CHAPTER IV

THE RESULT AND DISCUSSION

A. Description of the Data

This research was a classroom action research on the use of Tongue Twister Technique to improve students'Pronunciation. It is aims are to describe the use of Tongue Twister Technique to improve students' Pronunciation after being taught by using Tongue Twister. There were three cycles, and there was also pre-cycle to get students base score in pronunciation. Each activity will be explained as follows:

1. Pre-Cycle

This activity was done on Monday September 9th, 2019. In this first stage, it was used conventional way in teaching pronunciation this was done to know students' basic score of pronunciation without using Tongue Twister Technique.

The teaching was started by explaining the materials. Sometimes the researcher asked students the meaning of certain words and asked one of them to write on the whiteboard. When researcher explained, students were asked to listen carefully what researcher said.

For the next action, she asks students to give some examples of invitation dilogue and asked students to imitate or to repeat after the researcher the way in pronouncing the sentence or the words. After that she writes the example on the whiteboard and asks students to practice pronounce in front of the class. Apparently,

some of students could not distinguish the different between sounds of F V P.

The researcher had observed the students' pronunciation during the teaching learning procces in the pre-cycle without using Tongue Twister Technique and got the result as follow:

Table 4.1
The Result of Students' Pronunciation Based on Checklist Form in Pre-Cycle

No	Name	Indicators of Pronunciation				
		1	2	3	4	5
1	Addina Rahma Ilham	0	0	1	0	1
2	Adellia Aksara Gustian	1	1	0	0	1
3	Ahmad Khaerun Soleh	0	0	1	0	0
4	Aries Firmansyah	1	0	1	0	0
5	Asep Rudiatna	0	1	0	0	1
6	Bachtiar	1	1	1	1	1
7	Baehaqi	1	1	0	0	1
8	Dita Maharatih	0	1	0	1	0
9	Epi	1	1	0	1	0
10	Erik Kahfi	0	0	1	1	1

No	Nama					
11	Fahira Ramadina	0	0	0	0	0
12	Fauzi Kurnia Sandi	0	0	1	0	0
13	Firyal Nida Aulia	1	1	1	1	1
14	Husnul Khotimah	1	1	1	1	1
15	Hotifah	1	1	0	0	1
16	Icha Apriliani	1	0	0	0	1
17	Ika Anggraeni	0	0	1	1	0
18	Indri Maharani	0	0	1	0	0
19	Intan Meigrina	0	0	0	0	0
20	Jejen Jaenudin	0	0	0	0	0
21	Jihan	0	1	1	0	0
22	Karim	1	0	1	1	0
23	Khirfan Martin	0	1	1	0	1
24	Kosim	0	1	0	0	1
25	Lusi Fadhia	0	0	0	1	0
26	Muhamad Hanafi	1	0	0	0	0
27	Sandi Umbara	0	0	0	0	0

	Kencana					
28	Tiara Handayani	0	0	0	0	1
29	Wawan	0	1	0	0	1
30	Witri Nurilahi	1	1	0	0	1
	Total	14	15	13	12	17

Notes of number of criterion:

1. The students pronounce a word that contains one of word F V P
2. The students pronounce a word that contains one of word F V P clearly
3. The students can distinguish pronunciation of letter F V P
4. The students can practice sentences using Tongue Twister technique fluently
5. The students can arrange sentences using Tongue Twister Technique

Notes of number of criterion :

YES = 1

NO = 0

Table 4.2
The result of the assessment is as follows:

Scores of students (x)	Frequency (f)	f.x
95	3	285
90	1	90
85	3	255
80	2	260
75	1	75

70	2	140
65	1	65
60	5	300
55	2	110
45	2	90
40	1	40
35	1	35
30	1	30
10	4	40
5	1	5
Σ	**30**	**1720**

Mean score is

$$Mx = \frac{\Sigma fx}{N}$$

$$= \frac{1720}{30}$$

$$= 57.33 \ (low/D)$$

The activity in the Pre-cycle is looked well, some students are in great response to the researchers' instruction, but they fold difficult in selection the word that have same initial sounds. The researcher looks deeply into the problem, and tries to give instructions about tongue twister sentences.

2. Cycle I

This activity was conducted in two meetings; it was on Tuesday and Wednesday, 10th and 11th of September 2019. Knowing the result of pre cycle, the lesson teacher and the researcher then used Tongue Twister Technique to improve students' pronunciation.The activities of cycle I was in line with the steps of planning activities. The steps were as follow:

a) Planning

1) The researcher and the lesson teacher discussed to solve the problems of pre-cycle and decided to use Tongue Twister Technique to improve students' pronunciation.

2) The researcher and the lesson teacher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using Tongue Twister Technique (work in pairs and practice in front of class).

3) The researcher and the lesson teacher prepared the teaching learning resources, such as, the observation sheets and the materials; Expressions of invitation.

4) Prepared present list in order to know students' activeness in joining teaching learning process. As follow:

b) Acting

In this step, the English lesson teacher along the researcher conducted an activity as it had planned in the lesson plan; organized the class during the learning pronunciation activities and collected the data while the students were practicing their pronunciation in front of the class. Before beginning the teaching learning process in first cycle, she diagnosed the learners' level of strategy use in learning. She observed the students while they were studying in the class. The result is that the students almost used cognitive strategy during

pronunciation class.

In the first activity, the students were introduced using Tongue Twister Technique in learning pronunciation. The researcher give some example of tongue twister in Indonesia Language and ask students to give some example of tongue twister in Indonesia language. She read the material on the whiteboard and followed by students. The researcher divided into some group, which each group consists of two students (pair group). She asks students to practice the tongue twister in front of the class and recording them one by one.

The researcher asked the students' knowledge about the expressions of invitation. She asked students to give examples of the expressions of invitation. There were some students gave the examples. After that she wrote some expressions and it is responses on the white board such as:

Expression of Making an Invitation

- Would you like to ....

- Would you come to ...

- I would be delighted if you could ....

Expression of Accepting an Invitation

- What a delightful idea

- With the greatest pleasure

- All right then

Expression of Declining an Invitation

- I"m very sorry, I don"t think I can.

- I"d like to, but ....

- Sorry, I can"t

c) Observing

The researcher observed the students' pronunciation by using the observation sheets, evaluated the results and collected the data. It was used to find out to what extent the action result reached the objective. The steps were as follow:

1) The researcher observed the teaching learning process in order to know the influence of using Tongue Twister Technique towards students' pronunciation :

Table 4.3
The Result of Students' Pronunciation Based on Checklist Form in Cycle I

No	Name	Indicators of Pronunciation				
		1	2	3	4	5
1	Addina Rahma Ilham	1	1	1	1	1
2	Adellia Aksara Gustian	1	1	0	0	1
3	Ahmad Khaerun Soleh	0	0	1	0	0

4	Aries Firmansyah	1	1	1	0	0
5	Asep Rudiatna	0	1	0	1	1
6	Bachtiar	1	1	1	1	1
7	Baehaqi	1	1	0	0	1
8	Dita Maharatih	0	1	0	1	0
9	Epi	1	1	1	1	0
10	Erik Kahfi	0	0	1	1	1
11	Fahira Ramadina	0	0	1	1	0
12	Fauzi Kurnia Sandi	0	0	1	1	1
13	Firyal Nida Aulia	1	1	1	1	1
14	Husnul Khotimah	1	1	1	1	1
15	Hotifah	1	1	0	0	1
16	Icha Apriliani	1	0	0	0	1
17	Ika Anggraeni	0	0	1	1	0
18	Indri Maharani	0	0	1	0	0
19	Intan Meigrina	1	0	0	1	1
20	Jejen Jaenudin	0	0	1	0	1
21	Jihan	0	1	1	0	1

22	Karim	1	0	1	1	1
23	Khirfan Martin	0	1	1	0	1
24	Kosim	0	1	0	1	1
25	Lusi Fadhia	0	0	1	1	1
26	Muhamad Hanafi	1	0	1	0	1
27	Sandi Umbara Kencana	0	0	1	1	1
28	Tiara Handayani	1	0	1	0	1
29	Wawan	0	1	0	1	1
30	Witri Nurilahi	1	1	0	0	1
	Total	15	16	20	17	23

Notes of number of criterion:

1. The students pronounce a word that contains one of word F V P
2. The students pronounce a word that contains one of word F V P clearly
3. The students can distinguish pronunciation of letter F V P
4. The students can practice sentences using Tongue Twister technique fluently
5. The students can arrange sentences using Tongue Twister Technique

Notes of number of criterion :

YES = 1

NO = 0

Table 4.4

Having observed the activity, the researcher concludes as follows

Scores of students (x)	Frequency (f)	f.x
90	10	900
85	1	85
65	8	520
60	2	120
40	4	160
15	4	60
5	1	5
Σ	**30**	**1850**

Mean score is

$$Mx = \frac{\Sigma fx}{N}$$

$$= \frac{1850}{30}$$

$$= 61.66 \text{ (Fair /C)}$$

The problems of this cycle are some of the students feel difficult in finding the words those have same initial sounds and could not pronounce words correctly.

d) Reflecting

The process of this cycle more active than before, and the researcher intends to see the students increasing, the weakness and the problems rise, and focuses on the students' pronunciation analysis.

3. Cycle II

a) Planning

Revising and developing the learning scenario by giving information about tongue twister sentences and them pronunciation. Reintroduction the ways of making tongue twister sentences.

b) Acting

In this step, the English lesson teacher along the researcher conducted an activity as it had planned in the lesson plan; organized the class during the learning pronunciation activities and collected the data while the students were practicing their pronunciation in front of the class. The researcher observed the students while they were studying in the class. The result is that the students almost used cognitive strategy during pronunciation class.

In this activity, the students were introduced using Tongue Twister Technique in learning pronunciation. The researcher write and read some tongue twister on the whiteboard followed by students. The researcher divided into some group, which each group consists of two students (pair group). The researcher asks students to practice the tongue twister in front of the class and recording them one by one.

c) Observing

Having observed all of the activities, the researcher infers that, the increasing of students' creativity in learning pronunciation grows steadily and the students' ability of making and pronouncing tongue twister sentences is well due to their ability in choosing of the correct words individually.

1) The researcher observed the teaching learning process in order to know the influence of using Tongue Twister Technique towards students' pronunciation :

Table 4.5
The Result of Students' Pronunciation Based on Checklist Form in Cycle II

No	Name	Indicators of Pronunciation				
		1	2	3	4	5
1	Addina Rahma Ilham	1	1	1	1	1
2	Adellia Aksara Gustian	1	1	1	0	1
3	Ahmad Khaerun Soleh	0	1	1	0	0
4	Aries Firmansyah	1	1	1	0	0
5	Asep Rudiatna	1	1	0	1	1
6	Bachtiar	1	1	1	1	1

7	Baehaqi	1	1	1	0	1
8	Dita Maharatih	1	1	0	1	0
9	Epi	1	1	1	1	0
10	Erik Kahfi	1	0	1	1	1
11	Fahira Ramadina	0	1	1	1	0
12	Fauzi Kurnia Sandi	0	1	1	1	1
13	Firyal Nida Aulia	1	1	1	1	1
14	Husnul Khotimah	1	1	1	1	1
15	Hotifah	1	1	1	0	1
16	Icha Apriliani	1	1	0	0	1
17	Ika Anggraeni	0	0	1	1	1
18	Indri Maharani	0	1	1	0	1
19	Intan Meigrina	1	1	0	1	1
20	Jejen Jaenudin	1	0	1	0	1
21	Jihan	1	1	1	0	1
22	Karim	1	0	1	1	1
23	Khirfan Martin	0	1	1	1	1
24	Kosim	1	1	0	1	1

25	Lusi Fadhia	1	0	1	1	1
26	Muhamad Hanafi	1	1	1	0	1
27	Sandi Umbara Kencana	0	1	1	1	1
28	Tiara Handayani	1	1	1	0	1
29	Wawan	0	1	1	1	1
30	Witri Nurilahi	1	1	0	1	1
	Total	22	24	24	19	25

Notes of number of criterion:

Notes of number of criterion :

YES = 1

NO = 0

1. The students pronounce a word that contains one of word F V P
2. The students pronounce a word that contains one of word F V P clearly
3. The students can distinguish pronunciation of letter F V P
4. The students can practice sentences using Tongue Twister technique fluently
5. The students can arrange sentences using Tongue Twister Technique

Table 4.6

The Result Of The Assessment:

Scores of students (x)	Frequency (f)	f.x
100	1	100
95	8	760
90	1	90
80	1	80
70	8	560
65	1	65
55	1	55
45	4	180
20	4	80
5	1	5
Σ	30	1975

Mean score is

$$\text{Mx} = \frac{\Sigma fx}{N}$$

$$= \frac{1975}{30}$$

$$= 65.83 \text{ (Fair /C)}$$

The developments in each cycle measure by the oral object test in the end of cycle II that the researcher provides, so that he able to draw the conclusion.

The result of the tests is described as follows:

The high score is 100, and the low is 30; the mean score of cycle I is 57,33 (low D) and than after taking place actions, observation and giving reflection, the mean score of the students increase steadily in cycle I, it gets 8161,66 (fair / C). Furthermore, in cycle II after conducting actions, observation and reflection, the students get mean score better than before,

i.e. 65,83 (fair/C). It means that students' pronunciation ability is good enough by using tongue twister technique in teaching pronunciation.

B. Analysis

Teaching pronunciation can be given implicitly in a few minutes while teaching speaking skill or other skills. The teacher can explain and give pronunciation practice while he is teaching speaking skill. For example, when the students have to express *everybody, may I have your attention, please?*, but the students can' t pronounce words F V P correctly. However, most of English teachers are reluctant to deal with pronunciation teaching implicitly or even explicitly in the classroom. Teachers often ignore to teach English pronunciation to students. Teachers consider that teaching pronunciation is difficult and boring. In fact, teaching pronunciation can be conducted integrated in teaching speaking skill. It should come from the English teacher first who motivates himself in order to be able to pronounce English words and speak English well. When the teacher already has been motivated, he can motivate students to practice their pronunciation. In this case, motivation is the most important thing or a foundation thing for students to be built because teaching pronunciation is means to develop a series of habits. Habits, once made, are not easily broken. Therefore, the teacher must be able to encourage students to perform good habits on English pronunciation from the beginning. Furthermore, the students must love English

first in order to be able to speak English. Once they love English, they will try many ways to acquire the language.

One of ways to acquire the new language is learning aspects of speaking ability, namely pronunciation. Therefore, the students must be able to pronounce English words. Pronunciation is how the sounds are produced and perceived by the listener. In other words, one's pronunciation or one's speaking can be considered comprehensible if the listener can understand what the speaker said. Moreover, the aspects of pronunciation that students should acquire are the sounds language, stress and rhythm, and intonation. Furthermore, about this case, the English sounds system are different from Indonesian sounds system.

The learners have to train their tongues to pronounce words to make their tongues able to run smoothly in pronouncing English words. As an expression of *practice makes perfect*, the writer thinks, that it is appropriate in pronunciation or speaking teaching.

There are some practices that can improve students' pronunciation, as imitation of teacher or recorded model sounds, words, sentences, jazz chants, minimal pairs differences, tongue twister practice, etc. In this case, the researcher attempt to make some teaching models on teaching pronunciation through tongue twister practice to improve students in learning pronunciation.

Base on researchers experiment on teaching pronunciation, that minimal pairs practice is often given as a technique to improve students' pronunciation skill is only practice in pronouncing two words and it is mostly useful in

perceiving the differences   between significant and focusing on sound production. such as, *bad-bat, Sing-thing*. While the writer thinks, tongue twister practice will be better and more attractive exercise, because the students are to say and to recite tricky rhyme or phrase, which have the same initial sounds as fast as possible, and they are asked to build their own tongue twister sentences in a group work as a pronunciation game. In addition, it is conducted to train the tongue and organ of speech in pronouncing sequence of tongue-tying sentences, which consist of similar initial sounds namely; *thirty-three firefighters found fifty-three frogs throttled in a fire*. This practice is given to students from guided-exercise to free-exercise in which the students are to create their own tongue twister sentences.

Roth minimal pairs and tongue twister practice are conducted to overcome students' difficulties in perceiving and producing particular sounds. However, on writers' experience, tongue twister practice able to give an alternative activity in teaching pronunciation, so teaching process will not be a boring thing anymore, especially for young learners at the age of 12-14 year-old, who like imitating and sounding strange sound, rhyme, jazz chants, alliteration or tongue twister sentences. Furthermore, base on occurrence when the writer was at kindergarten school age; practice in Indonesia pronouncing of tongue twister in order to practice in pronouncing phoneme /r/ is quite effective, such as *ular melingkar di atas Pagar bundar,* since the researcher repeats to pronounce that sentence many times, so that can get used it.

Finally, the writer of this thesis get result, that tongue twister practice is enjoyable activity, because all of students are involved in a group work in both creating and pronouncing tongue twister sentences altogether, and it is fun activity that can expose their creativity in creating freely such tongue twister sentences.