

CHAPTER I

INTRODUCTION

A. BACKGROUND

Students in Indonesia have been taught four main skills in English, those are listening, speaking, reading and writing. pronunciation is one of English components that considered as the devise to develop students' oral communication ability. However, related to the condition right now, there are students who is still unable to pronounce the English word correctly.

In learning foreign language especially English, the students have to very close attention in learning pronunciation early because English has a distinct set of sounds system that Indonesian does not. English sound systems are different with Indonesian so that the students should have very close to pay attention in learning process because many words have the same pronunciation but the meaning are different.

Pronunciation is an essential component in oral communication and the basic ability of speaking English as well as other language because we need to pronounce first when we begin to speak up. Pronunciation has been the first product in teaching learning English. Then, it can be said that pronunciation is one of the English components that considered as the devise to develop the students' oral communication and it is important tools to make a good conversation.

Based on researcher's experience, many students of SMKN 1 Pandeglang who have the problems in conversation because they are afraid to make mistakes while they are speaking especially at tenth grade. These are some problems ccommonly faced: They have limited vocabulary and poor pronunciation so, they cannot make a good conversation. They are afraid to

make mistakes in spelling or speech the words in English. Then, the students are not interested in learning English.

The general phenomenon above need to be overcome by the teacher to help students to improve their English especially to make the students to speak out. The minimum score is 75 but 80% of them got less than that.

There are several techniques to help teacher when teach English and make suitable to enhance students' pronunciation. One of these is tongue twisters technique. The writer believes that the technique appropriates and suitable to develop their pronounce then make the students speak English well. Tongue twister is a phrase or sentence that is difficult to say, even for native speakers, because it repeats the same sound or sounds several times.¹ However, Kathleen M Bailey and Lance Savage stated that "a tongue twister is an activity that is aimed to consolidate the English sounds that students have learned by creating a game like atmosphere for practice".²

Tongue twister sentence consists of some similar sounds of words but they have 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 why the writer chooses this topic.

The previous related of studies have been done by the other researchers. Rohman Miftahur, 2016 entitled "The Use of Tongue Twister Technique to Improve EFL Stusents' Pronunciation (A Classroom Action

¹ Ann Baker, Sharon Goldstein, *Pronunciation Pairs An Introduction to the Sounds of English*, (Cambridge: Cambridge University Press, 2008),p. 77.

² Kathleen M. Bailey and Lance Savage, *New ways in Teaching Speaking*,(Illionis: TESOL, 1994),p.246.

Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the academic year of 2015/2016). Based on his research, that was proven in every cycle, in the first cycle the students' average score was 71, 25. Then, at the second cycle the students' average score was improve. It can be seen from the score was 84, 47. Its mean, this technique gave better results in improving students' pronunciation.

While Iryani Tri, 2015 entitled “ Improving Fifth Graders' Pronunciation of “TH” by Using Tongue Twisters (An Action Research on Fifth Graders of SDN Mojoagung 01. Trangkil-Pati in the academic year of 2014/2015. This research contained two cycles, the cycles covered seven meetings; in which each meeting lasted for 2X35 minutes. The activities done in this research were pre-test, treatments (1 and 2), quizzes 1 and 2) post-test, and folloed by filling questionnaire. Based on her research, using Tongue Twister could improve the pronunciation of grade VIII students in SMP Negeri 4 Palu.

Moreover, Lutfiani Dewi under the title “Improving the Eleventh Grade Students' Pronunciation and Active Participation By Using Tongue Twisters at SMA MUHAMMADIYAH 3 Jember in the 2015/2016 Academic Year.” The action research was carried out to improve the eleventh grade students' pronunciation and active participation. In cycle 1, the researcher gave the test that actually the result not success yet and it continued to the next cycle. In cycle 2, the researcher gave different topic from cycle 1 and the result has been achieved. The researcher summarized that using tongue twister can improve students' pronunciation and students' participation in the classroom activity.

Therefore, it can be said the use of Tongue Twisters technique in teaching English can improve the student's pronunciation and more active in the classroom. Based on the researcher's experience and for the reasons, the

writer wants to improve students' pronunciation by using Tongue Twister technique in SMKN 1 Pandeglang. Then the researcher conducts an experimental research done through one class. By using this technique, it hopefully can make the students more enthusiastic and easier to master the English pronunciation.

B. IDENTIFICATION OF PROBLEMS

1. Students have poor pronunciation
2. Students are afraid to make mistakes
3. Students not interested in learning English

C. STATEMENT OF PROBLEMS

Based on the background above, in this study, the writer formulates the problems as follows:

1. How is the students' pronunciation?
2. How is tongue twister applied in teaching pronunciation?
3. How is the effect of tongue twister in teaching pronunciation?

D. THE AIMS OF THE RESEARCH

1. This research is aimed to improve the students' pronunciation through the tongue twister technique.
2. The tongue twister applied in teaching learning process before the researcher give them a test. In order to know the improvement in pronunciation.
3. After the tongue twister applied the writer gives them a test in order to know how the effect of tongue twister in student's pronunciation.

E. LIMITATION OF PROBLEMS

The identification above, the researcher limits the problem focussing on students' pronunciation at Tenth grade SMKN 1 Pandeglang Engineering Computer Technique class (TKJ) and Tongue Twister is suitable as a

technique of the research. Pronunciation has two elements there are segmental and suprasegmental but in this research. The writer would like to discuss about the segmental features which consists of vowels, diphthongs, and consonants. Afterwards, the writer would like to limit the study focusing on consonants. There are twenty four of consonants with divided into three groups using the criteria: place of articulation, manner of articulation, and voicing. However, the writer focusing on students' pronunciation with the /f / and (ð) sounds.

F. HYPOTHESIS

The writer assumes that this technique can be improve a studnets' pronunciation in SMKN 1 Pandeglang because the researcher have seen the result from the previous study above. After applying the technique the significance students' pronunciation will be improve than before and the students will speak english clearly.

G. THE OBJECTIVES OF THE RESEARCH

The objectives of the research can be stated as follows:

a. For the students

Students can speak English well with the good pronunciation because they can pronounce and repeat the same articulations

b. For the teachers

Tecahers can be use the tongue twisters technique for reference when they want to improve their pronunciation in teaching or learning English

c. For the writer

The writer can use this technique to improve her pronunciation in learning English and hope after using the tongue twister technique she can speak English well without mispronunciation.

d. For the readers

I hope the technique can give more information and for continuation the knowledge about pronunciation in teaching and learning English. And I hope the reference from this paper will be further reading for the readers

e. For the school

It can be alternative technique to improve teaching and learning process, as we know, learning English is as foreign language is difficult.

H. ORGANIZATIONS OF THE WRITING

This paper consists five chapters. The first chapter is introduction which describes with the background of the study, identification of problems, limitation of the problems, statements of the research, the aims of the research, assumption and hypothesis, the objectives of the research, and organizations of writing. Then, the second chapter is theoretical framework which describes the definitions of pronunciation, elements of pronunciation, definitions of tongue twister, and types of tongue twisters. The third chapter is methodology of the research which describes the research design, population and sample, technique of collecting data, and technique analyzing data. Then, the fourth chapter is the result of the research. Then, the last chapter is conclusion and suggestion which describes the conclusion and suggestion the result of this study.

CHAPTER II

THEORETICAL FRAMEWORK

A. Definitions of Pronunciation

Pronunciation is very important in English especially speaking activity it can highly influence the meaning of utterances. If someone makes error in pronouncing the word in a sentence, it can be disturb the communication.

“Pronunciation includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation. The fact that few second language learners are able to speak a second language without showing evidence of the transfer of pronunciation features of their native language is evidence of the difficulty of acquiring a nativelylike pronunciation, but also of the goals learners set for themselves. Many learners are quite comfortable to show evidence of their native language on their second language phonology, since it sometimes viewed as a core part of their cultural identify”.³

Pronunciation grew in prominence with the rise of the Direct Method and Audiolingualism, only to be pushed again to the sidelines with the ascendancy of Communicative Language Teacging (CLT) and the Natural Approach (Krashen, 1982).

³ Jack C Richards, Willy A. Renandya; *Methodology in Language Teaching*, Cambridge University Press, 2002; p.175.

Today pronunciation teaching is experiencing a new resurgence, fuelled largely by the increasing awareness of the communicative function of suprasegmental features in spoken discourse (Barzil, Coulthard, & Johns, 1980; Brown & Yule, 1983). In the late 1980s, researchers called for a more ‘Top-Down’ approach to pronunciation teaching (Pennington & Richards, 1986; Pennington, 1989), emphasizing the broader, more meaningful aspects of phonology in connected speech rather than practice with isolated sounds, thus ushering pronunciation back into the communicative fold.⁴

While AMEP Research Centre stated that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond of the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested⁵.

Meanwhile, Rebecca defines pronunciation as the act of producing the sound of speech including articulation, vowel,

⁴ Jack C Richards, Willy A. Renandya; *Methodology in Language Teaching*, p. 178

⁵ AMEP Research, *Pronunciation 1: Adult Migrant English Program Research Center*, October, 2002.

formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.⁶

Those above definitions have already covered the whole. In general, it can be concluded that pronunciation determines an understanding between speakers and listeners who convey or transfers the messages, thoughts, and ideas.

B. Elements of Pronunciation

English pronunciation has divides into two parts according to Ramelan, the first is segmental features and the second is suprasegmental features. Segmental features consists of vowel, consonant, and diphthong, while suprasegmental features consists of stress, length, intonation, and other features that always accompany production of segmental. On the other hand, suprasegmental cannot be studied in isolation, suprasegmental features cannot be described, unless it deals with segmental.⁷

The writer concluded that students should not study about the segmental features only but they must learn the English pronunciation with the elements of it.

a. Segmental Features

Segmental features include the vowel, consonant, and diphthong, the researcher classified below:

1. Vowel

⁶ Rebecca M Dauer, *Accurate English*, New Jersey: Prentice Hall Regents, 1993,,p.7.

⁷ Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p.22.

Vowel is sound produced with a free passage.⁸ Peter Roach add that vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.⁹

A free passage means that the sounds vowel produced without any disruptions. Vowel sounds divided into two there are long vowels and short vowels. Here are the five long vowels /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while the symbols of short vowels are /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/.

It is necessary to say something about vowels in general before turning to the vowels of English. We need to know in what ways vowels differ from each other. The first matter to consider is the shape and position of the tongue, it is usual to simplify the very complex possibilities by describing just two things: firstly, the vertical distance between the upper surface of the tongue and the palate, and secondly the part of the tongue, between front and back.¹⁰

Here are the some processes there are responsible in vowels production: 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, back/ front, and rounded.

2. Consonants

⁸ Bertil Malmberg, *Phonetics*, New York: Dover Publication, Inc., 1963, p. 32.

⁹ Peter Roach. *English Phonetics and Phonology*. (Cambridge University Press: Second edition, 1991), p.10.

¹⁰ Peter Roach. *English Phonetics and Phonology*. p. 11.

Consonants should be called the sounds which do obstruct the airflow.¹¹ Also we can define as sounds which are not vowels is called by consonants, here are the 24 English consonants:

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

Consonants are divided into two based on the position of it:

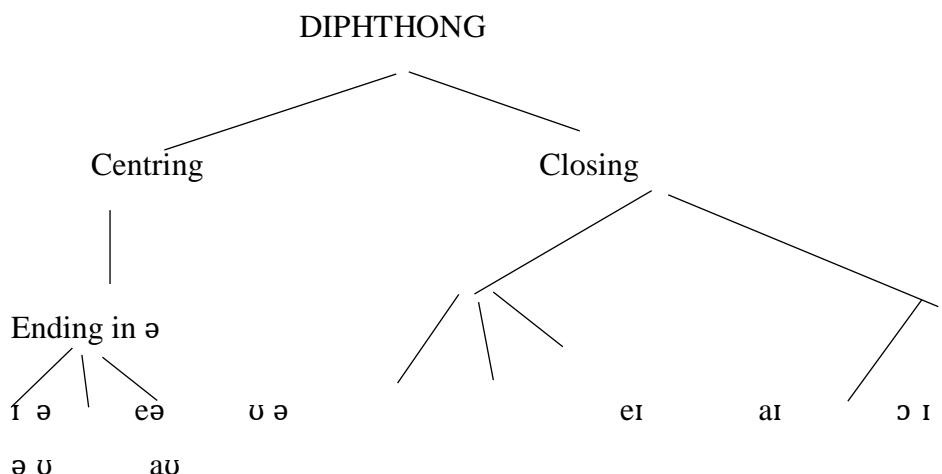
- a. Voiced consonants : / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ /
- b. Unvoiced consonants : / f, p, t, tʃ, k, θ, s, ʃ /

In order to know whether the voiced and unvoiced consonants you can do by putting your finger on your throat. If you feel there is a vibration while speaking, it can be said by the voiced. If there is no vibration and just a short explosion of air it means unvoiced consonants.

3. Diphthong

Diphthong is sounds which consist of a movement or glide from one vowel to another. In terms of length, diphthongs are like the long vowels described above. Perhaps the most important thing to remember about all the diphthongs is that the first part is much longer and stronger than the second part. The total number of diphthongs is eight. The easiest way to remember them is in terms of three groups divided as in this diagram:

¹¹ Peter Roach. *English Phonetics and Phonology*. P.16.



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

The centring diphthongs glide towards the ə vowel, as the symbols indicate.

- ɪ ə (example words: “beard”, ‘fierce’) the starting point is a little closer than ɪ in ‘bit’, ‘bin’.
- eə (example words ‘aired’, ‘cairn’, ‘scarce’, this diphthong begins with the same vowel sound as e of ‘Ger’, ‘men’.
- ʊ ə (example words: ‘moored’, ‘tour’) this has a starting point slightly closer than ʊ in ‘put’, ‘pull’

The closing diphthongs have the characteristic that they all end with a glide towards a closer vowels. Because the second part of the diphthong is weak, they often do not reach position that could be called close. The important thing is that a glide from

a relatively more open towards a relatively closer vowel is produced.¹²

There are three diphthongs glide toward eɪ , as described below:

- eɪ (Example words: 'paid', 'pain', 'face') The starting point is the same as the e of 'get', 'men'.
- aɪ (example words: 'tide', 'time', 'nice') this diphthong begins with an open vowel. Which is between front and back; it is quite similar to the ʌ of the words 'cut', 'bun'
- ɔɪ (example words: 'void', 'loin', 'voice') The first part of this diphthong has the same quality as ɔ : in 'ought', 'born'.

Two diphthongs glide towards ʊ , so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

- aʊ (example words: 'load', 'home', 'most') The vowel position for the beginning of this is the same as the 'schwa' vowel, as found in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards ʊ , for which there is quite noticeable Lip-rounding.
- ɔʊ (example words: 'loud', 'gown', 'house') this diphthong begins with a vowel similar ɔ : but a little

¹² Peter Roach. *English Phonetics and Phonology*. p. 21.

more front. Since this is an open vowel u , a glide to would necessitate a large *movement*.

As definition above, pronunciation has two elements there are segmental and suprasegmental features which segmental features includes one of them is consonant. Then, the writer would like to observe segmental features in doing research.

Furthermore, the writer choose the consonant to take the research in SMKN 1 Pandeglang exactly X TKJ 1 class. The writer would like to observe their consonant at ʃ and ð sounds which one is ʃ sounds including unvoiced consonant and ð sounds is voiced consonant.

b. Suprasegmental Features

Many significant sound contrasts are not the result of differences between phonemes. For example, stress is important: when the word ‘import’ English speakers hear it as a noun, whereas when the second syllable is stronger the word is heard as a verb. Intonation is also is important if the word ‘right’ is said with the pitch of the voice rising, it is likely to be heard as a question or as an invitation to a speaker to continue, while falling pitch is more likely to be heard as confirmation or agreement.¹³

There are four kinds of suprasegmental features. The first is stress, stress refers to the prominence given to certain syllables

¹³ Peter Roach. *English Phonetics and Phonology*. p. 44.

within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place gestures when we are watching someone tends to maintain a rhythm from stressed syllable to stressed syllable by unstressing and therefore reducing the syllables in between.

The second is intonation. According to Anas Syafei intonation is the tune in what we say¹⁴. For example, if we heard the people angry he speak by high tone but if someone getting sad he speak by the low tone. The third is pause. Pause divided into two the short pause and the final pause. The fourth is rhythm. Rhythm its mean the beat language for example: *'do you see my wallet?'*.

C. Definitions of Tongue Twister

A tongue twister is a pharse or sentence that is difficult to say beacuse it contains many similar sounds. The object is to repeat it as many times as possible, as quickly as possible, without mispronunciation. Teaching phonetics could be very hard, despite of the problems spanish speakers have to pronaunce specific English phonemes; it's not easy to find a funny way to teach pronunciation to our primary education students. Tongue twisters could help us in this task. They can be seen as games and, in this book you could find them divided on specific minimal pairs as well as some one line tongue twisters you can use freely to prtice

¹⁴ Anas Syafei, *English Pronunciation: Theory and Practice*, Jakarta: Depdikbud, Dirjen Dikti, 1988,p.28.

another sounds. Tongue twisters are not just useful to learn phonemes, they are such a good way to learn rhythm and stress.¹⁵

Tongue twisters are a group of words that are designed for practicing pronunciation and to gain fluency in whatever you are about to do vocally. It should also be noted that tongue twisters are neither grammatically correct nor necessarily meaningful. They are simply tools to get you warmed up before speaking or singing.¹⁶

Shy students and those who are afraid to make mistakes when speaking in a foreign language can feel more confident using funny tongue twisters where mistakes are not a key element. Besides, they serve a practical purpose in practicing pronunciation. English tongue twisters may be used by foreign students of English to improve their accent, in the same way actors need them to develop a certain accent, and by speech therapists to help those with speech difficulties.¹⁷

Based on the definition above, tongue twisters shaped a phrases and usually used by English teacher as a technique to know the students' pronunciation get more increasing from the previous.

The tongue twisters technique can be seen as a game, minimal pairs, rhythm and etc. To facilitate students to pronounce the word in English and tongue twisters is one of the basic technique to learn English pronunciation.

¹⁵ Gladys Garcia Fernandez, *Tongue Twisters for ESL Students*, (Lulu Press Inc, 2009),p.4.

¹⁶ Rodney Saulsberry, *Rodney Saulsberry's Tongue Twisters and Vocal Warm-Ups with Other Vocal Game Tips*, (Tomdor Publishing, 2015),p. Chapter 1.

¹⁷ Natalia Iglesias Gonzalez; *Learning English with Tongue Twisters*, (Lulu Press Inc,2009),p.5.

Then it is from it, why the writer choose this technique because she knows that tongue twisters technique will improve students' pronunciation and improve the students' interest in learning foreign language as the previous study indicates that tongue twisters technique prove it.

D. Types of Tongue Twisters

As it has been said before, that tongue twisters technique have a wide range of types here it is:

a. Minimal Pairs

Example:

Betty Botter had some butter, "but," she said, "this butter's bitter, if I bake this bitter butter, it would make my batter bitter....

b. Alliteration and Rhyme

Example:

She sells sea shells on the sea shore. The shells that she sells are sea shells I'm sure..

Father, mother, brother, sister, and one another

c. Short Words or Phrases

These become tongue twisters when repeated rapidly. And ask the students to repeat 10 times and you will find that it virtually impossible to say them quickly, due to the lip movement required by certain sounds.

Example:

1. Toy Boat
2. Peggy Bebecock

3. Red Leather, Yellow Leather

4. Mixed Biscuits

d. Stories

Example:

There was a young fisher named Fischer who fished for a fish in a fissure. The fish with a grin, pulled the fisherman in; Now they're fishing the fissure for Fischer.

e. The Hardest Tongue Twister in the English Language

Example:

*The sixth sick sheikh's sixth sheep's sick.*¹⁸

Furthermore, tongue twisters are a fun way to teach pronunciation to children learning English as a second or foreign language. Tongue twisters generally have to some phonemes repeated over and over again. It is hard to articulate the same sound over and over again; thus the name tongue twisters. Two of the most famous and popular tongue twisters are *Sally sells seashells at the seashore* and *Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers that Peter Piper picked?* (or) *how many peppers did Peter Piper pick?* Children adore tongue twisters because they perceive saying the sounds as a game or challenge.¹⁹

Based on the definitions above, the writer would like to discuss the students' pronunciation on the sounds of ʃ and ð by

¹⁸ Natalia Iglesias Gonzalez; *Learning English with Tongue Twisters*, p.5-6.

¹⁹ Caroline T. Linse; *Practical English Language Teaching Young Learners*, (The McGraw Hill Companies, 2005), p.60.

using tongue twisters technique which indicates Alliteration and Rhyme. Because, it can be said the alliteration and rhyme of tongue twisters are easy to say and appropriate with the students' level.

Tongue Twisters have a various levels of difficulty. So that, a teacher should select an appropriate types of tongue twisters based on the age and students' ability. Because a good technique can improve students' interest in learning activity.

According to Marianne Celce Murcia, Donna M. Briton and Janet M. Goodwin: 1996. Tongue twisters a technique from speech correction strategies for native speakers (e.g. "she sells seashells by the sea shore."). Furthermore, tongue twisters is a technique that includes sounds, rhythm, stress, and intonation to show the correction speech. Many examples to use the tongue twisters from the easier till the hardest tongue twister then the researcher sum up the definition that the tongue twister has many types.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. RESEARCH METHOD

The writer uses experimental research for doing this research. “Experimental research designs is the extent to which a designs deals with the threats to the internal validity to the study. Internal validity is defined as how well an experimental study can lead to a causal-like conclusion about the influence of the independent variable on the dependent variable. There are at least four major experimental research designs: pre-experimental, single-case, randomized experimental, and quasi experimental design.”²⁰

Furthermore, the writer choose the Pre-experimental research design. Because, the writer would like to focus only one class it make the writer easier to make the test and to collect the data. “Pre-experimental research are more exploratory than confirmatory in

²⁰ Aek Phakiti, *Experimental Research Methods in Language Learning*, (Bloomsbury Publishing: London, New Delhi, Ney York, and Sydney, 2014), p. 56.

regard to making a dependent variable. There is no randomization in a pre-experiment. Usually pre-experimental research is carried out in an intact or existing class. Pre-experimental designs are therefore weak versions of quasi experimental designs. There are many other variable that could play a role in influencing any findings based on pre-experiment because many variables there are not controlled by the researcher. There are most common pre-experimental designs are: *a one group posttest-only design, a one group pretest-posttest design, and a posttest-only with non-equivalent groups.*”²¹

While Sugiyono stated the types of pre-experimental designs are: “*One-Shot Case Study, One Group Pretest-Posttest Design, One Group Pretest-Posttest Design, and Intact-Group Comparison.*”²²

In this case, the researcher choose One Group Pretest and Posttest, which the researcher collect the data from the result of pretest and posttest. Pretest conducting at the early moment before applying the technique in order to know the students’ ability in pronunciation. Then the posttest conducting in the last activities after applying the technique in order to know the differences before and after doing a treatment.

The designs can be described below:

$$O_1 X O_2$$

B. POPULATION AND SAMPLE

To collect the data of this paper, the researcher take the population of this research were the Computer Technique

²¹ Aek Phakiti, *Experimental Research Methods in Language Learning*, p. 56.

²² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Penerbit Alfabeta: Bandung, 2014), p.74

Engineering (TKJ) class of tenth grade of SMKN 1 Pandeglang that is located in Kadulisung which consist of 36 students as a sample too.

C. TECHNIQUE OF DATA COLLECTING

1. Test

In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent is possessed by individual or group to collect data.²³ Test is a measure tool to know the result. Test are including pretest and posttest, pretest was given before the teacher teaches students by using tongue twisters technique. While posttest had been conducted at the last activities. It is aimed to know the comparisons result before and after the technique implied.

b. Pre-test

The writer gives the pretest to the students before applying the technique. In order to find out the early differences between before and after the technique applied. The writer preparing the short story then drilled the students to read it. Then the researcher recorded it.

a. Post-test

Post-test is used to check out the difference between before and after the technique applied. The researcher preparing the test which consists of the alliteration and rhyme and phrase or short word of tongue twisters then drilled the students to read it then the researcher recorded it. The researcher wants to know the comparisons between the result test before and after used the technique.

2. Questionnaire

²³ H. Douglas Brown, *Language Assessment: principles and Classroom Practcies*, (San Fransisco: Longman, 2004),p. 3.

Questionnaire is a research instruments that consists the questions. It's aimed to gathering the information from respondents. The researcher gives a questionnaire in order to know and gather the data which questions about the technique applied. The questions consist of how the students' response about the technique were implied.

D. TECHNIQUE OF DATA ANALYSIS

a. Data Analysis

Technique of analyzing data comes from the interpretation of the data collection. The researcher got data from pre-test, post-test, and questionnaire. After conducting the pre-test, post-test and questionnaire the researcher scoring and analyzing the result. The details are as follows:

After getting the data from pre-test and post-test, the writer analyzes the data by using statistic calculation of t-test formula with the significant degree 5% the formula as follows:

2. Determine mean of pre-test (X_1) with the formula:

$$M_x = \frac{x}{N_1}$$

3. Determine mean of post-test (X_2) with the formula:

$$M_x = \frac{y}{N_2}$$

4. Determine deviation score from pre- test and post- test with the formula:

$$X_I = x_I - Mx_2$$

5. Determine standard deviation from pre- test (X_1) with the formula:

$$SD_x \text{ or } SD_I = \sqrt{\frac{x^2}{N}}$$

6. Determine standard deviation from post-test (X_2) with the formula:

$$SD_y \text{ or } SD_2 = \sqrt{\frac{y^2}{N}}$$

7. Determine standard error of pre-test (X_1) with the formula:

$$SE M_x = \frac{SD}{N-1}$$

8. Determine standard error of post-test (X_2) with the formula:

$$SE M_y = \frac{SD}{N-1}$$

9. Determine standard error means of differences score between pre-test (X_1) and post-test (X_2), with the formula:

$$SE_{mx-my} = \sqrt{SE_{mx}^2 + SE_{my}^2}$$

10. The conclusion from research can be seen from the result of the t_0

$$t_0 = \frac{Mx_2 - My_2}{\sqrt{\frac{(X_1^2 + X_2^2)}{N_1 + N_2 - 2} \cdot \frac{(N_1 + N_2)}{(N_1 + N_2)}}$$

Note: M_x^1 : the average score of pre-test

M_y^2 : the average score of post-test

X_1 : Sum of the squared deviation score of pre-test

Y_1 : Sum of the squared deviation score of Post-test

N_1 : The number of students

N_2 : The number of students

b. Analyzing Questionnaire

Besides pre-test and post-test, the writer also have questionnaire to be analyzed. The writer put 10 items then the writer analyzed the questionnaire per item by inferring all of the students' answer. It was helpful since their response could give the information of their opinions about the technique the writer used and also the

tongue twister itself. Then, the writer gives the score 1-5 for analyzing the questionnaire.

C. VERIFY OF HYPOTHESIS

Verify a hypothesis with compare t-hitung score and t-tabel score

- a. If the score of t-hitung $>$ t-tabel, then the H_k accepted while the H_o rejected.
- b. If the score of t-hitung $<$ t-tabel, then the H_k rejected and H_o accepted.

To compare t-hitung and t-tabel then the first establish the formula as follows:

$$Df / db = (n - 1)$$

After determining db , obtained t-tabel score of significance level 5% and 1%.

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

A. The Data from Test

1. Description of the Test

The purpose of this research is find out the comparison between the students' pronunciation before and after given with the treatment and to report the data score and analyze the score of pre-test and post-test data. The writer compares the data to know whether tongue twister technique can improve students' pronunciation.

The writer held the students at SMKN 1 Pandeglang which held on tenth grade of Computer Technique Engineering Class. The writer took one class which consists of 36 students.

In this research, the writer gave the students pre-test and post-test. Both of the test, the writer have the scoring system to assess the test. The scoring system 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.
- c. Total score = students' score X 5= 100

2. Analyzing of Data Research

Table 1

The Student's Score of Pre-test

No.	Name of students	Pre-test
1.	AP	65
2.	ADS	45
3.	AA	70
4.	AT	55
5.	AA	55
6.	AD	60

7.	AR	45
8.	CR	50
9	DD	45
10.	EN	60
11.	FDN	35
12.	HM	45
13.	IA	75
14.	JA	50
15.	MBP	50
16.	MH	45
17.	MIR	30
18.	MKF	60
19.	MIP	25
20.	MN	40
21.	MHJ	50
22.	MZM	45
23.	NTD	55
24.	PDS	60

25.	RCM	35
26.	RM	35
27.	RAP	70
28.	RH	50
29.	RS	10
30.	SL	20
31.	SAK	60
32.	SH	60
33.	SH	15
34.	TA	90
34.	YPN	50

Determine frequency distribution of pre- test (X_1)

10	15	20	25	30	35	35	35	40	45
45	45	45	45	45	45	50	50	50	50
50	50	55	55	55	60	60	60	60	60
65	70	70	75	90					

Table 2

**Frequency Distribution of Score Pronunciation Pre-Test before
Using the Tongue Twisters Technique**

Score	F	FX^1	X^2	$F(X^2)$
10	1	10	100	100
15	1	15	225	225
20	1	20	400	400
25	1	25	625	625
30	1	30	900	900
35	3	105	1225	3675
40	1	40	1600	1600
45	7	315	2025	14175
50	6	300	2500	15000
55	3	165	3025	9075
60	5	300	3600	18000
65	1	65	4225	4225
70	2	140	4900	9800
75	1	75	5625	5625

90	1	90	8100	8100
Total	35	$\Sigma 1695$	$\Sigma 39075$	$\Sigma 91525$

Determine mean variable X_1 (Pre-Test)

Determine mean variable X by formula:

$$\begin{aligned}
 MX_1 &= \frac{\Sigma fx_1}{N_1} \\
 &= \frac{1695}{35} \\
 &= 48.42
 \end{aligned}$$

As description above, the result from determine mean variable of the pre-test score can be seen from the average score of the pre- test is shown 48.42 points.

Determine standard deviation of pre-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma fx^2}{fx}} \\
 &= \sqrt{\frac{91525}{1695}} \\
 &= \sqrt{54} \\
 &= 7.35
 \end{aligned}$$

As the description above, the standard deviation score from the pre-test is shown 7.35 points.

Table 3
The students' score of post-test

No.	Name of students	Post-test
1.	AP	55
2.	ADS	60
3.	AA	70
4.	AT	75
5.	AA	75
6.	AD	55
7.	AR	45
8.	CR	70
9	DD	75
10.	EN	60
11.	FDN	60
12.	HM	55
13.	IA	75
14.	JH	55
15.	MBP	60
16.	MH	55
17.	MIR	45

18.	MKF	60
19.	MIP	65
20.	MN	55
21.	MHJ	55
22.	MZM	70
23.	NTD	60
24.	PDS	70
25.	RCM	45
26.	RM	80
27.	RAP	80
28.	RH	70
29.	RS	60
30.	SL	60
31.	SAK	75
32.	SH	90
33.	SH	60
34.	TA	95
35.	YPN	70

Determine frequency distribution of score post- test (X_2)

45	45	45	55	55	55	55	60	60	60
60	60	60	60	65	70	70	70	70	70
75	75	75	75	75	75	80	80	80	80
80	80	80	90	95					

Table 4

**Frequency Distribution of Score Pronunciation Post-Test by
Using the Tongue Twisters Technique**

Score	F	FX^1	X^2	$F(X^2)$
65	3	135	2025	6075
55	4	220	3025	12100
60	7	420	3600	25200
65	1	65	4225	4225
70	5	350	4900	24500
75	6	450	5625	33750
80	7	560	6400	44800
90	1	90	8100	8100
95	1	95	9025	9025

Total	35	$\Sigma 2385$	$\Sigma 46925$	$\Sigma 167775$
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4

Determine mean variable X_2 (Post-Test)

Determine mean variable X_2 by formula

$$\begin{aligned}
 MX_2 &= \frac{\Sigma fx_1}{N_1} \\
 &= \frac{2385}{36} \\
 &= 68.15
 \end{aligned}$$

As the description above, the result from post-test score can be seen from the average score of post- test is shown 68.15 points.

Determine standard deviation of post-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma fx^2}{fx}} \\
 &= \sqrt{\frac{167775}{2385}} \\
 &= \sqrt{70.34} \\
 &= 8.38
 \end{aligned}$$

As the description above, the standard deviation score of post- test is shown 8.38 points.

Determine different score of pre- test and post-test, by formula:

$$\begin{aligned}
 MX &= MX_2 - MX_1 \\
 &= 70.34 - 54
 \end{aligned}$$

$$= 16.34$$

The average score of the students' pronunciation from pre- test to post- test got increasing in amount 16.34 points.

Table 5

Standard Deviation Error Differences between Pre-Test and Post-test

No.	X1 (PRE-TEST)	X2 POST- TEST	X1 (X-X1)	X2 (X-X2)
1	65	55	-16.58	-5,48
2	45	60	3.42	4,52
3	70	70	-21.58	14,52
4	55	75	-6.58	4,52
5	55	45	-6.58	-15,48
6	60	55	3.42	-5,48
7	45	45	-11.58	-5,48
8	50	70	-1.58	7,52
9	45	75	3.42	4,52
10	60	60	-11.58	-15,48
11	45	60	13.42	-15,48

12	35	55	3.42	-5,48
13	75	75	-26.58	7,52
14	50	55	-1.58	7,52
15	50	60	-1.58	4,52
16	45	60	3.42	14,52
17	30	45	18.42	7,52
18	60	60	23.42	4,52
19	25	65	8.42	4,52
20	40	55	-1.58	4,52
21	50	55	3.42	-5,48
22	45	70	-6.58	2,52
23	55	60	-11.58	2,52
24	60	70	13.42	2,52
25	35	45	13.42	-5,48
26	35	80	-21.58	4,52
27	70	80	-1.58	-5,48
28	50	70	38.42	-15,48
29	10	60	28.42	-15,48

30	20	60	-11.58	14,52
31	60	75	-11.58	4,52
32	60	90	33.42	2,52
33	15	60	-41.58	-15,48
34	90	95	-1.58	7,52
35	50	70	-31.58	-15,48
Total	1695	2385	-35.3	21.55

Determining of standard error of different mean pre-test and post-test

$$\begin{aligned}
 SE M_1 &= \frac{SD1}{\sqrt{N}-1} \\
 &= \frac{7.35}{\sqrt{35}-1} \\
 &= \frac{7.35}{\sqrt{34}} \\
 &= \frac{7.35}{5.83} \\
 &= 1,260
 \end{aligned}$$

The result from the standard error of mean pre-test is shown 1,260 points.

$$SE M_2 = \frac{SD2}{\sqrt{N}-1}$$

$$= \frac{8.38}{\sqrt{35}-1}$$

$$= \frac{8.38}{\sqrt{34}}$$

$$= \frac{8.38}{5.38}$$

$$= 1,437$$

The Standard error score of mean post-test is shown 1,437 points

$$SEM_1 - M_2 = \sqrt{SEM_1 + SEM_2}$$

$$= \sqrt{(1,260)^2 + (1,437)^2}$$

$$= \sqrt{1,58 + 2,784}$$

$$= \sqrt{4,364}$$

$$= 2,089$$

The result from the standard error of different mean pre-test and post-test is shown 2,089 points.

Determining how big percentage of the average score increasing pre-test and post-test by formula:

Determining percentage of pre-test

$$\% = \frac{mx}{mx+mx2} \times 100$$

$$= \frac{7.35}{7.35+8.38} \times 100$$

$$= \frac{7,35}{15.73} \times 100$$

$$= 46 \%$$

Determine percentage of post-test

$$\% = \frac{mx}{mx+mx2} \times 100$$

$$= \frac{8.38}{8.38+7.35} \times 100$$

$$= \frac{8.38}{15.73} \times 100$$

$$= 53 \%$$

According to the data above, we know that between pre-test and post-test has different significance in the percentage. Score of pre-test is 46% and post-test is 53%, it increase from pre-test and post-test, the result is 7%.

The last analysis is determining t-test by formula:

$$t_o = \frac{m1-m2}{SEm1-m2}$$

$$= \frac{48.42-68.15}{2,089}$$

$$= \frac{19.73}{2,089}$$

$$= 9.44$$

Determining degrees of freedom(df), by formula:

$$df = (N) -2$$

$$= 35-2$$

$$= 33$$

The result of df 33 at the degrees of significance 5% or t_t is 2, 73 and the result of $t_{\text{observation}}$ is 9.44. That shown $t_{\text{observation}} = 9.44 > 2.73 = t_{\text{table}}$

2. Test of Hypothesis

The statistical hypothesis of this research can be seen as:

1. The null hypothesis (H_0) : there is no differences of students' pronunciation without using the tongue twisters technique to the tenth grade of SMKN 1 Pandeglang.
2. The alternative hypothesis (H_a) : there is significance differences to the students' pronunciation after using the tongue twisters technique and without using it.

According to the Supardi, if the result of t_o (t-observation) is higher than t_t (t-table), the null hypothesis is rejected. It means that there is significance differences of students' achievement before and after using tongue twisters technique in learning pronunciation. If the t_o (t-observation) is lower than t_t (t-tabel): the null hypothesis is accepted. It means there is no significant differences students' achievement by using tongue twisters technique and without using it.

Unpretentious, If the score of $t_{\text{hitung}} > t_{\text{tabel}}$, then the H_k accepted while the H_o rejected. If the score of $t_{\text{hitung}} < t_{\text{tabel}}$, then the H_k rejected and H_o accepted.

3. Interpretation of Data

The test of hypothesis showed significant different of students' achievement before and after they were taught by using the tongue twisters technique. The students' achievement of post-test was higher than students' achievement when pre-test. It was proved by the result of the statistical

calculation t-observation is 9.44. And t-table is 2.73 which was obtained from the degree of freedom is 33., the writer used degree of freedom of significance 5%. Comparing the result t-observation with the result the degree of freedom of significance, the result is $9.44 > 2.73$.

The problem that they face mostly was lack vocabulary. The students were showed their enthusiasm from the beginning the teacher showed it. Most of the students interested in learning process where the teacher use the tongue twisters technique. Because, when the teacher teach them by using the tongue twisters technique the students more enthusiasm in learning and speaking English activity.

Based on the result of the data analysis, it was proved that the students' score of pronunciation using the tongue twisters technique was good and it was effective to the students and really made sense for each student. Another reason most of them was interested with tongue twisters technique.

Pronunciation must be mastered in English language. In the pronunciation, the writer could recognize generally about student's problem in pronunciation. As stated before, mostly the students' problem is scared to make a mistakes in speaking. Therefore, the writer believed the tongue twisters technique can improve students' pronunciation even students' interests to speak and learn English as same as the previous studies has proved.

Based on the result that is described on previous chapter proved that tongue twisters is effective in increase students' pronunciation. The evidence is when students practice their pronunciation by using tongue twisters technique. It shows that tongue twisters technique can help the students to

increase their pronunciation. Through the tongue twisters technique students can enjoy the teaching and learning process.

4. Data from Questionnaire

The writer conducted the questionnaire after getting the result of pre-test and post-test. The writer conducted the questionnaire in order to know how is the students' perception about tongue twisters technique applied in teaching pronunciation it can be seen in appendix as more detailed. Hence, the writer would describes below:

Table 6
The percentage answer of each question

No.	Name of students	score
1.	AP	95
2.	ADS	85
3.	AA	100
4.	AT	95
5.	AA	95
6.	AD	95
7.	AR	100
8.	CR	85

9	DD	95
10.	EN	95
11.	FDN	100
12.	HM	85
13.	IA	95
14.	JH	100
15.	MBP	75
16.	MH	100
17.	MIR	100
18.	MKF	100
19.	MIP	100
20.	MN	95
21.	MHJ	100
22.	MZM	85
23.	NTD	95
24.	PDS	75
25.	RCM	85
26.	RM	85

27.	RAP	100
28.	RH	95
29.	RS	100
30.	SL	95
31.	SAK	95
32.	SH	85
33.	SH	100
34.	TA	95
35.	YPN	95

The frequency of the data from questionnaire as show the table below:

Table 7

Frequency of the questionnaire data

100	100	100	100	100	100	100	100	100	100
100	100	95	95	95	95	95	95	95	95
95	95	95	95	95	95	85	85	85	85
85	85	85	75	75					

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

$$100 = 12$$

$$95 = 14$$

$$85 = 7$$

$$75 = 2$$

To know the result of questionnaire from each answer the writer uses the formula as follows:

$$= \frac{\text{score}}{N} \times 100$$

$$= \frac{12}{35} \times 100 = 34$$

$$= \frac{14}{35} \times 100 = 40$$

$$= \frac{7}{35} \times 100 = 20$$

$$= \frac{2}{35} \times 10 = 2$$

$$= 34 + 40 + 20 + 2 = 96\%$$

According to the result of questionnaire above, it can be concluded that students **Almost Entirely** were more enthusiastic in learning English pronunciation by using tongue twisters technique. 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that carried out in the tenth grade of SMKN 1 Pandgelang Kadulisung year 2018-2019, the writer concluded that:

1. Students' pronunciation is weak. It can be seen from the scores of pre-test. The mean of pre-test is 48.42. The students' good achievement of their pronunciation after got the treatment by using tongue twisters technique in learning English activity.
2. The tongue twisters technique is most suitable known the language and good technique in teaching learning pronunciation to speak up. Learning pronunciation by using tongue twisters is better and it is effective to the students and give them stimulus in teaching and learning pronunciation.
3. Finally, from the result of the data analyzed above, the writer concludes that using tongue twisters technique is effective in teaching pronunciation and speaking. The result of the statistic stated that the result of the statistic calculation indicated that the result of $t_o = 9.44$ and the result of df (*degree of freedom*) 70 with significance 5% is 2.73. Comparing t_o is higher than t_t . The result showed that $t\text{-observation} (t_o) > t\text{-table} (t_t)$: $(7,54 > 2,64)$.

B. Suggestions

After consulting the result of the research, the researcher has some suggestions as follows:

1. Teacher should use tongue twisters in teaching pronunciation. Because it can be attract the students' interest in learning pronunciation. Because the tongue twisters technique proved should developed students' pronunciation and make students more active in teaching and learning English process.
2. The teacher should recognize all the student's difficulties in English pronunciation in order to correct all their mistakes when they produce or pronounce the word.

3. Teacher of English should be master the technique introducing intonation, in order to get more interesting atmosphere of learning and teaching process.
4. Choosing a technique and strategy in teaching pronunciation is very important because some students consider that English pronunciation is very difficult. Therefore, the teacher must have appropriate strategy, make situation enjoyable to teaching English and give more understanding to the students about the important of the pronunciation.
5. The students must pay attention to the teacher in teaching and learning process, the students should develop their pronunciation to find the comfortable in make conversation.
6. For other researcher, can use this technique in teaching pronunciation as the basic to teach English as foreign language for students.

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