonation

Intonation refers to the use melody and the rise and fall of the voice when speaking. Intonation conveys grammatical meaning as well as the attitude of the speakers, because intonation will whether someone is making a statement and intonation will also indicate when someone is confident, hesitant, embarrassed, irritated or impatient.

c. The Importance of Pronunciation

Training in pronunciation is a crucial component of learning any foreign language. Even though someone has much vocabulary, master in grammar and has skill at listening, pronunciation unquestionably the most noticeable aspect of your English speaking. However, if someone has terrible pronunciation, neither sophisticated grammar nor much vocabulary nor good listening skills will help any longer. Amelia noted having English pronunciation ability is crucial someone to understanding what a native speaker is saying and for giving powerful public speeches that the audience would find enjoyable (Astuti, 2016).

d. Teaching Pronunciation

Giving information is the process of teaching. The teacher typically imparts information, a message, and a skill to students during the teaching and learning process. Paying attention to people's needs, experiences, and feelings in order to help students learn specific topics is another aspect of teaching. Young

learners in Indonesia really require pronunciation instruction since teaches students how to speak English with the proper sounds. In addition, teachers play a number of functions in instructing English pronunciation.

1) The teachers' role in teaching pronunciation is as follows:

a) Help students to listen

Teachers must support students in communicating students understanding. This section involves the teachers explaining sound categories because each language has different pronunciation categories.

b) Helping students to make sounds

The teacher demands that students can imitate new sounds. If students cannot imitate new sounds, the teacher may provide instructions or cues to assist students in producing the new sounds.

c) Providing feedback

Throughout the learning process, the teacher pays close attention to the students' aptitude and performance.

d) Pointing out what is going on

Student needs to know to pay attention and what to do, because speaking is mostly controlled unconsciously, student may miss something important. Student may not realize that when certain words are stressed pronounce in a different way this can affect the message conveyed to listener.

e) Establishing priorities

The teacher should help students establish a suitable action plan by recognizing the learning goals of students' pronunciation such as pronunciation like a native speaker, pronunciation acceptable to the English ear, or not essential for intelligible speech.

f) Devising activity

Teacher should consider what the kinds of activity and exercise will help. The teacher must remember to give students the most opportunity for practice, experimentation and exploration.

g) Assessing progress

This is actually a kind of feedback. The teachers must provide information on students' progress. Information about the progress is often an important factor in keeping students motivated (Kenworthy, 1987).

2) The role of students in learning English pronunciation

The amount of activities required by students during the teaching and learning process is minimal. However, what students need to is concentrate on the lesson topic and respond to what the teacher has explained (Astuti, 2016).

2. Tongue Twister

a. Definition of Tongue Twister

There are many experts describe about tongue twister. The first, Gonzales (2009) stated that tongue twister is a fun activity in any language classroom, tongue twister can be applied in teaching and learning activities. The second, Carmen (2010) said tongue twister is a sequence of words that is difficult to pronounce quickly and correctly. Tongue twisters are hard to pronounce because tongue twisters have similar pattern of sounds in one sentence. The third, Machackova (2012) stated that tongue twister is phrases or sentences which are difficult to pronounce because similar sound occur but tongue twister makes the students enjoy when students are practice. Moreover, tongue twister is great and fun way to help students to learn English better. The fourth, Danijela (2009) claimed that tongue twisters include repetition of sounds and the emphasis, rhythm and intonation of actual speech, students

can use as repetition of sound pronunciation practice.

From those statements above can take the conclusion that tongue twister is one of the funny activities in teaching and learning process inside the classroom and tongue twister is hard to pronounce because tongue twister has the same pattern of sounds in one sentence.

b. Types of Tongue Twister

There are two types of tongue twister as follows:

1) Sentence types

Sentence types are groups of words with the same sound that is complete in a sentence, for instances:

- a) Sally sold seashells by the seashore.
- b) Betty Botter bought some butter, but she said the butter's bitter.
- c) If two witches would two watches, which witch would watch which watch?

2) Story

Stories are groups of words consisting of repetition of words and stories have the same sound, for example: "When you write

copy you have the right to copyright the copy you write. You can write good and copyright doesn't mean copy good, it might not be right good copy right?"

c. Application of the Tongue Twister Technique in Teaching Pronunciation

Teaching to students about pronunciation is not easy for teachers. The teacher have been teaching correct pronunciation to students, but most of students still have pronunciation mistakes when students read or say sentence in English. Moreover, teachers need to apply a different way to teach pronunciation, one of the different ways is tongue twister.

The researcher used tongue twister technique because tongue twister supposed an appropriate technique for solving problems faced by tenth grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai. In teaching pronunciation, so that tongue twister technique is more fun and able to attract attention of students. The activity is as follows Steward (2014):

1) 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. This activity will start by dictating students and ask students to listen carefully without taking any notes on students' books. After that, students will discuss the answer in pairs and write the answer on students' books

2) Whisper Tongue Twister

This activity is very interactive and challenging because students must memorize a tongue twister sentence and whisper the tongue twister to the next member of students' group. The result of students' whisper will vary depend on the listening ability and language competences students have. The procedures can be implemented as following to Bailey (1994):

- a) Teacher explains the lesson to the students.
- b) Teacher introduces the sounds to the students are to practice and student writes symbols on the whiteboard.
- c) Teacher asks the students to suggest words that illustrate various sounds written on whiteboard.
- d) Teacher reads the words aloud and asks the students to listen carefully.
- e) Teacher reads the words aloud randomly chosen from the list, ask the students to identify the words by paying the attention to the movements of the teacher's mouth and tongue.
- f) Teacher asks the students to practice pronouncing the sounds.
- g) Teacher divides the class into several groups.
- h) Teacher distributes short typed tongue twister to the first student in each group and ask students to learn tongue twister by heart.

- i) Teacher asks each student to repeat the tongue twister to next person in line. That students repeats the message to the next in line. In this way, the message is passed from one student to the next.
- j) The last student who hear the tongue twister in each group say the tongue twister.
- k) The group pronounce correctly in the shortest time wins the game.
- l) Repeat the process with another tongue twister.

B. Review of Previous Research

The first research was conducted by Agnes Cahya Lestari (2019) entitled "The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy of Grade SMK Al-Mihajirin, Wiringinamom, Gesik in Academic year 2019". The aim of this research was described and analysed the effectiveness of tongue twister can improve fluency and accuracy in learning English or not. The study used qualitative research with experimental research design. The result of the research

indicated that tongue twister technique has an effect in improve students' fluency and accuracy.

The similarity, both of these researches used tongue twister. The difference, the previous research focused on improve students' fluency and accuracy in speaking English and used experimental method that focused on pre-experimental research design, while this research focused to improve students' pronunciation and used classroom action research (CAR) as a research design.

The second research was conducted by Miftahur Rahman (2016) entitled “*The Use of Tongue Twister Technique to Improve EFL Student’s Pronunciation at The Tenth Grade of SMA Unggulan Nurul Islami Semarang*”. The purpose of this research was described the application of the tongue twister technique in improving the pronunciation of EFL students. The research used classroom action research, and used observation, interview and test as instruments of the research. The result of the research showed that there was tongue twister technique can improve EFL students’ pronunciation ability.

The similarities, both of these research use tongue twisters technique in improve students' pronunciation ability and use classroom action research as research design. The difference previous research above with this research is previous research above only focused on sounds in the parts of pronunciation while this research focused on improving all parts of pronunciation.

C. Research Hypothesis

Hypothesis is a provisional answer about some problems that usually happen in every research. The hypothesis of this research is there is improvement on students' pronunciation through tongue twisters technique at the tenth grade computer and network engineering 1 of SMK Negeri 1 Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Design of Research

1. Type of Research

The type of this research used Classroom Action Research. According to Jeremy (2003), action research is the name given to a series of procedures teachers can do, either because the teachers want to increase aspects of the teaching of teachers. Arikunto (2008) stated that action research is one of the type of participatory, collaborative and spiral reflective investigation that aims to repair and improve the systems, methods, processes, substances, competences, and situations. According to Kemmis and Mc Taggart explained that action research is a group of activity and a piece of descriptive research carried out by the teacher in the teachers' own classroom, without the involvement of others, which is aimed at interesting out 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 (David, 1992).

Those above definitions action research could be concluded that classroom action research is a research can be carried out by teachers and researcher by involving a group of students with the aim to improving the teaching and learning process and to enhance students' understanding of the lesson.

In this research the researcher used quantitative approach. Quantitative approach is an approach in research, process, hypothesis, conclusion, and used aspects of measurement, calculation, formulas, and certainty of numerical number.

2. Design of Research

This research was classroom action research and used Kemmis and McTaggart's design. Classroom action research consists of two cycles, every cycle containing four components of action research such as planning, acting, observing, and reflecting. After the first cycle is completed, several new problems can be found. Wherefore, with the

emergence of new problems from the cycle one, the researcher necessary to proceed to the cycle two, which had the same concept as the cycle one (Burn, 1999).

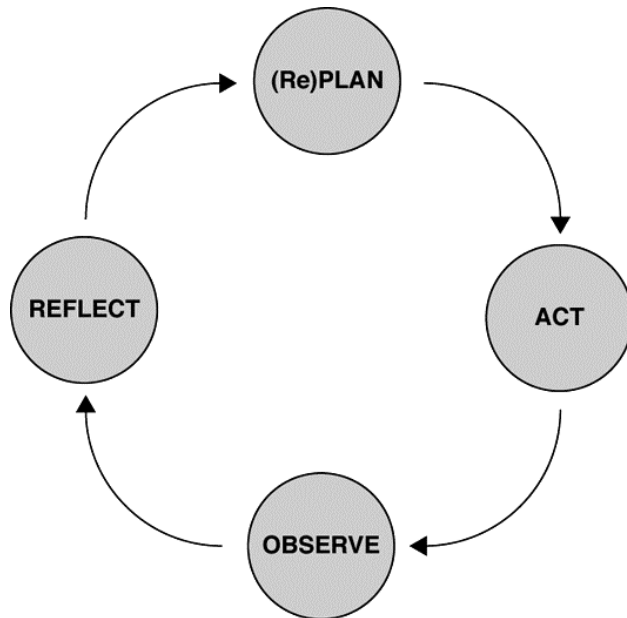


Figure 3.1

Kemmis and McTaggart Action Research Design

This research conducted two cycles of classroom action research. There were four steps in each cycle. Those steps could be explained as follows:

a. Cycle One

1) Planning

The researcher prepared lesson plan, students' attendance list, observation sheet, treatment, and the students' score list and test. The researcher had combined the tongue twister technique with dictoglos.

2) Acting

The researcher taught the lesson and explained to the students about sound, stress and intonation. The treatment applied in this step, the researcher used dictoglos tongue twister and gave the students test to know the pronunciation of students.

3) Observing

The researcher observed the students activities during learning process, calculated the test and identified the students' difficulty. During observation, the researcher took the data of the prior students and after taught used tongue twister technique.

4) Reflecting

Reflecting was the analysis of the activity in the cycle one. If there was no improvement in students' pronunciation, the researcher did the second cycle and fixed some of the problems found in the first cycle.

b. Cycle Two

1) Planning

Planning of the cycle two, the researcher revised the lesson plan based on the problems that found by students in the cycle one. The researcher prepared students' attendance list, observation sheet, treatment, and the students' score list and test. The researcher changed combination of tongue twister technique in this cycle. The researcher used whisper tongue twister.

2) Acting

The researcher explained and gave examples expression about the lesson. The researcher divided students to some groups as an activity of the treatment. This stage the

researcher gave a test to know the pronunciation of students.

3) Observing

The researcher observed the students activities during the learning process. The researcher calculated the students' score to know the improvement pronunciation in this cycle.

4) Reflecting

In this reflecting was done after all of cycles activities end. Reflecting was not analyzes the result of observation in the cycle two, but also in the cycle one. The researcher compared the students result in cycle one and cycle two and then the researcher gave conclusion all of the result. If the both of the cycle could no improved the students to reached the minimum mastery criteria (KKM) of English lesson for the tenth grade of SMK Negeri 1 Sinjai, the researcher continued to the next cycle to make sure that tongue twister technique could improve students' pronunciation at the tenth grade computer and

network engineering 1 of SMK Negeri 1 Sinjai, but if cycle two finished and the students could reach the passing minimum mastery criteria (70) of English lesson this research absolutely stop.

B. Place and Time of the Research

The researcher conducted in SMK N 1 Sinjai. It was located at Tekukur Street, No. 1 Sinjai, Biringere, North Sinjai, South Sulawesi. The time of the research started from pre-observation in September 2021 until the completion of this research 27th June 2022.

C. Variable Definition

1. Independent Variable (X)

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. So the independent variable in this research was tongue twister technique.

2. Dependent Variable (Y)

The dependent variable is an attribute or characteristic that is depends on or influenced by the independent variable (Creswell, 2012). The dependent variable is variable that is affected or becomes the result of the independent variable

(free). The dependent variable in this research was the students' pronunciation at the tenth grade Computer and Network Engineering 1.

D. Population and Sample of the Research

1. Population

In this research, population included all of the students at tenth grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai with 14 students.

2. Sample

Researcher chose sampling technique named total sampling. According to Sugiyono (2007), total sampling is a sampling technique when all members of the population will use as a sample. The reason the researcher chose total sampling because of the population less than 100. The numbers of sample in this research were 14 students.

E. Data Collection Technique

1. Observation

Observation is either an essential data collection technique or more accurate data collection technique in Classroom Action Research. Using this observation the researcher easily see the

activity and learning system in the class of the students and also the researcher can understand how the students learnt about pronunciation in English.

2. Test

Test is a series of question or other instruments which are used to measure the individual or group skill, knowledge, intelligence, capability or talent (Arikunto, 2013). Test is as a method which used to measure competence, knowledge, intelligence, and ability of talent which is possess by individual or group to collect data (Brown, 2004). There were two tests in this research, namely pre-test and post-test.

3. Documentation

According to Arikunto (2013), documentation is to find a variable such as the note, transcript, newspaper, magazine, and so on. Documentation is the way to collect and gain the existing data. Documentation used to get information about school and students.

F. Instrument of the Research

1. Observation sheet

In this classroom observation, the objects of observation were students' activities in English language teaching learning. The researcher used observation checklist to make it more systematic. Observation was contained list of students' activities and response happening during teaching and learning process. Observation intended to know the obstacles appear during teaching learning process, the students' difficulties and understanding about the lesson gave that could saw from the students' attitude and response. The result of observation was analyzed such as below:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

2. Test

Test is useful to find out the students achievement in understanding the lesson which given by the researcher. The researcher used a reading a dialogue to know students' pronunciation ability.

There were two tests that used to test students' ability such as pre-test and post-test. Pre-

test gave before the researcher taught the students about pronunciation through tongue twister technique. The purpose of the pre-test was identified the students' ability in English pronunciation before the teaching and learning process began. After that, the researcher gave the students treatment using technique tongue twister before doing the post-test. Post-test was the activities to test students' ability after the researcher taught the students by used tongue twister technique. The researcher used three categories in scoring the pronunciation test, the category in the table below (Heaton, 1975):

Table 3.1
Students' Pronunciation Test Scoring

Score	Sound	Stress	Intonation
5	Speech has quite appropriate sound	Speech consists of almost appropriate stress	Speech has quite an appropriate intonation
4	Occasionally speech makes errors but it can still understand	Speech consists hardly incorrect stress	Speech has slightly inappropriate intonation
3	Speech makes frequently mistake sound and it make a little bit	Speech consists of some inappropriate stress	Speech has rather strongly inappropriate intonation

	misunderstand meaning		
2	Speech makes a lot of errors so it makes a difficult comprehension in a conversation	Speech consists of mostly inappropriate stress	Speech has many inappropriate intonations
1	Speech makes many mistake sound and the listener cannot understand	Speech consists of very poor stress	Speech has no any appropriate intonation so it makes misunderstanding during a conversation

(Juniarti, 2019)

From the table above, each number value adjusted to the answer that pronunciation students and the value gave according to the table. The classification of students' pronunciation test classified as follows:

Table 3.2**Classification of Students' Pronunciation Test**

No	Score	Classification
1	86 – 100	Excellent
2	76 - 85	Good
3	60 – 75	Enough
4	55-59	Poor
5	< 54	Very poor

(Juniarti, 2019)

3. Documentation

The researcher used documentation as collecting the data because the researcher wanted to record the students' voice and take picture the students' activity inside of the classroom. Documentation used to looking for the data of students' improvement and variable form the transcript.

G. Technique of Data Analysis

To analyze data, the researcher used comparative technique. The researcher compared scores before and after treatment. This technique was useful for statistically proving whether the results different between the pre-test and post-test. To found significant differences from the pre-test and the post-test, the researcher used the T-test to find the data. Before used the T-test to found statistical results, the researcher used normality.

1. Normality Test

The normality test aimed to determine whether the data used in the researcher was normality distributed or not. The implementation of the normality test used the Kolmogorov-

Smirnov test with the applicable criteria, namely if the result of significance > 0.05 which means the residual is normal (Suryaningsih, 2021). The calculation of normality test used SPSS version 24.

2. T-Test

After tested of normality test, the researcher continued to analyze the data using T-test. The t-test used paired sample t-test. Paired t-test is a hypothesis testing method in which the data used are not independent but in pairs. The researcher analyzed the score by used SPSS version 24. The function of T-test evaluated the mean value of the pretest differs significantly from the mean value of the post-test.

3. N-Gain

Gain is the difference between the pre-test and post-test scores. N-Gain (normalized gain) used to measure the increase in science process skills and cognitive learning outcomes between before and after learning. The N-Gain is formulated in the form of an equation as follow (Suryaningsih, 2021):

$$g = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximum score} - \text{Pre test score}}$$

The normalized gain categories in the table below:

Table 3.3
Normalized Gain Criteria

Gain Value	Criteria Interpretation
$(g) > 0.70$	High
$0.30 < (g) \leq 0.70$	Medium
$(g) \leq 0.30$	Low

(Suryaningsih, 2021)

H. Indicator of Action Success

This research was success if the indicator of action success were achieved by students. The students' pronunciation must achieved the minimum mastery criteria (70) or at least same or above 75% of total students pass the KKM in this research.

The researcher got the percentage pass the minimum Mastery criteria (KKM) by used the formula bellow (Rohman, 2016):

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

The explanation:

P : The class percentage

F : The number of the students who passed KKM

N : The number of the students

CHAPTER IV

RESULT OF RESEARCH

A. General Description of Research Location

1. Brief profile of SMK Negeri 1 Sinjai

This research was carried out at SMK Negeri 1 Sinjai is located on Tekukur Street No. 1 Sinjai, Biringere, North Sinjai. This school is the oldest vocational high school in Sinjai which was founded on 5 July 1969 on an area of 12.239 m². There are five skill programs in this school , namely Accounting consists of 10 classes, Automation and Office Governance consists of 11 classes, Online Business and Marketing consists of 4 classes, Fashion Design consists of 3 classes and Computer and Network Engineering consists of 5 classes.

SMK Negeri 1 Sinjai has teachers as educators and school administration staff. The numbers of teacher are 95 people, with details of 60 civil servant teachers and 35 non-civil servant teachers while the numbers of administrative staff are 14 people consisting of 6 civil servants and 8 non-civil servants.

2. Vision and Mission of SMK Negeri 1 Sinjai

a. Vision

“To become a middle-level educational and training institution that produces a professional workforce of national and international standards with life skills capital based on Imtak and science technology based on the industrial revolution 4.0”

b. Mission

- 1) Equipping training participants with the ability/competence of power and the principle of independent.
- 2) Changing training participants from burden status to productive development assess.
- 3) Produce graduates of Accounting expertise program, Automation and Office Governance expertise program, Online Business and Marketing expertise program, Fashion Design expertise program, and Computer and Network Engineering expertise program.
- 4) Produce professional workers who are able to adapt to the global environment and

position Sinjai Regency as the focus of service and development.

- 5) Producing graduates who are competitive at national and international levels with life skills with an insight into Imtak and science and technology based on the industrial revolution 4.0.
- 6) Produce graduates who have strong character and integration.

3. The Data on Total Building

Table 4.1

The Data on Total Building at SMK Negeri 1 Sinjai

No	The name of room	Condition			Total
		Good	Heavy damaged	Lightly damaged	
1	Headmaster's room	✓			1
2	Teacher's room	✓			3
3	Accounting laboratory	✓			1
4	Automation and Office Governance laboratory	✓			1
5	Computer laboratory	✓			2
6	Language laboratory			✓	1
7	Library room	✓			1
8	Osis room	✓			1
9	UKS room	✓			1
10	Instructor room	✓			4
11	Toilet			✓	7
12	Mosque	✓			1
13	Students' Cooperative	✓			1
14	Canteen	✓			1
15	Sports field	✓			1
16	Ceremonial field	✓			1

(Documentation of SMK Negeri 1 Sinjai)

B. Result and Discussion of the Research

1. Result of the Research

The researcher described the findings of this research. This research implemented at the tenth grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai. This research used classroom action research to improve the students' pronunciation through Tongue Twister technique. This research consisted of pre-test and two cycles. Both of the cycles contained four steps such as planning, acting, observing and reflecting, all of the steps were described as follow:

a. Pre-test

Before the cycle one was held, the researcher conducted the pre-test to the students on 2nd June 2022. This pre-test was used to measure the students' pronunciation before going to the cycle one. After the pre-test was done, most of the students were still confused and had difficulty in pronouncing the test. The result of the pre-test was show in below:

Table 4.2
The Result of the Students' Pre-test

No	Students' initial	Score
1.	ARE	40
2.	AD	60
3.	AM	60
4.	AFH	40
5.	AAP	33
6.	F	53
7.	FR	40
8.	I	40
9.	J	33
10.	MDS	73
11.	MZS	40
12.	NR	53
13.	NA	80
14.	NW	73
Total score		718
Maximum score		80
Minimum score		33
Mean		51,29
Percentage		21%

The researcher calculated of students' score in pre-test was as follow:

Table 4.3
Descriptive Statistics in Pre-test

Statistics		
Score	Valid	14
	Missing	0
Mean		51,29

Std. Deviation	15,765
Minimum	33
Maximum	80
Sum	718

The class percentage that passed the minimum mastery criteria (KKM) used the following:

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

The explanation:

P : The class percentage

F : The number of the students who passed KKM

N : The number of the students

$$\begin{aligned}
 P &= \frac{3}{14} \times 100\% \\
 &= 21\%
 \end{aligned}$$

The result of the pre-test above showed that the mean of the pre-test was 52. There were 3 students or 21% who passed the minimum mastery criteria (KKM). While the others 11 students were under from the standard. The researcher analyzed the result of the pre-test, most of students at the tenth grade Computer and Network Engineering 1 of SMK Negeri 1

Sinjai had difficulty in pronunciation ability. This showed that the result of the pre-test there were 11 students did not pass the minimum mastery criteria. Therefore, the researcher applied tongue twister technique to solve the problem.

b. Cycle One

1) Planning

Planning is the first step in the classroom action research. The researcher made a lesson plan in accordance with the learning that would be applied in the classroom, students' attendance list and instruments of the research. The instruments were observation sheet, tongue twister, the students' score list and test to measure students' pronunciation improvement.

2) Acting

The researcher implemented the teaching learning process based on the lesson plan had been made by the researcher. In the first meeting of this cycle, the lesson was "invitation". The researcher

began the class by asking the students' condition, checked the students attendance and explained the lesson, after that the researcher asked what the students knew about pronunciation. The next activity was the researcher explaining about vowels and consonants. Unfortunately, because the explanation about consonants for that day was not finish and would be continue in the next meeting.

The second meeting, the researcher continued to explain about consonants and gave the examples related to the lesson. After that, the researcher applied treatment with tongue twister technique and the treatment combined with dictoglos. The researcher used dictoglos tongue twister and explained how the procedures to the students. The researcher read the tongue twister and the students listened. After the researcher finished read, students asked to write what the students heard. The researcher gave tongue twister text to the

students, the researcher asked the students to read the tongue twister.

The last meeting in this cycle, the researcher gave test. The test was read a dialogue and was done in pairs. The result of the test was data for the post-test cycle one. The aimed of the test was to find out the students' pronunciation before moved on to the next cycle.

3) Observing

Researcher observed the students during learning process and gave treatment. The following were the data of observation used in the cycle one:

Table 4.4

The Students' Observation in Cycle One

No	Observation Items	Score
1.	Students pay attention to the teacher's explanation	4
2.	Students participate in the learning process	4
3	Students listen the tongue twister carefully	3
4.	Students are interested and enthusiastic in	4

	learning tongue twister	
5.	Students answer the teacher's questions	2
6.	Students ask questions to clarify understanding	2
7.	Students collaborate in groups work	4
8.	Students are enthusiasm in doing the test	5
Total Score		28
Maximum Score		40
Percentage		70%

The percentage of the observation as follow:

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
 &= \frac{28}{40} \times 100\% \\
 &= 70\%
 \end{aligned}$$

The result of the observation above, the researcher concluded that students were enthusiastic in the class and enjoyed the learning process.

After all the action completed, the researcher evaluated the test. The following were the result of students' pronunciation used in the cycle one:

Table 4.5
Students' Pronunciation in Cycle One
Test

No	Students' initial	Score
1.	ARE	73
2.	AD	73
3.	AM	80
4.	AFH	60
5.	AAP	47
6.	F	73
7.	FR	60
8.	I	73
9.	J	47
10.	MDS	80
11.	MZS	60
12.	NR	67
13.	NA	87
14.	NW	80
Total score		960
Maximum score		87
Minimum score		47
Mean		68,57
Percentage		57%

The researcher calculated of students' score in post-test was as follow:

Table 4.6
Descriptive Statistics in Post-test One
Statistics

Score		
N	Valid	14
	Missing	0
Mean		68,57
Std. Deviation		12,290
Minimum		47
Maximum		87
Sum		960

The class percentage that passed the minimum mastery criteria (KKM) used the following:

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

The explanation:

P : The class percentage

F : The number of the students who passed KKM

N : The number of the students

$$\begin{aligned}
 P &= \frac{8}{14} \times 100\% \\
 &= 57\%
 \end{aligned}$$

The result of the post-test, the data above showed that the mean of the post-test

was 69. There were 8 students or 57% who passed the minimum mastery criteria. Meanwhile, the 6 others were under from the minimum mastery criteria.

4) Reflecting

The improvement in this cycle did not reach the standard of the action research which minimum 75% students passed the KKM. The result of this cycle, the students' ability was still low in sound and stress, because of that the researcher continued to the next cycle.

c. Cycle Two

1) Planning

Researcher revised the lesson plan based on the problem at the cycle one. The researcher prepared another tongue twister that would be used in this cycle. Furthermore, researcher prepared students' attendance list, students' score list and test to measure students' pronunciation.

2) Acting

After the cycle one, researcher knew the ability and problems of the students. In the first meeting, the researcher began the lesson by greeting the students and checked student attendance and the lesson of this meeting was “recount text”. The researcher gave the students expression about the lesson and explained how to the sound and stress of the expression.

In this cycle the researcher used another combination namely whisper tongue twister. Researcher divided the students into two groups and explained the rules of the activity that will be done by the students. After that, the researcher asked the representative of each groups to memorize a tongue twister sentence. After the students memorized the sentence, the students started to whisper the tongue twister to the member of each groups. The group that finished early immediately said the tongue twister sentence.

After the activity was completed, the next meeting the researcher gave the test to the students. The test was to find out the students' pronunciation in this cycle.

3) Observing

The students were enthusiastic and enjoyed the activities during the learning process. The researcher observed the students activities during learning process. The following were the result of observation used in the cycle two:

Table 4.7

The Students' Observation in Cycle Two

No	Observation Items	Score
1.	Students pay attention to the teacher's explanation	5
2.	Students participate in the learning process	5
3	Students listen the tongue twister carefully	4
4.	Students are interested and enthusiastic in learning tongue twister	5

5.	Students answer the teacher's questions	3
6.	Students ask questions to clarify understanding	3
7.	Students collaborate in groups work	4
8.	Students are enthusiasm in doing the test	5
Total score		34
Maximum score		40
Percentage		85%

The percentage of the observation as follow:

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
 &= \frac{34}{40} \times 100\% \\
 &= 85\%
 \end{aligned}$$

The result of table above, the researcher concluded that students were more paid attention, enthusiastic and cooperative in group work than the meeting of the cycle one. The following were the result of students' pronunciation used in the cycle two:

Table 4.8
Students' Pronunciation in Cycle Two

No	Students' initial	Score
1.	ARE	80
2.	AD	80
3.	AM	87
4.	AFH	73
5.	AAP	67
6.	F	80
7.	FR	80
8.	I	73
9.	J	60
10.	MDS	87
11.	MZS	73
12.	NR	80
13.	NA	93
14.	NW	93
Total score		1106
Maximum score		93
Minimum score		60
Mean		79
Percentage		86%

The researcher calculated of students' score in post-test was as follow:

Table 4.9
Descriptive Statistics in Post-test Two

Statistics		
Score		
N	Valid	14
	Missing	0
Mean		79,00

Std. Deviation	9,356
Minimum	60
Maximum	93
Sum	1106

The class percentage that passed the minimum mastery criteria (KKM) used the following:

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

The explanation:

P : The class percentage

F : The number of the students who passed KKM

N : The number of the students

$$\begin{aligned}
 P &= \frac{12}{14} \times 100\% \\
 &= 86\%
 \end{aligned}$$

Based on the result of the test above, the mean students' pronunciation achievement on this cycle is 79. There were 12 students passed the KKM or 86% students and there were 2 students did not pass the KKM or 14% students. The improvement in this cycle was high and reached the standard of the action research

which 75% students passed the minimum mastery criteria (KKM). From the result of this cycle two, the researcher decided to stop this research and did not continue to the next cycle.

4) Reflecting

The reflection of this cycle was carried out after the cycle two finished and the result of this cycle could be a decisive action to continue or stop in this cycle. The improvement students' pronunciation can be shown on the result of pre-test, post-test cycle one and post-test cycle two. The researcher concluded that tongue twister technique was to improve students' pronunciation.

2. Analysis Data

Before calculated the t-test, the researcher did the normality test, validity test and reliability test.

a. Normality Test

1) Pre-test

Table 4.10**Normality test of the Pre-test****One-Sample Kolmogorov-Smirnov Test**Unstandardized
Residual

N		14
Normal Parameters ^{a,b}	Mean	51,29
	Std. Deviation	15,765
Most Extreme Differences	Absolute	,263
	Positive	,263
	Negative	-,130
Test Statistic		,263
Asymp. Sig. (2-tailed)		,010 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Liliefors Significance Correction

From the normality test showed that the significance of the pre-test was $0,10 > 0,05$. Therefore, the result of the pre-test can be stated that the data was normally distributed.

2) Post-test One

Table 4.11

Normality test of the Post-test One
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		14
Normal Parameters ^{a,b}	Mean	68,57
	Std. Deviation	12,290
Most Extreme Differences	Absolute	,212
	Positive	,114
	Negative	-,212
Test Statistic		,212
Asymp. Sig. (2-tailed)		,088 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table of the normality test showed that the significance of the pre-test was $0,88 > 0,05$. Therefore, the result of the pre-test can be stated that the data was normally distributed.

3) Post-test Two

Table 4.12

Normality test of the Post-test Two
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		14
Normal Parameters ^{a,b}	Mean	79,00
	Std. Deviation	9,356
Most Extreme Differences	Absolute	,185
	Positive	,172
	Negative	-,185
Test Statistic		,185
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the normality test showed that the significance of the pre-test was $0,200 > 0,05$. Therefore, the result of the pre-test stated that the data was normally distributed.

b. T-Test

1) Pre-test and Post-test one

Table 4.13
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	51,2857	14	15,76475	4,21331
	Post Test 1	68,5714	14	12,28955	3,28452

Table 4.14
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test 1	14	,853	,000

Table 4.15
Paired Samples T Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pre Test - Post Test 1	-17,28571	8,31522	2,22234	-22,08678 -12,48465	-7,778	13	,000

From the table of paired samples t test post-test one, the significance value (2 tailed) $0,000 < 0,05$ showed that there is an

influence on the treatment that has been carried out.

2) Pre-test and Post-test two

Table 4.16
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	68,5714	14	12,28955	3,28452
	Post-test 2	79,0000	14	9,35620	2,50055

Table 4.17
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test 2	14	,902	,000

Table 4.18
Paired Samples T Test

Paired Samples Test
Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tail ed)
					Lower	Upper			
Pair 1	Pre- test - Post -test 2	- 10,42 857	5,57072	1,4888 4	- 13,645 01	- 7,212 13	- 7,005	13	,00 0

Based on the table of paired samples t test post-test two, the significance value (2

tailed) $0,000 < 0,05$ showed that there is an influence on the treatment that has been carried out.

According to the table of paired samples t test, the significance value (2 tailed $0,000 < 0,05$ showed that there is an influence on the treatment that has been carried out.

c. N-gain

The researcher used gain to know the differences pre-test and post-test scores to determine the improvement in students' pronunciation.

1) Pre-test and Post-test one

The researcher calculated using this formula:

$$g = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximun score} - \text{Pre test score}}$$

$$g = \frac{960 - 718}{1400 - 718}$$

$$g = \frac{242}{682}$$

$$g = 0.35$$

From the N-gain value, the researcher found that value of $g = 0.35$. The result of the N-gain $0.30 < 0.35 \leq 0.70$ on

medium category. Therefore, the researcher concluded after give treatment by tongue twister could improve the students' pronunciation.

2) Pre-test and Post-test two

The researcher calculated using this formula:

$$g = \frac{\text{Post test score} - \text{Pre test score}}{\text{Maximun score} - \text{Pre test score}}$$

$$g = \frac{1106 - 718}{1400 - 718}$$

$$g = \frac{388}{682}$$

$$g = 0.57$$

Based on the N-gain value, the researcher found that value of $g = 0.57$. The result of the N-gain $0.57 < 0.57 \leq 0.70$ on medium category. Therefore, the researcher concluded after give treatment by tongue twister technique could improve the students' pronunciation.

3. Discussion of the Research

Based on the result above, the researcher wanted to convey that use tongue twister technique can improve students' pronunciation at the Tenth

grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai. The improvement could be seen from the students' score from all of the tests. The whole result of students' pronunciation test was as follow:

Table 4.19
The Students' Pronunciation Score in Cycle One and Cycle Two

No	Students' initial	Pre-test	Cycle 1	Cycle 2
1.	ARE	40	73	80
2.	AD	60	73	80
3.	AM	60	80	87
4.	AFH	40	60	73
5.	AAP	33	47	67
6.	F	53	73	80
7.	FR	40	60	80
8.	I	40	73	73
9.	J	33	47	60
10.	MDS	73	80	87
11.	MZS	40	60	73
12.	NR	53	67	80
13.	NA	80	87	93
14.	NW	73	80	93
Total score		718	960	1106
Mean		51,29	68,57	79
Percentage		21%	57%	86%

From the result above, the students' mean score started pre-test to the post-test were increased significantly. The action of this research started to give a pre-test to the students, the researcher found there were still many students confused to pronounce words. The average of the pre-test was 51,29, while the percentage of the students passed the minimum mastery criteria (KKM) only 3 students or 21%. The data of the pre-test showed that students' pronunciation were still low because most of students did not reach the minimum mastery criteria.

After the pre-test is done, the researcher implemented cycle one and got the average result was 68,57. In this cycle one there were 8 students or 57% in the class who passed the KKM (70). In this activities, the researcher introduced sound, stress and intonation. After that, the researcher gave the students treatment by using dictogloss tongue twister. The last meeting of this cycle the researcher tested the students to read a dialogue to get the students' pronunciation score. The students paid

attention in learning process and enthusiasm in doing the test.

In the cycle two, the average of students' score was increased, that was 79. There were 12 students or 86% passed the KKM. In this cycle the researcher explained about sound and stress because there were still students low of the parts. The researcher gave the students treatment by using tongue twister whisper and students cooperative in group work. In the next meeting of this cycle, the researcher tested the students to read a dialogue to get the students' pronunciation score for this cycle.

From the result above, the researcher concluded that tongue twister technique could improve students' pronunciation. The improvement could be seen from the result of pre-test, post-test cycle one and post-test cycle two was increased significantly.

CHAPTER V

CONCLUSION

A. Conclusion

The conclusion of this research is the students' pronunciation can be improved through tongue twister technique at the Tenth grade Computer and Network Engineering 1 of SMK Negeri 1 Sinjai. This research consisted of pre-test, cycle one and cycle two. The researcher used tongue twister technique in this research combined with dictoglos and whisper tongue twister. In the cycle one, the researcher used dictoglos and the cycle two used whisper tongue twister.

The action started from pre-test, the result of the pre-test was 21% or 3 students passed the minimum mastery criteria. The researcher implemented the first cycle, gave the students treatment and tested the students' pronunciation. The result of the post-test was 57% or 8 students passed the minimum mastery criteria. The researcher continued to the next cycle gave the students treatment and tested the students' pronunciation. The result of the post-test was 86% or 12 students passed the minimum mastery criteria, because in the second cycle the students had reached the KKM (70

or 75% of the students with individual score in pronunciation), the researcher did not continue this research.

B. Suggestions

There are several things can be suggested in this thesis and hopefully can be useful for the readers, specifically:

1. For the English Teachers

The teachers must be creative when teach a lesson. The teachers are recommended to teaching pronunciation using tongue twister technique. Tongue twister technique is unique and interesting for the students.

2. For the students

The students can apply and practice the tongue twister technique because the tongue twister can improve students' pronunciation. Tongue twister technique makes the students fast to catch the lesson.

3. For the further Researcher

The researcher hopes to the next researcher can apply this technique in teaching process better

way. In addition, this research can be one of a reference for future research on a similar topic.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	:	SMK NEGERI 1 SINJAI	Kelas/Semester: X/Ganjil	KD: 3.8 dan 4.8
Mata Pelajaran	:	BAHASA INGGRIS	Alokasi Waktu: 2 x 40 menit	Pertemuan ke: 1, 2 dan 3
Materi	:	INVITATION		
Kompetensi Dasar	:	3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. 4.8. Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi dan unsur, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		
Indikator Pencapaian Kompetensi	:	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks undangan resmi sesuai dengan konteks penggunaannya. 3.8.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks undangan resmi sesuai dengan konteks penggunaannya. 4.8.1 Menyusun teks lisan dan tulis mengenai undangan resmi dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya. 4.8.2 Mengkomunikasikan secara lisan dan tulis mengenai undangan resmi dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.		

A. TUJUAN PEMBELAJARAN

1. Mengidentifikasi teks undangan resmi sesuai dengan konteks penggunaannya.
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks undangan resmi.
3. Mampu menyusun teks lisan dan tulis mengenai undangan resmi.
4. Mampu Mengkomunikasikan secara lisan dan tertulis mengenai undangan resmi dengan menggunakan struktur teks dan unsur kebahasaan yang tepat.

B. LANGKAH-LANGKAH/MEDIA PEMBELAJARAN

Media : ➤ <i>Worksheet</i> atau lembar kerja (siswa) ➤ Lembar penilaian	Alat/Bahan : ➤ Spidol, papan tulis ➤ Buku Bahasa Inggris
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PENDAHULUAN		• Guru mengucapkan salam • Guru menyapa siswa • Guru menanyakan kabar siswa	2 menit
	Kegiatan Literasi	Peserta didik mengamati penjelasan guru tentang materi invitation. (Mengamati) Peserta didik menuliskan hal hal penting dari penjelasan guru.	75 menit

Critical Thinking	Guru meminta siswa untuk menerjemahkan ungkapan-ungkapan tentang invitation Guru menanyakan kesulitan selama proses pembelajaran.	
Collaboration	Guru meminta siswa untuk membacakan percakapan mengenai invitation. (Mengasosiasi)	
Communication	Setiap kelompok mempraktekkan percakapan di depan kelas. (Mengkomunikasikan). Peserta didik mendapat <i>feedback</i> dari guru.	
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ungkapan yang sesuai tentang materi invitation. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	
PENUTUP	Guru memberikan tugas kepada siswa tentang materi invitation. Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. Guru mengucapkan salam sebelum meninggalkan kelas.	3 menit

Sinjai, 27 Mei 2022
Peneliti

SULFIDAR
NIM. 180110027

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	:	SMK NEGERI 1 SINJAI	Kelas/Semester: X/Ganjil	KD: 3.9 dan 4.9
Mata Pelajaran	:	BAHASA INGGRIS	Alokasi Waktu: 2 x 40 menit	Pertemuan ke: 1, 2
Materi	:	RECOUND TEXT		
Kompetensi Dasar	:	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam Recound Text dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. 4.9. Menyusun teks khusus dalam Recound Text, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi dan unsur, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		
Indikator Pencapaian Kompetensi	:	3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam recount text sesuai dengan konteks penggunaannya. 3.9.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari recount text sesuai dengan konteks penggunaannya. 4.9.1 Menyusun teks recount text dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya. 4.9.2 Mengkomunikasikan secara lisan dan tulis recount text dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.		

A. TUJUAN PEMBELAJARAN

1. Mengidentifikasi recount text sesuai dengan konteks penggunaannya.
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai recount text.
3. Mampu menyusun teks lisan dan tulis mengenai recount text.
4. Mampu Mengkomunikasikan secara lisan dan tertulis mengenai recount text dengan menggunakan struktur teks dan unsur kebahasaan yang tepat.

B. LANGKAH-LANGKAH/MEDIA PEMBELAJARAN

Media : ➤ Tes dan <i>Tongue Twister</i> ➤ Lembar penilaian		Alat/Bahan : ➤ Spidol, papan tulis ➤ Buku Bahasa Inggris	
PENDAHULUAN		• Guru mengucapkan salam • Guru menyapa siswa • Guru menanyakan kabar siswa	2 menit
	Kegiatan Literasi	Peserta didik mengamati penjelasan guru tentang materi recount text, <i>Pronunciation</i> dan <i>Tongue</i>	75 menit

		<i>Twister</i>. (Mengamati) Peserta didik menuliskan hal hal penting dari penjelasan guru.	
	<i>Critical Thinking</i>	Guru meminta siswa untuk menerjemahkan ungkapan-ungkapan tentang recount text. Guru meminta siswa untuk melakukan <i>wishper Tongue Twister</i>. Guru menanyakan kesulitan selama proses pembelajaran.	
	<i>Collaboration</i>	Guru meminta siswa untuk membacakan <i>Tongue Twister</i> yang telah di berikan. Guru meminta siswa untuk membacakan percakapan mengenai recount text secara berpasangan. (Mengasosiasi)	
	<i>Communication</i>	Setiap kelompok membacakan percakapan di depan kelas. (Mengkomunikasikan). Peserta didik mendapat <i>feedback</i> dari guru.	

	<i>Creativity</i>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ungkapan yang sesuai tentang materi recount text. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	
	PENUTUP	Guru menyampaikan materi yang akan di pelajari pada pertemuan selanjutnya. Guru mengucapkan salam sebelum meninggalkan kelas.	3 menit

Sinjai, 27 Mei 2022

Peneliti

SULFIDAR

NIM. 180110027

Observation Sheet

No	Observation Items	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the teacher's explanation						
2.	Students participate in the learning process						
3.	Students listen the tongue twister carefully						
4.	Students are interested and enthusiastic in learning tongue twister						
5.	Students answer the teacher's questions						
6.	Students ask questions to clarify understanding						
7.	Students collaborate in groups work						
8.	Students are enthusiasm in doing the test						
Total Score							

Notes:

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

TREATMENT

CYCLE I

Tongue Twisters	
1. I wish to wash my Irish wristwatch.	/aɪ/ /wɪʃ/ /tu:/ /wɒʃ/ /maɪ/ /aɪrɪʃ/ /'rɪstwɒtʃ/.
2. Can you can a can as a canner can a can?	/kæn/ /ju:/ /kæn/ /ə/ /kæn/ /æz/ /ə/ /'kænə-/ /kæn/ /ə/ /kæn/?
3. I saw Susie sitting in a shoe shine shop.	/aɪ/ /sə:/ Susie /'sɪtɪŋ/ /ɪn/ /ə/ /ʃu:/ /ʃaɪn/ /ʃə:p/.
4. How can a clam cram in a clean cream can?	/haʊ/ /kæn/ /ə/ /klæm/ /kræm/ /ɪn/ /ə/ /kli:n/ /kri:m/ /kæn/?
5. Sally sold seashells by the seashore.	Sally /soʊld/ /'si:fəls/ /baɪ/ /ðə/ /'si:fə:t/?
6. The fat cat sat on the man's black hat.	/ðə/ /fæt/ /kæt/ /sæt/ /ɒn/ /ðə/ /mæns/ /blæk/ /hæt/.
7. When you write copy you have the right to copyright the copy you write.	/wen/ /ju:/ /raɪt/ /'kɒpi/ /ju:/ /hæv/ /ðə/ /raɪt/ /tu:/ /'kɒpraɪt/ /ðə/ /'kɒpi/ /ju:/ /raɪt/.
8. Betty Botter bought some butter, but she said the butter's bitter.	Betty Botter /bɔ:t/ /sʌm/ /'bʌtər/ /bʌt/ /ʃɪ/ /sed/ /ðə/ /'bʌtərs/ /'bɪtər/.
9. How much wood would a woodchuck chuck if a woodchuck could chuck wood?	/haʊ/ /mʌtʃ/ /wʊd/ /wʊd/ /ə/ /wʊdʃʌk/ /tʃʌk/ /ɪf/ /ə/ /wʊdʃʌk/ /kʊd/ /tʃʌk/ /wʊd/ ?
10. If you understand, say understand. If you don't understand, say don't understand,	

**but if you understand and say don't
understand how do I understand that you
understand. Understand!?**

/ɪf/ /ju:/ /ʌndər'stænd/, /seɪ/ /ʌndər'stænd/. /ɪf/
/ju:/ /dɒn't/ /ʌndər'stænd/, /seɪ/ /dɒn't/
/ʌndər'stænd/, /bʌt/ /ɪf/ /ju:/ /ʌndər'stænd/
/ænd/ /seɪ/ /dɒn't/ /ʌndər'stænd/ /haʊ/ /du:/ /aɪ/
/ʌndər'stænd/ /ðæt/ /ju:/ /ʌndər'stænd/.
/ʌndər'stænd/!?

TREATMENT

CYCLE II

Tongue Twisters	
1. Sixty silly sisters simply singing.	<i>/ˈsɪksɪ/ /ˈsɪli/ /ˈsɪstər/ /ˈsɪmpli/ /ˈsɪŋɪŋ/.</i>
2. It's hard to park a car in a dark car park.	<i>/ɪts/ /hɑːd/ /tuː/ /pɑːk/ /ə/ /kɑːr/ /ɪn/ /ə/ /dɑːk/ /kɑːr/ /pɑːk/.</i>
3. The children eat the chicken in the kitchen.	<i>/ðə/ /ˈtʃɪldrən/ /iːt/ /ðə/ /ˈtʃɪkən/ /ɪn/ /ðə/ /ˈkɪtʃən/.</i>
4. I thought, I thought of thinking of thanking you.	<i>/aɪ/ /θɔːt/, /aɪ/ /θɔːt/ /əv/ /θɪŋkɪŋ/ /əv/ /θæŋkɪŋ/ /juː/.</i>
5. I slit a sheet, a sheet I slit, upon a slit sheet I sit.	<i>/aɪ/ /slɪt/ /ə/ /ʃiːt/, /ə/ /ʃiːt/ /aɪ/ /slɪt/, /əˈpɒn/ /ə/ /slɪt/ /ʃiːt/ /aɪ/ /sɪt/.</i>
6. If a dog chews shoes, whose shoes does he choose?	<i>/ɪf/ /ə/ /dɒg/ /tʃuːz/ /ˈʃuːz/, /huːz/ /ˈʃuːz/ /dʌz/ /hiː/ /tʃuːz/?</i>
7. I scream, you scream, we all scream for ice cream!	<i>/aɪ/ /skriːm/, /juː/ /skriːm/, /wiː/ /ɔːl/ /skriːm/ /fɔːr/ /aɪs/ /kriːm/!</i>
8. Lesser leather never weathered wetter weather better.	<i>/ˈlesər/ /ˈleðər/ /ˈnevər/ /ˈweðəd/ /ˈweðər/ /ˈweðər/ /ˈbetər/.</i>
9. If two witches would watch two watches, which witch would watch which watch?	

/ɪf/ /tu:/ /wɪtʃɪz/ /wʊd/ /wɒtʃ/ /tu:/ /wɒtʃɪz/,
/wɪtʃ/ /wɪtʃ/ /wʊd/ /wɒtʃ/ /wɪtʃ/ /wɒtʃ/?

**10. The big black bug bit the big black bear,
but the big black bear bit the big black bug
back!**

/ðə/ /bɪg/ /blæk/ /bʌg/ /bɪt/ /ðə/ /bɪg/ /blæk/
/beər/, /bʌt/ /ðə/ /bɪg/ /blæk/ /beər/ /bɪt/ /ðə/
/bɪg/ /blæk/ /bʌg/ /bæk/!

TEST**PRE-TEST**

Read aloud the dialogue and practice it with your partner.

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

David : Do you have a plan for tomorrow's holiday?

Sari : Too bad. I have nothing to do.

David : I've got a plan for tomorrow. Would you like to come to my house?

Sari : Really? Tell me, please. Then, I'll decide to come or not.

David : I've got a new interesting novel and VCD of a drama performance.

Sari : Wow, great. What are they about? Are they interesting?

David : If I tell you now, it won't surprise you. Now, decide. Would you
come to my house to enjoy them?

Sari : I'd love to. I'll be at your house at 8.00 in the morning.

POST-TEST 1

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.

POST TEST 2

Read aloud the dialogue and practice it with your partner.

Janu : Hi, Galuh. How was your vacation?

Galuh : It was so amazing. What about you?

Janu : I didn't go anywhere. Where did you go last vacation?

Galuh : I visited several beaches in Sumatera.

Janu : Wow, that would be a great experience. Who did you travel with?

Galuh : I went vacation with my family.

Janu : How many days did you travel? Did you stay in hotel?

Galuh : We spent two weeks to visit all of beaches in Sumatera. No, we didn't stay
in hotel. We stayed in a van.

Janu : From all of those beaches, which beach do you love most?

Galuh : Well, all of the beaches are beautiful, but I vote for Pantai Tanjung Tinggi.

Janu : Wow, that's a place where Laskar Pelangi filmed.

Galuh : Yes, you're right.

The Result of Students' Pronunciation Score in Every Cycle

No	Students' name	Pre-test	Cycle 1	Cycle 2
1.	ARE	6:15x100= 40	11:15x100= 73	12:15x100= 80
2.	AD	6:15x100= 60	11:15x100= 73	12:15x100= 80
3.	AM	6:15x100= 60	12:15x100= 80	13:15x100= 87
4.	AFH	6:15x100= 40	6:15x100= 60	11:15x100= 73
5.	AAP	5:15x100= 33	7:15x100= 47	10:15x100= 67
6.	F	8:15x100= 53	11:15x100= 73	12:15x100= 80
7.	FR	6:15x100= 40	6:15x100= 60	12:15x100= 80
8.	I	6:15x100= 40	11:15x100= 73	11:15x100= 73
9.	J	5:15x100= 33	7:15x100= 47	6:15x100= 60
10.	MDS	11:15x100= 73	12:15x100= 80	13:15x100= 87
11.	MZS	6:5x100= 40	6:15x100= 60	11:15x100= 73
12.	NR	8:15x100= 53	10:15x100= 67	12:15x100= 80
13.	NA	12:15x100= 80	13:15x100= 87	14:15x100= 93
14.	NW	11:15x100= 73	12:15x100= 80	14:15x100= 93
Total score		718	960	1106
Mean		51,29	68,57	79
Percentage		21%	57%	86%

Formula:

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

DOCUMENTATIONS

1. PRE-TEST



2. POST-TEST 1



3. POST-TEST 2





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Nama : **SULFIDAR**
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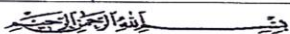
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Kepada Yang Terhormat
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Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Sulfidar
NIM : 180110027
Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"Improving Students' Pronunciation Through Tongue Twister Technique At The Tenth Grade Computer And Network Engineering 1 Of SMK Negeri 1 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *UPT SMK Negeri 1 Sinjai*.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.


Dr. S.Pd.I., M.Pd.I.
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- Tembusan Disampaikan Kepada Yth:
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Demikian surat keterangan penelitian ini diberikan kepadanya untuk dipergunakan semestinya.

Sinjai, 1 September 2022

Kepala UPT SMK Negeri 1 Sinjai



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