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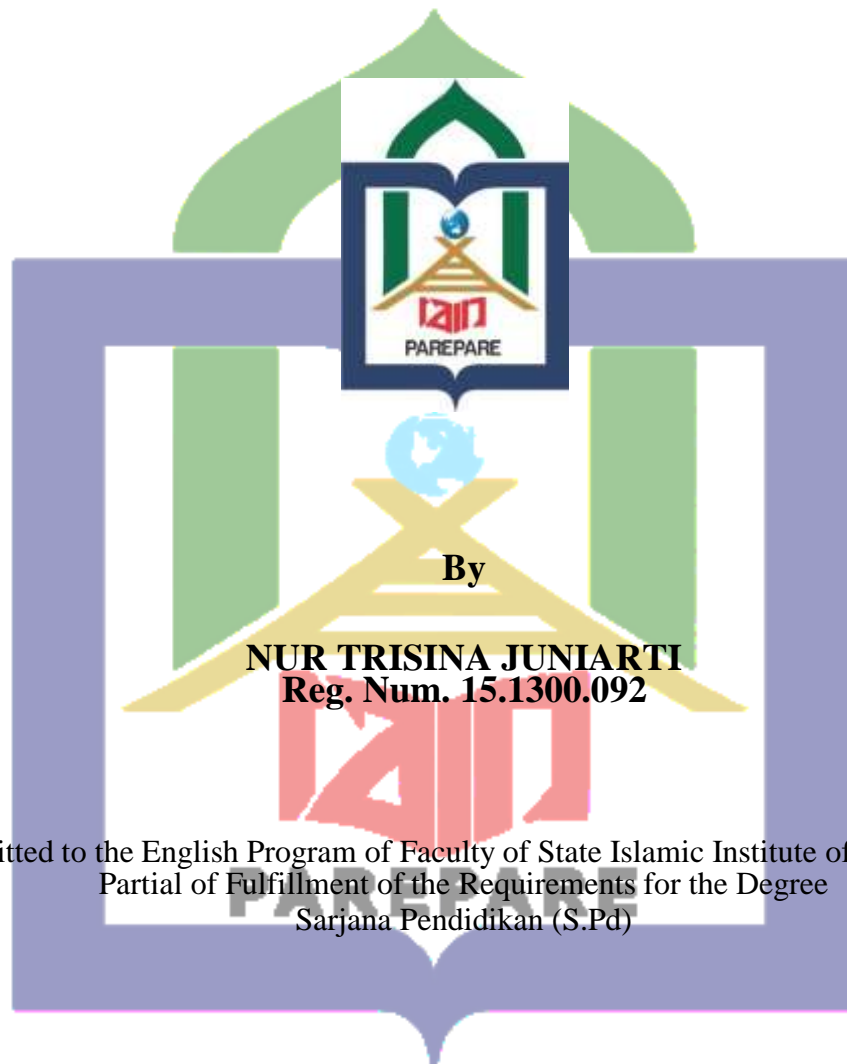
**USING TONGUE TWISTER TECHNIQUE TO IMPROVE
STUDENTS' PRONUNCIATION ABILITY AT THE
FIRST GRADE OF SMK NEGERI 2 PAREPARE**



2019

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**USING TONGUE TWISTER TECHNIQUE TO IMPROVE
STUDENTS' PRONUNCIATION ABILITY AT THE
FIRST GRADE OF SMK NEGERI 2 PAREPARE**



By

NUR TRISINA JUNIARTI
Reg. Num. 15.1300.092

Submitted to the English Program of Faculty of State Islamic Institute of Parepare in
Partial of Fulfillment of the Requirements for the Degree
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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PAREPARE

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMISSIONS



Name of Student : Nur Trisina Juniarti
The Tittle of Skripsi : Using Tongue Twister Technique to Improve
Students' Pronunciation Ability at the First Grade
of SMK Negeri 2 Parepare
Student Reg. Number : 15.1300.092
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No./B.388/In.39/FT/4/2019

Has been legalized by

Consultant : Drs. Amzah, M.Pd.
Nip. : 19671231 200312 1 011
Co- Consultant : Dr. Magdahalena, M.Hum.
Nip. : 19700320 200501 2 006

(...)
(...)

Approved by:


Tarbiyah Faculty
Dean,

Dr. H. Saepudin, M. Pd.
Nip. 19721216 199903 1 001

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**USING TONGUE TWISTER TECHNIQUE TO IMPROVE
STUDENTS' PRONUNCIATION ABILITY AT THE
FIRST GRADE OF SMK NEGERI 2 PAREPARE**

Submitted by

NUR TRISINA JUNIARTI
Reg. Num. 15.1300.092

Had been examined of November, 14th, 2019 and had been declared
That it fulfilled the requirements

Approved by



Consultant Commissions

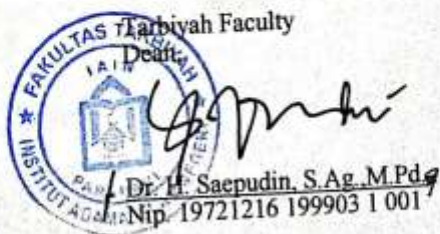
Consultant
Nip

: Drs. Amzah, M.Pd.
: 19671231 200312 1 011

Co- Consultant
Nip

: Dr. Magdahalena, M.Hum.
: 19700320 200501 2 006

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()



ENDORESMENT OF EXAMINER COMISSIONS

The Tittle of Skripsi : Using Tongue Twister Technique to Improve
Students' Pronunciation Ability at the First Grade
of SMK Negeri 2 Parepare.

Name of the Student : Nur Trisina Juniarti

Student Reg. Number : 15.1300.092

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No. /B.388/In.39/FT/4/2019

Date of Graduation : November 14th, 2019

Approved Examiner Commissions

Drs. Amzah, M.Pd.

(Chairman)

Dr. Magdahalena, M.Hum.

(Secretary)

Drs. Ismail Latief, M.M.

(Member)

Mujahidah, M.Pd.

(Member)

(.....)


(.....)

(.....)


(.....)

Cognizant of:

State Islamic Institute of Parepare
Rector



Dr. Ahmad Sultra Rustan, M.Si
NIP. 19640427 198703 1 002



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Gracious and The Most Merciful.

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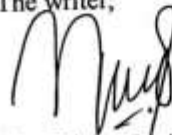
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Finally, the writer truly realize that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, October 13th, 2019
The writer,



Nur Trisina Juniarti
15.1300.092

DECLARATION ON THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Nur Trisina Juniarti
Student reg. Number : 15.1300.092
Place and date of birth : Parepare, 22 June 1997
Study program : English Education
Faculty : Tarbiyah
Title of skripsi : Using Tongue Twister Technique to Improve
Studecnts' Pronunciation Ability at the First Grade of
SMK Negeri 2 Parepare.

Stated this skripsi is her own writing and if it can be proved that it copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, October 13th, 2019

The writer,



Nur Trisina Juniarti
NIM: 15.1300.092

ABSTRACT

Nur Trisina Juniarti. *Using Tongue Twister Technique to Improve Students' Pronunciation Ability at the First Grade of SMK Negeri 2 Parepare.* (Supervised by Amzah and Magdahalena)

This study was aimed to see the *Improving Pronunciation Ability* at the first grade students of SMK Negeri 2 Parepare. The objective of this research is to get the empirical data of the differences between students' score of pronunciation test who were taught by using tongue twister technique and the students who were not taught by using tongue twister technique. The population of this research consist of 69 students and the sample of the research X Listrik A as the experimental class consist of 35 students.

The research method used in this research was a quantitative method using quasi-experimental design (nonequivalent control group). The data was collected through pretest and posttest. It aimed to know whether the tongue twister technique in teaching pronunciation can improve student' pronunciation ability.

Based on the calculation, the result of the data analysis by using t-test showed the value of t-test (t_o) was higher than t-table (t_t), $t_o > t_t = 3.0 > 1.667$, in significant degree of 0.05 (5%). As the statistical hypotheses show, if $t_{test} (t_o) > t_{table} (t_t)$ in significant degree of 0.05 (5%), it means that the tongue twister technique (H_a) is accepted and the Null Hypothesis (H_o) is rejected. In conclusion, tongue twister technique is able to use in teaching pronunciation.

Keywords: Improving Pronunciation Ability, Tongue Twister Technique.

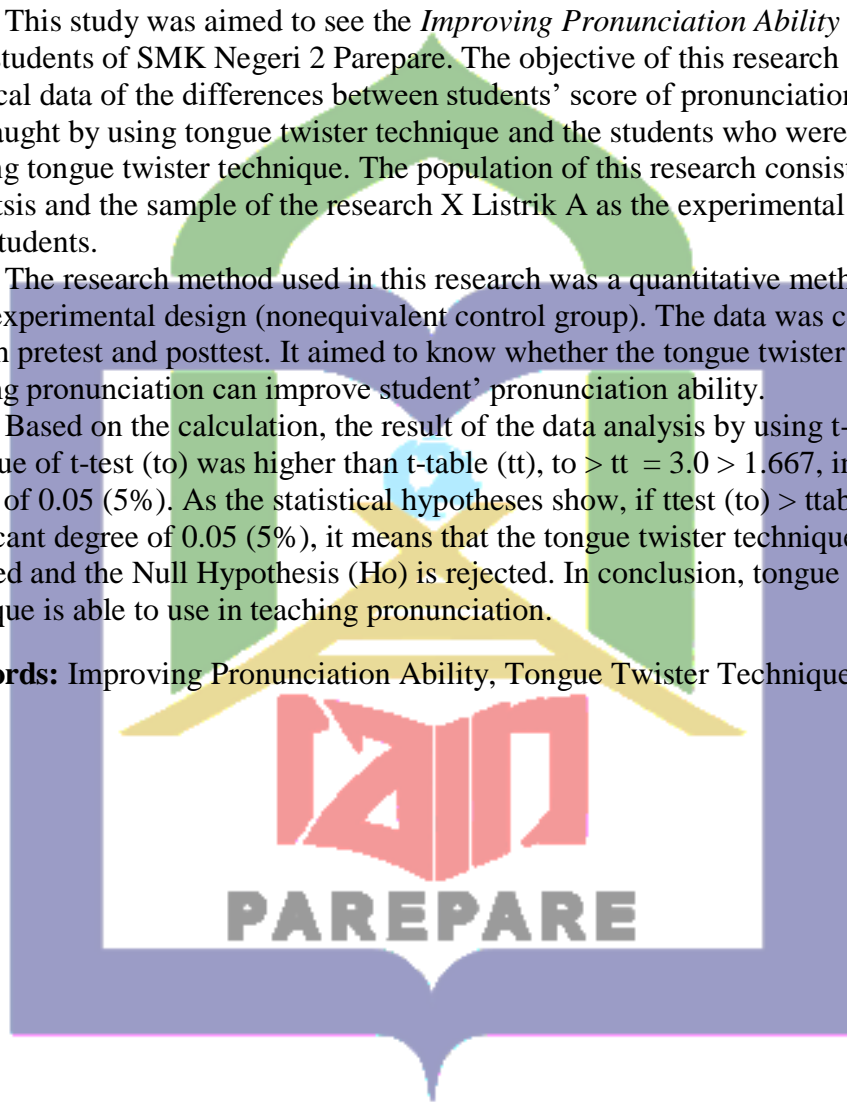


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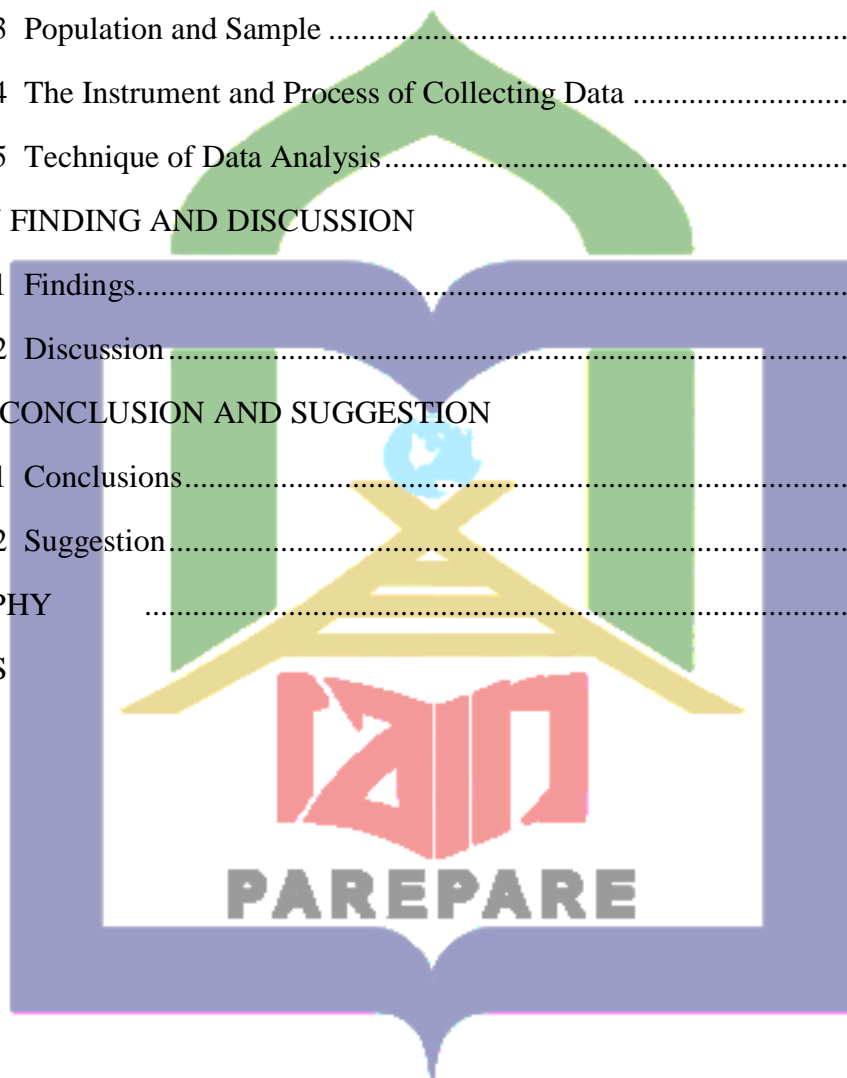
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CHAPTER I

INTRODUCTION

1.1 Background

Speaking is a productive skill, it shows the correctness and language errors that a speaker makes. In speaking, it needs a good pronunciation to make the listener understand. Pronunciation is one important aspect of speaking English, it can be said that basic skills must be understood before deep learning about speaking.¹ Pronunciation is the basis of speaking skill, the talk there will be a message to be conveyed. The message will be delivered clearly if the people use language correctly. There are many speaking problems that faced by the students in the classroom such as they cannot freely to explore their idea, nothing to say, the low of participation and lack of vocabularies. Sometimes the listener misunderstanding when the speaker are talking if the speaker's pronunciation is not good. The other reason that makes the students difficult to speak English is they are not feeling confidence with their self. Furthermore, it can be one of the factors which can lead to the conversation breakdown. The fact, most of students' pronunciation ability is still low. They consider pronunciation as the difficult subject since the sounds of words are usually different from their written form. They feel confuse and difficult to pronounce some English words, especially the unfamiliar one.

Nowaday's, there are a lot of strategies that can be used in learning process, the technique that the teacher used should be understandable and fun to the students, one of them is tongue twister. Tongue twister is an informal term for a word group that is hard to pronounce properly. It is a form of verbal play. Tongue twister can help

¹Agnes Cahya Lestari, "The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy ." (<http://digilib.uinsby.ac.id>) (accessed May 17, 2019)

the students in better understanding, memorizing vocabulary while saying the words as fast as possible. Tongue twister can also help the students encourage their self confident in speaking English because it will help the students speak fluently and clearly. The researcher hopes that by using this strategy, the students will be more confident to practice their speaking English. Tongue Twisters have some advantages. Those advantages such as; helping students gain awareness of their pronunciation problems, helping students focus on and tackle the problems which lead to quick improvement, helping students build a new muscle memory, improving their listening, relieving the monotony of the lesson, and allowing students to practice the language without fear of making mistakes.² The example of the problem is students often memorize vocabulary or sentences traditionally, no fun rhythms, of course it's difficult and may be boring for some students but through tongue twister hopefully it can fresh their way in memorizing as a fun method. Therefore, writer compiles a main idea which contains a smart solution, collaborate some abilities such as memorizing and speaking, to develop their ability with saying words fast and correctly, Tongue Twister. By this idea, students and teachers are hoped to be able to learn and develop English with various methods and a fun way.

Tongue twister sentence consists of some similar sounds of words but them 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

²Miftahur Rohman, "*The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation.*" (accessed June 22, 2019)

remembering the English phonemes. Those are the reasons of the researcher choosing this topic.

The location of the research will be in SMK Negeri 2 Parepare. Based on the observation that researcher did before, the researcher found that the students in there still low in speaking English, the main reason is because they are not feeling confident as they speak, they feel shy when they want to speak, they sometimes stammer and think other students will laugh at them so that they cannot think anything to say when they are speaking in English, most of them felt nervous and did not have self confidence to speak out in front of their friends. Based on the problem above, the researcher decide to do research under the title “Using Tongue Twister Technique to Improve Students Pronunciation Ability of first year Grade Students at SMK Negeri 2 Parepare”

1.2 Problems Statement

Based on the background of the study above, problem statement on this research can be formulated as follows:

- 1.2.1 How is the pronunciation ability of the students' before using the tongue twister technique at tenth grade students' of SMK Negeri 2 Parepare?
- 1.2.2 Is the use of tongue twister Technique able to improve the students' pronunciation ability?
- 1.2.3 How is the difference between the experimental class and control class?

1.3 Objectives of the Research

The objectives of this research are:

Based on the problem statement, the aims of this research are:

- 1.3.1 To know the students' pronunciation ability before using the tongue twister technique at tenth grade students' of SMK Negeri 2 Parepare.
- 1.3.2 To find out whether the use of tongue twister strategy able or not to improve students' pronunciation ability.
- 1.3.3 To find out the difference between experimental and control class.

1.4 Significances of Research

The significance of the research is expected to give the knowledge and some advantage. The following presents some possible ways:

- 1.4.1 For the teachers, the result of this research is expected to provide them with an alternative technique to teach pronunciation in the classroom. It is also expected to motivate the teachers to be more creative and confidence, so the students will be more enthusiastic in learning English in the class.
- 1.4.2 For the research that who will continue this research and make it complete, so English learners can pronunciation through tongue twister.
- 1.4.3 For the students, the result of this research is expected to give them new experience in English learning, especially in learning pronunciation so they can be more motivated to develop their abilities.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research Findings

Dewi Lutfiani & Indri Astutik in her research *“Using Tongue Twister to Improve Students’ Pronunciation”*, the findings of this research suggest that Tongue Twisters helped students in improving their pronunciation by repeatedly practicing to pronounce the words or phrases. Repetition also indicated an attempt to memorize the words or phrase, and it was intended to improve the fluency of the pronunciation. The percentage of students reaching the target score improved from 65.71% in Cycle 1 to 77.14% in Cycle 2. Tongue twisters were also able to improve students’ active participation. The activities of Tongue Twisters induced the students to practice again and again. It was indicated by the percentage of students’ active participation that improved from 51.42% in Cycle 1 to 77.13% in Cycle 2. To sum up, Tongue Twisters could improve the students’ pronunciation scores and students’ active participation in the teaching learning process.³

Yollanda L. stated in her research *“Using Tongue Twister to Improve the Pronunciation of Grade VIII Students”*, Based on the result of the test; the researcher found that the students’ pronunciation increased. It was proved by looking at the t-counted (3.85) which was higher than the t-table (2.06). There is also much progress on the students’ mean scores from 3.6 in the pre-test to 19.2 in the post-test. It is also supported by the previous studies. The researcher concludes that tongue twister can improve the pronunciation of “th” sound by using tongue twister of grade VIII students of SMP Negeri 4 Palu. The researcher needs to suggest that firstly, teachers

³Dewi Lutfiani & Indri Astutik, *“Using Tongue Twister to Improve Students’ Pronunciation Eleventh Grade at SMA Muhammadiyah 3 Jember”* Vol 02, November 2017, p. 114 (accessed: September 2019)

should use a teaching learning activity which does not only emphasize on the students' textbook tasks but also their pronunciation. The application of tongue twister is one of the alternatives in teaching pronunciation, especially interdental sounds. However, this technique needs much time in using this. Secondly, students need to train and practice their pronunciation by applying tongue twister. It is fun and interesting. They have to be confident to express their pronunciation. Thirdly, the application of tongue twister is one of the many ways in teaching pronunciation. Other researchers can use this technique for their own investigation.⁴

Agnes Cahya Lestari stated in her research *"The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy."* Based on the data analyzed, the researcher sums up that, the gain of students' accuracy and fluency mean score from pretest is 47.00 and posttest is 82.75 means that the posttest's score is higher than pretest's score. Then, in order to answer the hypotheses the researcher use T-test paired sample to analyze the score of pretest and posttest. The result is T-Value higher than T-Table. In accuracy findings the table value of significance level of 2 tails above is 1.729 and the value is 15.726. So that, value is higher than table ($15.726 > 1.729$) means the alternative hypothesis (H_a) is not rejected and the null hypothesis (H_o) is rejected. In fluency findings the table value of significance level of 2 tails above is 1.729 and the value is 6.842. So that, value is higher than table ($6.842 > 1.729$) means the alternative hypothesis (H_a) is not rejected and the null hypothesis

⁴Yolanda L. *"Using Tongue Twister to Improve the Pronunciation of Grade VIII Students"*, e-Journal of English Language Teaching Society (ELTS) Vol. 4 No. 2 2016 – ISSN 2331-184, p. 10 (accessed: September 2019)

(Ho) is rejected. This study can answer the research question that Tongue Twister Technique effective to improve fluency and accuracy in speaking English.⁵

According to some previous finding above it is shown that all them are using pronunciation ability but in different technique. Two of them focus to improve students' pronunciation skill and the other one focus to improve students' fluency and accuracy. Thus, this case the researcher interests to use tongue twister technique in her research to improve students' pronunciation skill.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Pronunciation

In this concept of pronunciation the researcher will explain more about pronunciation, they are the definition of pronunciation and part of pronunciation.

2.2.1.1 Definition of Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect (correct pronunciation), or simply the way particular individual speaks a word or language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.⁶ According to Burns and Claire defines that “pronunciation refers to the *phonology* of the language

⁵Agnes Cahya Lestari, “*The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy .*” (<http://digilib.uinsby.ac.id>) (accessed May 17, 2019)

⁶“Pronunciation”, *Wikipedia the Free Encycloedia*, (<https://en.m.wikipedia.org/wiki/Pronunciation>) (accessed on June 22, 2019)

or the meaningful perception and production of the sounds of that language and how they impact on the listener.”⁷

From various definitions above, I can draw a definition that pronunciation is the production of the sounds of a language, in this case English, and how they impact on the listeners.

2.2.1.2 Part of Pronunciation

There are three components that we have to know in pronunciation, such as: sound, stress, and intonation.

2.2.1.2.1 Sound

Sound is the things that you hear. Sound is represented here by phonetic symbol because there is no one-to-one correspondence between written letters and spoken sound. The sound of the language is divided into vowel and consonant. When the vocal cords vibrate the sound is voiced, but consonants may be either voiced or voiceless. In addition all vowel and some consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound.⁸

2.2.1.2.2 Stress

In linguistics, and particularly phonology, stress or accent is relative emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence. This emphasis is typically caused by such properties as increased loudness and vowel length, full articulation of the vowel, and changes in pitch. The terms stress and accent are often used synonymously in this context, but

⁷Tri Iryani “*Improving Fifth Grades’ Pronunciation of “TH” by Using Tongue Twisters*, (Semarang State University: 2015), p. 9.

⁸Ayu Pratiwi, “*The Use of Homophone Game to Improve students’ Pronunciation at the Seventh Grade of MTs Negeri 2 Sidenreng Rappang*”, Unpublished skripsi: Parepare Tarbiyah Faculty STAIN 2019

they are sometimes distinguished. For example, when emphasis is produced through pitch alone, it is called pitch accent, and when produced through length alone, it is called quantitative accent. When caused by a combination of various intensified properties, it is called stress accent or dynamic accent; English uses what is called variable stress accent.⁹

2.2.1.2.3 Intonation

Intonation is variation in spoken pitch when used, not for distinguishing words as sememes (a concept known as tone), but, rather, for a range of other functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interactions.¹⁰

Together with stress, intonation is the main element of linguistic prosody. The term intonation refers to the way our voice goes up and down in pitch when we are speaking. It is often defined as speech melody consisting of specific tones that helps us express our own thoughts and mood. (e.g. when expressing surprise, anxiety, anger.)

2.2.2 Tongue Twister

2.2.2.1 Definition of Tongue Twister

According to Karin M. Cintron, that tongue twister is a technique to introduce the concept of alliteration and help those trying to learn English better understand the

⁹“Linguistics” *Wikipedia the Free Encyclopaedia* (<http://en.wikipedia.org/wiki/Stress>) (accessed on June 22, 2019)

¹⁰“Linguistics” *Wikipedia the Free Encyclopaedia* (<http://en.wikipedia.org/wiki/Intonation>) (accessed on June 22, 2019)

language.¹¹ By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills.

Brown said that, similarly, hesitations and repetitions are phenomena of a completely different kind from exchanges, blends and the other kinds of error listed here. Infelicities of expression are also included, for the same reason in tongue twister.

“Tongue Twisters are the perfect warm-up vehicle for the individuals to practice” (As cited in Hand book of African Educational Theories and Practices) It creates more curiosity in the midst of the learners.¹² The exercise that helps the learners to realize their actual oral fluency. The drill allows the learners to adapted complicated words to pronounce easily and also permit the learners to differentiate the similar sounds of different words. Whereas the continuous practice makes the learners tiresome in repeating the same word or phrases, as a result of this study the learner would be able to produce accurate sounds of the words unconsciously. From that theory we can concluded that tongue twister is the fun way to teach speaking, the sentences feel humorous in tongue twister that can make students will not feel bored in learning speaking English.¹³

¹¹Karin M.Cintron. “*The Use of Tongue Twister*” (<http://www.aminlimpo.com>) (accessed on June 2019).

¹²M. Revathy, M.A., M.Phil.etc, *Enhancing Effective Speaking Skills through Role Play and Tongue Twisters*. (ISSN 1930-2940 Vol. 16:9 2016), p. 219-220.

¹³Agnes Cahya Lestari, “*The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy .*” (UIN Surabaya: February, 2019), p. 10.

2.2.2.2 Technique to Teach Tongue Twister

The study focuses on the improvement of the students using tongue twisters, how it gives the learners the opportunity to practice by improving a range of real life spoken language in the class room, it is an extremely effective technique if the students are confident and cooperative. The use of tongue twisters as a fast, fun and effective vocal warm up challenges vocalists to improve pronunciation and technique in speaking skills.¹⁴

2.2.2.3 Text Tongue Twister

2.2.2.3.1 The type of tongue twister sentence.

- 1 Can you can a can as a canner can can a can?
- 2 Six sick hicks nick six slick bricks with picks and sticks.
- 3 Six sleek swans swam swiftly southwards.
- 4 A big black bug a big black dog on his big black nose!

2.2.2.3.2 Model of repetitive tongue twisters. These models typically consist of a few words into a phrase or a sentence / clause short.

- 1 Sheena leads, Sheila needs
- 2 World Wide Web
- 3 Babbling bumbling band of baboons

2.2.2.3.3 Then, below are some other examples of tongue twisters. The long form could be a chronological narrative:

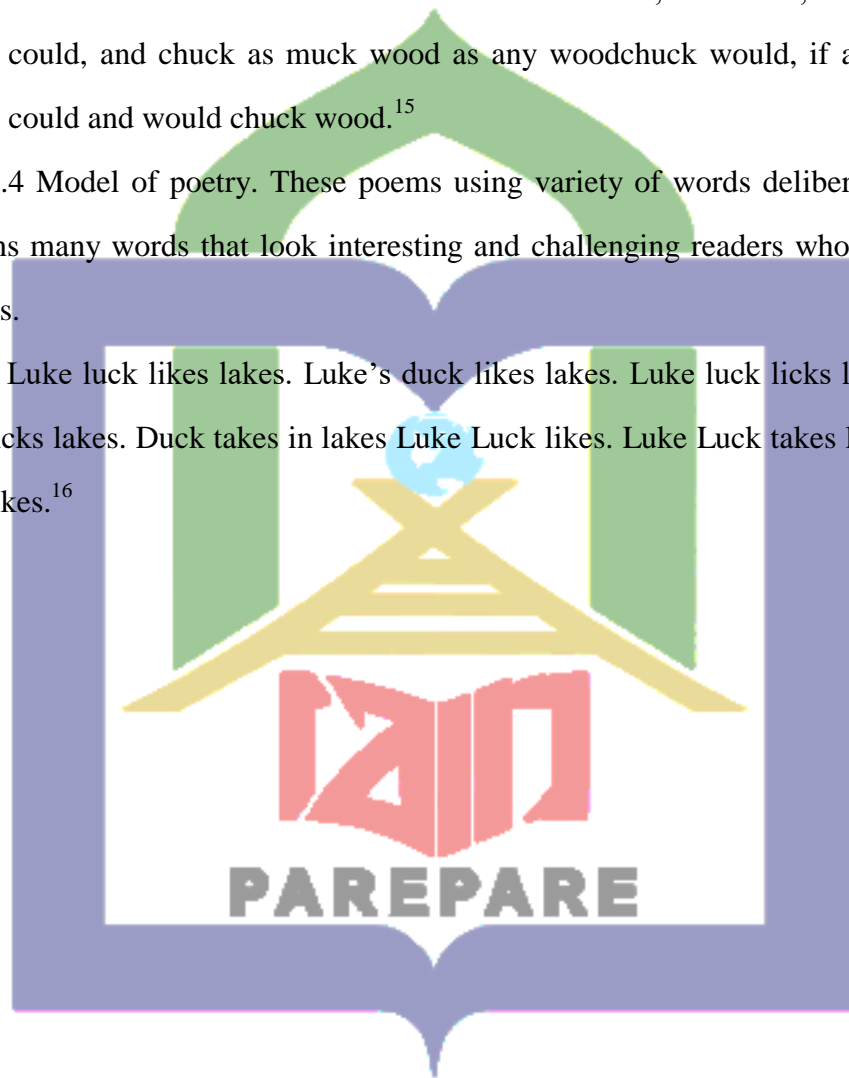
1. Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

¹⁴Agnes Cahya Lestari, "The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy ." (UIN Surabaya: February 2019), p. 12-13.

2. How much wood could Woods' woodchuck, if Chuck Woods' woodchuck could and would chuck wood? If Chuck Woods' woodchuck could and would chuck wood, how much wood could and would Chuck Woods' woodchuck chuck? Chuck Woods' woodchuck would chuck, he would, as much as he could, and chuck as much wood as any woodchuck would, if a woodchuck could and would chuck wood.¹⁵

2.2.2.3.4 Model of poetry. These poems using variety of words deliberately diction contains many words that look interesting and challenging readers who love tongue twisters.

Luke luck likes lakes. Luke's duck likes lakes. Luke luck licks lakes. Luck's duck licks lakes. Duck takes in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes.¹⁶

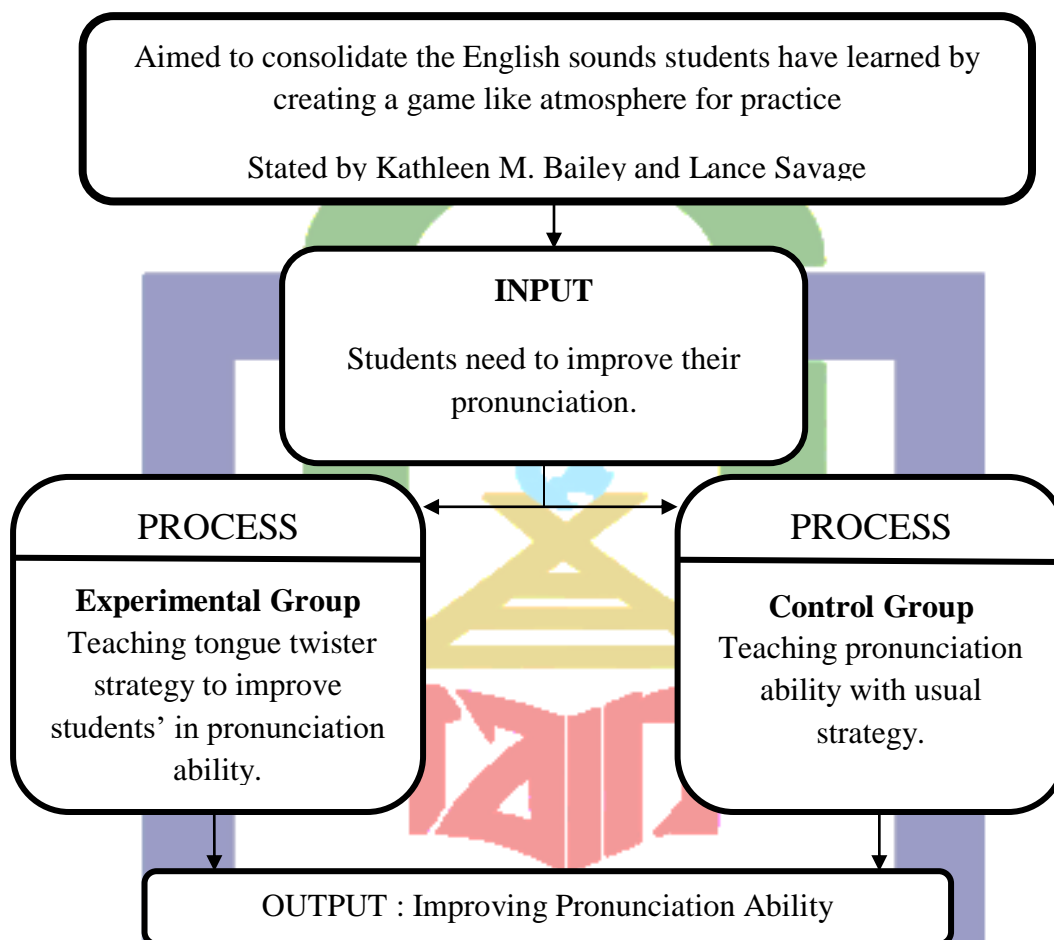


¹⁵Ayu Achmad. S, *"Improving Pronunciation Skill through Tongue Twister (A Classroom Action Research at the Eighth Grade of SMPN 2 Kulo Kab. Sidendreg Rappang)"* (Skripsi Sarjana: English Departemen; Parepare 2016), p. 24-25

¹⁶Dr. Seuss, *"Fox in Socks"* A book for kids. 1965

2.2.3 Conceptual Framework

Based on the explanation above, the research is stimulating students through tongue twister.



The two of variables above input, treatment, and output are briefly discusses as follows:

- 1 Input: This variable refers to pronunciation as focus to improve students' ability.

- 2 Process: this section is a process. It divided into two groups. The first was an experimental group. In the experimental group, the researcher will implement “tongue twister technique to improve students’ pronunciation ability. The second is a control group, the researcher implement teacher usual technique. The researcher will give the different treatment for experimental and control group to compare the students’ improvement in pronunciation ability.
- 3 Output: This section refers to find out the implement of students’ pronunciation ability.

2.2.4 Hypothesis

Based on the previous literature and the problem statement above, it can be formulated the hypothesis as follows:

Null Hypothesis (Ho) : there is no improvement of the students at the tenth grade in SMK Negeri 2 Parepare.

Alternative Hypothesis (Ha) : there is improvement of the students at the tenth grade in SMK Negeri 2 Parepare.

2.2.5 Variable and Operation Definitional

There are two variables involved in this research, which are dependent variable and independent variable. The independent variable is the using of tongue twister and the dependent variable is pronunciation ability.

2.2.5.1 Pronunciation is the way of students’ to produce clearer language when they speak. There are two features of pronunciation; phonemes and supra segmental

features, a speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.¹⁷

2.2.5.2 Tongue twister is an informal term for a word group that's hard to pronounce properly. A tongue twister is a phrase that is designed to be difficult to articulate properly, and can be used as type of spoken (or sung) word game. Some tongue twisters produce results that are humorous (or humorously vulgar) when they are mispronounced, while others simply relay on the confusion and mistakes of the speaker for their amusement value.¹⁸



¹⁷Sarasiah, *Increasing Students' Speaking Ability through Rotating Trio Exchange Strategy to the Second Year of MAN 1 Parepare..* Unpublished skripsi: Parepare Tarbiyah Faculty STAIN.

¹⁸“Tongue Twister”, *Wikipedia the Free Encylopedia* (wikipedia.org/wiki/Tongue-twister) (accessed on June 22, 2019)

CHAPTER III

RESEARCH METHOD

3.1 Design of the Research

In this study, the writer used quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental group A and control group B are selected without random assignment. Both groups took a pretest and posttest. Only the experimental group receives the treatment by using tongue twister method, but the control group did not. This research applied including the pretest and posttest. After the treatment, the writer a gave the pretest which was exactly the same as the posttest.

According to Cresswell, quasi experimental design can be diagramed as shown below:

Class	Post-test	Treatment	Pre-test
EXPERIMENT	O ₁	X	O ₃
CONTROL	O ₂		O ₄

WHERE :

O₁ : Pretest of experimental group

O₂ : Posttest of experimental group

O₃ : Pretest of control group

O₄ : Post test of control

X : Treatment for experimental group by using WBT method

--- : No Treatment¹⁹

¹⁹Cresswell JW, *Research Design Qualitative, Quantitative, and Mixed Method Aproaching*, (London: EC1Y 1SP United Kingdom, 2014), p. 221.

3.2 Location and Duration of the Research

The location of this research was in Senior High School SMK Negeri 2 Parepare by focusing at first grade students. This research needs more than one month to conduct, because this research is quantitative that has several times to collect and analyze the data.

3.3 Population and Sample

3.3.1 Population

Scarvia in Sugiono stated that a population is a set or collection of all elements possessing one or more attributes of interest.²⁰ The population of this research is the first grade students of Senior High School SMK Negeri 2 Parepare academic year 2018/2019.

Table 3.1 The total of the First grade Students of SMK Negeri 2 Parepare

No	Class	Sex		Total
		Male	Female	
1	X Listrik A	26	9	35
2	X Listrik B	27	7	34
Total Number				69

(Source of data : Staff Administration of SMK Negeri 2 Parepare Academic Year 2018/2019)

3.3.2 Sample

Based on the population above, the researcher used quasi experimental to take two of classes of the first grade students'. The sample of the data taken from X Listrik A and X Listrik B class, the researcher choose the class because based on the results

²⁰Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p. 115.

of consultations and surveys of researchers in the class that the pronunciation of students was still lacking and needed continuous training. The total numbers of the students are 69.

3.4 Instrument of the Research

Test, the writer used pronunciation test to assess students' ability in pronunciation. Short story text was applied in pre-test and post-test.

3.5 Procedure of Collecting Data

3.5.1 Pre-test.

The writer instructed the students to read short story text and the researcher listed it to measure their ability in pronunciation skill by Accuracy and Fluency.

3.5.2 Post-test

Post-test to know students' pronunciation ability gave treatment, after doing the treatment, the researcher gave a post-test to the students in the last meeting. The purpose is to know how far the students' improvement in pronunciation through tongue twister technique. In this section the researcher gave students' text short story for read that.

3.6 Treatment

In giving treatment, the researcher gave the students about the material, and the activity through tongue twister technique to improve pronunciation ability; it is conducted for sixth meetings.

The procedure of the treatment as follow:

3.6.1 Experimental Group.

3.6.1.1 The First Meeting

1. The researcher said greeting and pray before studying.

2. The researcher greeted the students and checks the attendance list.
3. The researcher gave motivation to the students about the material.
4. The researchers prepared teaching material about what is tongue twister.
5. The researcher gave or shows example about how to apply the strategy.
6. The students gave chance to ask regarding the explain material and researcher answered the students' question.
7. The researcher closes the learning process but before that, the researcher gave some motivation.

3.6.1.2 The Second Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher gave motivation to the students about the material.
4. The researchers prepared teaching material about what is pronunciation; sound, stress, intonation.
5. During pronunciation exercises each student must speak.
6. The researcher gave warm up activities for the students before students read only in each seat.
7. Students were required to repeat the material at home and the researcher gave students' text tongue twister to study at home.
8. The researcher closed the learning process but before that, the researcher gave some motivation.

3.6.1.3 The Third Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.

3. The researcher asked the students to repeat material last lesson.
4. The researcher gave motivation to the students about the material
5. The researcher asked the students to read the text tongue twisters that have given at the previous meeting before give new texts tongue twisters.
6. The researcher asking the students to read the text in front of class.
7. Students required repeating the tongue twisters at home to train students' confidence in pronunciation.
8. The researcher closed the learning process but before that, the researcher gave some motivation.

3.6.1.4 The Fourth Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher gave students the opportunity to gather their confidence to come to the front of the class to read the text tongue twister with the right pronunciation.
4. The researcher gave motivation to the students about the material.
5. The researcher gave warm up activities for the students before students to come in front of class.
6. Students required repeating the tongue twisters at home to train students' confidence in pronunciation.
7. The researcher closed the learning process but before that, the researcher gave some motivation.

3.6.1.5 The Fifth Meeting

1. The researcher said greeting and pray before studying.

2. The researcher greeted the students and checks the attendance list.
3. The researcher asked the students to read the text tongue twisters that have given at the previous meeting.
4. The researcher gave motivation to the students about the material.
5. The researcher gave new text tongue twister which makes students' higher level of challenged and the researcher will explain the meaning of the text.
6. The researcher divided students into groups to help each other.
7. Students required by the researcher to read the text content of tongue twisters.
8. Students required repeating the tongue twisters at home.
9. The researcher closed the learning process but before that, the researcher gave some motivation.

3.6.1.6 The Sixth Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher gave motivation to the students about the material.
4. The researcher gave warm up activities for the students.
5. Each student's gave one minute to read the text in front of class.
6. The researcher closed the learning process but before that, the researcher gave some motivation.

3.6.2 Control Group.

3.6.2.1 First Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researchers prepared teaching material about what is pronunciation.

4. The students gave chance to ask regarding the explain material and write researcher answered the students' question.
5. The researcher gave motivation to the students about the material.
6. Prepare closing the class the researcher getting the students finally closes the class.

3.6.2.2 Second Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher prepared teaching material about what is sound, stress, and intonation.
4. The researcher informed each group of discussions for seven minutes, students study the material.
5. Prepare closing the class the researcher getting the students finally closes the class.

3.6.2.3 Third Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher taught how to pronouncing alphabet A to Z.
4. The researcher divided students into some group there are four groups.
5. One of the group representatives come to the front of the class to pronounce alphabet.
6. All groups done the researcher gave correction to the students when the student wrong pronounce.

7. Prepare closing the class the researcher getting the students finally closes the class.

3.6.2.4 Fourth Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher divided students into some group there are four groups.
4. The researcher distributed paper with several examples of words.
5. The researcher informed each group of discussions for seven minutes, students study the material.
6. One of the group representatives came to the front of the class to pronounce the material.
7. All groups done the researcher give correction to the students when the students wrong pronounce the word and some motivation.
8. Prepare closing the class the researcher getting the students finally closes the class.

3.6.2.5 Fifth Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher divided students into some group there are four groups.
4. The researcher distributed paper with several examples of statements, commands, and wh-questions.
5. The researcher told students to learn how to pronounce it.
6. One of the group representatives come to the front of the class to be pronounced.

7. The researcher told the students to continue practicing at home.
8. Prepare closing the class the researcher getting the students finally closes the class.

3.6.2.6 Sixth Meeting

1. The researcher said greeting and pray before studying.
2. The researcher greeted the students and checks the attendance list.
3. The researcher explained the material that has been studied before.
4. The researcher divided students into some group there are four groups.
5. The researcher shared text yes/no questions, and question tags that are real questions with each group.
6. The researcher told students to learn how to pronounce it.
7. One of the group representatives came to the front of the class to be pronounced.
8. The researcher told the students to continue practicing at home.
9. Prepare closing the class the researcher getting the students finally closes the class.

3.7 Technique of Data Analysis

The data were collected through a pronunciation test that was analyzed by using quantitative analysis. The steps were undertaken in quantitative analyze are following:

3.7.1 Scoring Classification

To evaluate the students' pronunciation though tongue twister. In scoring the pronunciation text, the research uses two categories.

The category can be seen in the table below:

Table 3.2 scoring the students on pronunciation.

Score	Sound	Stress	Intonation
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error	Speaks without too great and effort with a fairly wide range of expression. Searches for occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruption or clarification required.
5.	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical lexical errors bur must utterance are correct.	Has to make an effort at time to search for wards. Nevertheless, smooth deliver on the whole and you a few unnatural pause.	The speaker`s intention and general meeting are fairly clear. A few interruption by the listener for clarifications are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and	Although he has to make an effort and search for a words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of that the speaker says is easy to follow. Their attention is always clear but several interruptions are necessary to help

	lexical errors but only one or two major errors causing confusing.	Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.	them to convey the meaning or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which is confusion	Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	Long pauses while they search for the desired meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listen to the speaker.
1	Serious pronunciation errors as well as many	Full of long unnatural pauses. Very halting and	Hardly anything of what is said can be

	basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course. ²¹	fragmentary delivery. At times give up making the effort. Very limited range of Expression.	understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything he seems to have said.
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Table 3.3 Classification Students` Score

Affective		Cognitif		Psychomotor	
Mode	Predicate	Average	Letter	Optimum	Letter
4.00	Excellent	3.85-4.00	A	3.85-4.00	A
		3.51-3.83	A-	3.51-3.83	A-
3.00	Good	3.18-3.50	B+	3.18-3.50	B+
		3.85-3.17	B	3.85-3.17	B
		2.51-2.84	B-	2.51-2.84	B-
2.00	Enough	2.18-2.50	C+	2.18-2.50	C+
		1.85-2.17	C	1.85-2.17	C
		1.51-1.84	C-	1.51-1.84	C-
1.00	Poor	1.18-1.50	D+	1.18-1.50	D+
		1.00-1.17	D	1.00-1.17	D

. The assesment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scala assesment for knowledge competence and skill

²¹J.B.Heaton, *Writing English Language Test* (Newyork: New Edition Longman Group, 1975), p. 100.

competence using the range of number and letters 4,00 (A)- 1,00 (D) with the details as following:

Table 3.4 range of number.

1.00 (A) - 100 (D) with the following deatails:
3.85 – 4.00 with the letter A
3.52 – 3.83 with the letter A-
3.18 – 3.50 with the letter B+
2.85 – 3.17 with the letter B
2.51 – 2.80 with the letter B-
2.18 – 2.50 with the letter C+
1.85 – 2.17 with the letter C
1.51 – 1.84 with the letter C-
1.18 – 1.50 with the letter D+, and
1.0 – 1.17 with the letter D

3.6.2 Calculating the rate percentage of the students` score:

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

Where :

P : Percentage

F : Frequency

N : Total number of students

3.6.3 The data of this research was analyzed by using t-test formula which is adapted by Suharsimi Arikunto, as follows:

$$Mx = \left(\frac{\sum x}{Nx} \right)$$

$M\chi$ = mean of gained score of control group

χ = gained score of control group

$N\chi$ = number of students of control group

$$My = \left(\frac{\sum y}{Ny} \right)$$

My = mean of gained score of experimental group

y = gained score of experimental group

Ny = number of students of experimental group

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$\sum \chi^2$ = deviation of control group

$\sum X^2$ = squared of control group's gained score

$\sum \chi$ = gained score of control group

$N\chi$ = number of students of control group

$\sum y^2$ = deviation of experimental group

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{Ny}$$

$\sum Y^2$ = squared of experimental group's gained score

$\sum y$ = gained score of experimental group

Ny = number of students of experimental group

$$t_0 = \frac{M_X M_Y}{\sqrt{\left(\frac{\sum x^2}{Nx} + \frac{\sum y^2}{Ny} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

t_0 = value of hypotheses testing

$M\chi$ = mean of control group

My = mean of experimental group

Σx^2 = standard deviation of control group

Σy^2 = standard deviation of experimental group

N_x = number of students of control group

N_y = number of students of experimental group

$$df = N_x + N_y - 2$$

df = degrees of freedom

N_x = number of students of control group

N_y = number of students of experimental group.²²



²²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010* (Jakarta: PT. Rineka Cipta, 2010), p. 354.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Research Finding

The data were collected from students' pre-test and post-test at two classes; experimental class and control class, in which X Listrik A as the experimental class and X Listrik B as the control class. As the explanation in chapter III, the experiment class was taught pronunciation ability by using tongue twister technique and the control class was not. The result of the data can be described as the following:

4.1.1 Data of Experimental Class

4.1.1.1 The score before giving the treatment (Pretest).

The writer gave some short story text to the students' as the pre-test to know the student's pronunciation skill. After giving the pre-test to the students, the writer found out the result of the students' pronunciation ability based on the criteria of pronunciation ability which are sound, stress, and intonation before giving treatment.

The result was shown in the following table:

Table 4.1 Shows that most of the students' get low scores. All aspects namely in pre-test in terms are sound, stress, and intonation.

Pre-Test Listrik A						
No	Students	Sound	Stress	Intonation	Total	Score

1	AB	4	5	3	12	66.7
2	BA	3	3	4	10	55.6
3	AA	3	3	3	9	50.0
4	CA	3	4	3	10	55.6
5	AF	4	3	4	11	61.1
6	MN	4	4	5	13	72.2
7	KL	3	5	3	11	61.1
8	DF	4	3	3	10	55.6
9	YH	5	4	4	13	72.2
10	CV	4	3	4	11	61.1
11	SE	3	2	3	8	44.4
12	NK	3	5	4	12	66.7
13	CT	5	5	4	14	72.2
14	NU	4	3	4	11	61.1
15	RT	3	2	3	8	44.4
16	HU	4	4	4	12	66.7

17	SW	3	3	4	10	55.6
18	WW	2	2	2	6	33.3
19	DT	4	3	4	11	61.1
20	JI	5	4	5	14	77.8
21	OK	4	4	4	12	66.7
22	PL	4	5	4	13	72.2
23	KK	4	5	4	13	72.2
24	UN	5	4	3	12	66.7
25	NU	5	6	5	16	88.9
26	NI	3	3	2	8	44.4
27	GJ	4	4	3	11	61.1
28	XH	3	3	4	10	55.6
29	OS	4	5	5	14	77.8
30	WL	3	3	3	9	50.0
31	YU	2	2	2	6	33.3
32	DK	5	5	4	14	77.8

33	AO	4	4	4	12	66.7
34	HH	5	6	5	16	88.9
35	OP	4	5	5	14	77.8
	Total	132	134	130	396	

Table 4.2 the students' score in pretest

Classification pretest students' with max scores and Y1 scores multiplied two, the result is $Y1^2$.

No	Students	Pretest of Students Y1		$Y1^2$	Classification
		Max Score	Score Y1		
1	AB	4	2.7	7.1	Good
2	BA	4	2.2	4.9	Enough
3	AA	4	2.0	4.0	Enough
4	CA	4	2.2	4.9	Enough
5	AF	4	2.4	6.0	Enough
6	MN	4	2.9	8.3	Good
7	KL	4	2.4	6.0	Enough
8	DF	4	2.2	4.9	Enough

9	YH	4	2.9	8.3	Good
10	CV	4	2.4	6.0	Enough
11	SE	4	1.8	3.2	Enough
12	NK	4	2.7	7.1	Good
13	CT	4	3.1	9.7	Good
14	NU	4	2.4	6.0	Enough
15	RT	4	1.8	3.2	Enough
16	HU	4	2.7	7.1	Good
17	SW	4	2.2	4.9	Enough
18	WW	4	1.3	1.8	Poor
19	DT	4	2.4	6.0	Enough
20	JI	4	3.1	9.7	Good
21	OK	4	2.7	7.1	Good
22	PL	4	2.9	8.3	Good
23	KK	4	2.9	8.3	Good
24	UN	4	2.7	7.1	Good

25	NU	4	3.6	12.6	Good
26	NI	4	1.8	3.2	Enough
27	GJ	4	2.4	6.0	Enough
28	XH	4	2.2	4.9	Enough
29	OS	4	3.1	9.7	Good
30	WL	4	2.0	4.0	Enough
31	YU	4	1.3	1.8	Poor
32	DK	4	2.9	8.3	Good
33	AO	4	2.4	6.0	Enough
34	HH	4	2.9	8.3	Good
35	OP	4	2.9	8.3	Good
Total			86.5	22.3	

Table 4.3 students' classification score in pretest

Classification scores starting from poor, enough, good, and excellent.

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	0
		3.51- 3.83	
		3.18- 3.50	

		2.85- 3.17	
		2.51- 2.84	
3	Enough	2.18- 2.50	18
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	2
		1.00- 1.17	

The data in the table above shows that in Pretest there were none students got excellent score, sixteen students got good score, eighteen students got enough score, and two students got poor.

4.1.1.2 The score after giving the treatment (Posttest)

Table 4.4 Student's Posttest Score based on speaking skill, Shows that most of the students' get high scores. All aspects namely in pre-test in terms are sound, stress, and intonation.

Post-Test Listrik A						
No	Students	Sound	Stress	Intonation	Total	Score
1	AB	4	5	5	14	77.8
2	BA	6	6	6	18	100.0
3	AA	5	5	5	15	83.3
4	CA	5	6	5	16	88.9

5	AF	4	5	4	13	72.2
6	MN	5	5	6	16	88.9
7	KL	6	6	5	17	94.4
8	DF	5	4	5	14	77.8
9	YH	5	5	5	15	83.3
10	CV	6	5	6	17	94.4
11	SE	6	4	5	15	83.3
12	NK	6	5	5	16	88.9
13	CT	4	5	5	14	77.8
14	NU	6	5	6	17	94.4
15	RT	3	3	3	9	50.0
16	HU	4	4	6	14	77.8
17	SW	6	6	5	17	94.4
18	WW	4	3	4	11	61.1
19	DT	5	4	4	13	72.2
20	JI	6	5	5	16	88.9

21	OK	5	6	4	15	83.3
22	PL	6	6	6	18	100.0
23	KK	6	5	6	17	94.4
24	UN	5	5	6	16	88.9
25	NU	6	6	4	16	88.9
26	NI	5	4	4	13	72.2
27	GJ	6	6	6	18	100.0
28	XH	5	5	4	14	77.8
29	OS	4	5	4	13	72.2
30	WL	4	5	6	15	83.3
31	YU	3	3	3	9	50.0
32	DK	6	5	5	16	88.9
33	AO	5	6	4	15	83.3
34	HH	6	6	5	17	94.4
35	OP	6	5	6	17	94.4
	Total	179	174	173	526	

Table 4.5 the Students' Score in Posttest

Classification pretest students' with max scores and Y1 scores multiplied two, the result is $Y1^2$.

No	Students	Posttest of Students (Y2)		$Y2^2$	Classification
		Max Score	Score Y2		
1	AB	4	3.1	9.7	Good
2	BA	4	4.0	16.0	Excellent
3	AA	4	3.3	11.1	Good
4	CA	4	3.6	12.6	Excellent
5	AF	4	2.9	8.3	Good
6	MN	4	3.6	12.6	Excellent
7	KL	4	3.8	14.3	Excellent
8	DF	4	3.1	9.7	Good
9	YH	4	3.3	11.1	Good
10	CV	4	3.8	14.3	Excellent
11	SE	4	3.3	11.1	Good
12	NK	4	3.6	12.6	Excellent

13	CT	4	3.1	9.7	Good
14	NU	4	3.8	14.3	Excellent
15	RT	4	2.0	4.0	Good
16	HU	4	3.1	9.7	Good
17	SW	4	3.8	14.3	Excellent
18	WW	4	2.4	6.0	Good
19	DT	4	2.9	8.3	Good
20	JI	4	3.6	12.6	Excellent
21	OK	4	3.3	11.1	Good
22	PL	4	4.0	16.0	Excellent
23	KK	4	3.8	14.3	Excellent
24	UN	4	3.6	12.6	Excellent
25	NU	4	3.6	12.6	Excellent
26	NI	4	2.9	8.3	Good
27	GJ	4	4.0	16.0	Excellent
28	XH	4	3.1	9.7	Good
29	OS	4	2.9	8.3	Good

30	WL	4	3.3	11.1	Good
31	YU	4	2.0	4.0	Good
32	DK	4	3.6	12.6	Excellent
33	AO	4	3.3	11.1	Good
34	HH	4	3.8	14.3	Excellent
35	OP	4	3.8	14.3	Excellent
Total			117.1	398.6	

Table 4.6 Students' Classification Score in Posttest.

Classification scores starting from poor, enough, good, and excellent.

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	17
		3.51- 3.83	
2	Good	3.18- 3.50	18
		2.85- 3.17	
		2.51- 2.84	
3	Enough	2.18- 2.50	0
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	0
		1.00- 1.17	

The data in the table above shows that in Posttest there were seventeen students got excellent score, eighteen students got good score, none students got enough score, and none of students got poor.

4.1.1.3 The students' pretest and posttest of Experimental Class

Table 4.7 the last result scores students' with pretest as Y1 and posttest as Y2 from experimental group.

No	Responden	Pretest Y1	Posttest Y2	Gained Score
1	AB	2.7	3.1	0.4
2	BA	2.2	4.0	1.8
3	AA	2.0	3.3	1.3
4	CA	2.2	3.6	1.4
5	AF	2.4	2.9	0.5
6	MN	2.9	3.6	0.7
7	KL	2.4	3.8	1.4
8	DF	2.2	3.1	0.9
9	YH	2.9	3.3	0.4
10	CV	2.4	3.8	1.4
11	SE	1.8	3.3	1.5

12	NK	2.7	3.6	0.9
13	CT	3.1	3.1	0
14	NU	2.4	3.8	1.4
15	RT	1.8	2.0	0.2
16	HU	2.7	3.1	0.4
17	SW	2.2	3.8	1.6
18	WW	1.3	2.4	1.1
19	DT	2.4	2.9	0.5
20	JI	3.1	3.6	0.5
21	OK	2.7	3.3	0.6
22	PL	2.9	4.0	1.1
23	KK	2.9	3.8	0.9
24	UN	2.7	3.6	0.9
25	NU	3.6	3.6	0
26	NI	1.8	2.9	1.1
27	GJ	2.4	4.0	1.6
28	XH	2.2	3.1	0.9

29	OS	3.1	2.9	0.2
30	WL	2.0	3.3	1.3
31	YU	1.3	2.0	0.7
32	DK	2.9	3.6	0.7
33	AO	2.4	3.3	0.9
34	HH	2.9	3.8	0.9
35	OP	2.9	3.8	0.9
	$\Sigma N = 35$	86.5	117.1	30.6
	Mean Score	2.4	3.3	0.9
	max Score	3.6	4	
	Min Score	1.3	2	

Based on Table 4.7 the lowest score and the highest score of pretest in the experimental class are 1.3 and 3.6 while the lowest score and the highest score of post-test are 2.0 and 4.0. Therefore, it can be concluded that the score of post-test at experimental class is higher than the score of pre-test.

4.1.2 Data of Control Class

4.1.2.1 The Score of Control Class (Pretest)

The writer gave some short story text to the students` as the pre-test to know the student`s pronunciation skill. After giving the pre-test to the students, the writer

found out the result of the students' pronunciation ability based on the criteria of pronunciation ability which are sound, stress, and intonation before giving treatment without technique.

The result was shown in the following table:

Table 4.8 Student's Pretest Score based on Pronunciation Ability.

Shows that most of the students' get low scores. All aspects namely in pre-test in terms are sound, stress, and intonation.

Pre-Test Listrik B						
No	Students	Sound	Stress	Intonation	Total	Score
1	YZ	3	4	3	10	55.6
2	KK	3	2	3	8	44.4
3	DY	4	3	4	11	61.1
4	DF	2	3	2	7	38.9
5	BJ	4	3	3	10	55.6
6	WW	3	4	3	10	55.6
7	PA	4	4	4	12	66.7
8	DK	3	2	3	8	44.4

9	ER	2	3	4	9	50.0
10	VI	2	3	3	8	44.4
11	TY	3	3	3	9	50.0
12	NH	3	2	3	8	44.4
13	SE	3	3	2	8	44.4
14	DF	4	3	3	10	55.6
15	DD	2	2	2	6	33.3
16	SW	2	2	4	8	44.4
17	OD	3	2	3	8	44.4
18	GY	4	4	3	11	61.1
19	DE	2	3	3	8	44.4
20	XY	4	4	3	11	61.1
21	KA	4	3	3	10	55.6
22	SD	3	2	3	8	44.4
23	TY	2	2	3	7	38.9
24	DO	3	3	3	9	50.0

25	FR	2	2	2	6	33.3
26	SD	4	4	5	13	72.2
27	WO	4	4	3	11	61.1
28	VH	2	2	2	6	33.3
29	SS	4	3	4	11	61.1
30	JJ	4	4	4	12	66.7
31	DP	2	3	3	8	44.4
32	WM	3	4	3	10	55.6
33	NM	5	4	5	14	77.8
34	FN	3	4	3	10	55.6
	Total	105	103	107	315	

Tabel 4.9 the students' score in pretest.

Classification pretest students' with max scores and Y1 scores multiplied two, the result is $Y1^2$.

No	Students	Pretest Of Students (X1)		$X1^2$	Classification
		Max Score	Score X1		
1	YZ	4	2.2	4.9	Enough

2	KK	4	1.8	3.2	Enough
3	DY	4	2.4	6.0	Enough
4	DF	4	1.6	2.4	Enough
5	BJ	4	2.2	4.9	Enough
6	WW	4	2.2	4.9	Enough
7	PA	4	2.7	7.1	Good
8	DK	4	1.8	3.2	Enough
9	ER	4	2.0	4.0	Enough
10	VI	4	1.8	3.2	Enough
11	TY	4	2.0	4.0	Enough
12	NH	4	1.8	3.2	Enough
13	SE	4	1.8	3.2	Enough
14	DF	4	2.2	4.9	Enough
15	DD	4	1.3	1.8	Enough
16	SW	4	1.8	3.2	Enough
17	OD	4	1.8	3.2	Enough
18	GY	4	2.4	6.0	Enough

19	DE	4	1.8	3.2	Enough
20	XY	4	2.4	6.0	Enough
21	KA	4	2.2	4.9	Enough
22	SD	4	1.8	3.2	Enough
23	TY	4	1.6	2.4	Enough
24	DO	4	2.0	4.0	Enough
25	FR	4	1.3	1.8	Enough
26	SD	4	2.9	8.3	Enough
27	WO	4	2.4	6.0	Enough
28	VH	4	1.3	1.8	Enough
29	SS	4	2.4	6.0	Enough
30	JJ	4	2.4	6.0	Enough
31	DP	4	1.8	3.2	Enough
32	WM	4	2.2	4.9	Enough
33	NM	4	3.1	9.7	Good
34	FN	4	2.2	4.9	Enough
Total			69.6	149.6	

Table 4.10 students' classification score in pretest.

Classification scores starting from poor, enough, good, and excellent.

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	0
		3.51- 3.83	
2	Good	3.18- 3.50	2
		2.85- 3.17	
		2.51- 2.84	
3	Enough	2.18- 2.50	32
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	0
		1.00- 1.17	

The data in the table above shows that in pretest none of the students got excellent score, two students got good score, thirty two students got enough score, and none of students got poor.

4.1.2.2 The score after giving the treatment (Posttest)

Table 4.11 Student's Posttest Score based on pronunciation ability.

Student's Posttest Score based on speaking skill, Shows that most of the students' get high scores. All aspects namely in pre-test in terms are fluency, accuracy, and comprehensibility.

Post-Test Listrik B

No	Students	Sound	Stress	Intonation	Total	Score
1	YZ	4	4	5	13	72.2
2	KK	4	3	4	11	61.1
3	DY	5	5	6	16	88.9
4	DF	3	5	5	13	72.2
5	BJ	4	5	5	14	77.8
6	WW	4	4	4	12	66.7
7	PA	5	5	6	16	88.9
8	DK	4	3	4	11	61.1
9	ER	3	4	4	11	61.1
10	VI	4	4	3	11	61.1
11	TY	5	5	4	14	77.8
12	NH	4	4	4	12	66.7
13	SE	3	3	5	11	61.1
14	DF	5	4	3	12	66.7
15	DD	4	3	4	11	61.1

16	SW	4	3	4	11	61.1
17	OD	5	4	4	13	72.2
18	GY	4	5	5	14	77.8
19	DE	3	4	4	11	61.1
20	XY	5	6	5	16	88.9
21	KA	5	4	6	15	83.3
22	SD	3	5	3	11	61.1
23	TY	3	4	5	12	66.7
24	DO	3	4	4	11	61.1
25	FR	3	4	5	12	66.7
26	SD	5	6	5	16	88.9
27	WO	4	4	5	13	72.2
28	VH	4	4	4	12	66.7
29	SS	4	5	5	14	77.8
30	JJ	4	5	6	15	83.3
31	DP	4	3	4	11	61.1

32	WM	4	4	5	13	72.2
33	NM	4	5	6	15	83.3
34	FN	4	4	3	11	61.1
	Total	136	144	154	434	

Table 4.12 the Students' Score in Posttest

Classification pretest students' with max scores and Y1 scores multiplied two, the result is $Y1^2$.

No	Students	Posttest of Students (X2)		$X2^2$	Classification
		Max Score	Score X2		
1	YZ	4	2.9	8.3	Good
2	KK	4	2.4	6.0	Enough
3	DY	4	3.6	12.6	Excellent
4	DF	4	2.9	8.3	Good
5	BJ	4	3.1	9.7	Good
6	WW	4	2.7	7.1	Good
7	PA	4	3.6	12.6	Excellent
8	DK	4	2.4	6.0	Enough

9	ER	4	2.4	6.0	Enough
10	VI	4	2.4	6.0	Enough
11	TY	4	3.1	9.7	Good
12	NH	4	2.7	7.1	Good
13	SE	4	2.4	6.0	Enough
14	DF	4	2.7	7.1	Good
15	DD	4	2.4	6.0	Enough
16	SW	4	2.4	6.0	Enough
17	OD	4	2.9	8.3	Good
18	GY	4	3.1	9.7	Good
19	DE	4	2.4	6.0	Enough
20	XY	4	3.6	12.6	Excellent
21	KA	4	3.3	11.1	Excellent
22	SD	4	2.4	6.0	Enough
23	TY	4	2.7	7.1	Good
24	DO	4	2.4	6.0	Enough
25	FR	4	2.7	7.1	Good

26	SD	4	3.6	12.6	Excellent
27	WO	4	2.9	8.3	Good
28	VH	4	2.7	7.1	Good
29	SS	4	3.1	9.7	Good
30	JJ	4	3.3	11.1	Excellent
31	DP	4	2.4	6.0	Enough
32	WM	4	2.9	8.3	Good
33	NM	4	3.3	11.1	Excellent
34	FN	4	2.4	6.0	Enough
Total			96.2	278.6	

Table 4.13 Students' Classification Score in Posttest.

Classification scores starting from poor, enough, good, and excellent.

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	7
		3.51- 3.83	
2	Good	3.18- 3.50	15
		2.85- 3.17	
		2.51- 2.84	

3	Enough	2.18- 2.50	12
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	0
		1.00- 1.17	

The data in the table above shows that in Posttest there were seven students got excellent score, fifteen students got good score, twelve students got enough score, and none of students got poor.

4.1.2.3 The students' pretest and posttest of Control Class

Table 4.14 students' score of Control Class

The last result scores students' with pretest as Y1 and posttest as Y2 from control group.

No	Students	Pretest	Posttest	Gained Score
1	YZ	2.2	2.9	0.7
2	KK	1.8	2.4	0.6
3	DY	2.4	3.6	1.2
4	DF	1.6	2.9	1.3
5	BJ	2.2	3.1	0.9
6	WW	2.2	2.7	0.5

7	PA	2.7	3.6	0.9
8	DK	1.8	2.4	0.6
9	ER	2.0	2.4	0.4
10	VI	1.8	2.4	0.6
11	TY	2.0	3.1	1.1
12	NH	1.8	2.7	0.9
13	SE	1.8	2.4	0.6
14	DF	2.2	2.7	0.5
15	DD	1.3	2.4	1.1
16	SW	1.8	2.4	0.6
17	OD	1.8	2.9	1.1
18	GY	2.4	3.1	0.7
19	DE	1.8	2.4	0.6
20	XY	2.4	3.6	1.2
21	KA	2.2	3.3	1.1
22	SD	1.8	2.4	0.6
23	TY	1.6	2.7	1.1

24	DO	2.0	2.4	0.4
25	FR	1.3	2.7	1.4
26	SD	2.9	3.6	0.7
27	WO	2.4	2.9	0.5
28	VH	1.3	2.7	1.4
29	SS	2.4	3.1	0.7
30	JJ	2.4	3.3	0.9
31	DP	1.8	2.4	0.6
32	WM	2.2	2.9	0.7
33	NM	3.1	3.3	0.2
34	FN	2.2	2.4	0.2
$\sum N = 34$		64.1	96.2	26.6
Mean Score		2	2.7	0.7
max Score		3.1	3.6	
Min Score		1.3	2.4	

Based on Table 4.14 the lowest score and the highest score of pretest in the control group class are 1.3 and 3.1 while the lowest score and the highest score of

post-test are 2.4 and 3.6. Therefore, it can be concluded that the score of post-test at experimental class is higher than the score of its pre-test.

4.1.2.4 Data Analysis

In analyzing the data, a t-test was used to make it easier to test the hypotheses. The formula of the t-test is as follows:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Before analyzing the data by using the t-test formula, there are several steps that should be done as follows.

4.1.2.4.1 Determining mean of gained score of control class:

$$M_X = \left(\frac{\sum x}{N_X}\right)$$

$$M_X = \left(\frac{20.1}{34}\right)$$

$$M_X = 0.5$$

4.1.2.4.2 Determining mean of gained score of experimental class:

$$M_Y = \left(\frac{\sum y}{N_Y}\right)$$

$$M_Y = \left(\frac{30.6}{35}\right)$$

$$M_Y = 0.8$$

4.1.2.4.3 Determining deviation of control class:

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum x)^2}{Nx} \\ \sum x^2 &= 19.3 - \frac{(20.1)^2}{34} \\ \sum x^2 &= 19.3 - \frac{404.01}{34} \\ \sum x^2 &= 19.3 - 11.8 \\ \sum x^2 &= 7.5\end{aligned}$$

4.1.2.4.4 Determining deviation of experimental class:

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum y)^2}{Ny} \\ \sum y^2 &= 17.6 - \frac{(30.6)^2}{35} \\ \sum y^2 &= 17.6 - \frac{936.36}{35} \\ \sum y^2 &= 17.6 - 26.7 \\ \sum y^2 &= 9.1\end{aligned}$$

4.1.2.4.5 Determining value of hypotheses testing by using t-test formula:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t_0 = \frac{0.8 - 0.5}{\sqrt{\left(\frac{9.1 + 7.5}{34 + 35 - 2}\right) \left(\frac{1}{34} + \frac{1}{35}\right)}}$$

$$t_0 = \frac{0.3}{\sqrt{\left(\frac{16.6}{67}\right) \left(\frac{1}{34} + \frac{1}{35}\right)}}$$

$$t_0 = \frac{0.3}{\sqrt{(0.24) \cdot (0.04)}}$$

$$t_0 = \frac{0.3}{\sqrt{0.096}}$$

$$t_0 = \frac{0.3}{0.097} = 3.0$$

4.1.2.4.6 Determining degrees of freedom:

$$df = N_x + N_y - 2$$

$$df = 34 + 35 - 2$$

$$df = 67$$

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 67 in significant degrees of 0.05 (5%), the t-table (tt) is 1.667. Based on data analysis, if t-table (t_0) is higher than t_t ($3.0 > 1.667$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that it is effective to use tongue twister technique in teaching pronunciation skill at the first grade students of SMK Negeri 2 Parepare.

4.1.2.4.7 Students' pronunciation ability before being taught by using tongue twister technique.

Measuring the students' phrases mastery before being taught by using inductive approach can be seen at students' score in pretest. It can be said that students' pronunciation ability is an effective in tongue twister technique if the posttest score of the experimental class is higher than pre-test score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 2.4.

The example of the problem is students often memorize vocabulary or sentences traditionally, no fun rhythms, of course it's difficult and may be boring for some students but through tongue twister hopefully it can fresh their way in memorizing as a fun method. Therefore, writer compiles a main idea which contains a smart solution, collaborate some abilities such as memorizing and speaking, to

develop their ability with saying words fast and correctly, Tongue Twister. By this idea, students and teachers are hoped to be able to learn and develop English with various methods and a fun way.

4.1.2.4.8 Using tongue twister technique able to improve pronunciation ability.

From that finding, the mean score of posttest is 3.3 it can be interperated that students' pronunciation ability before being taught by using tongue twister technique is lower if it compares with the students' pronunciation ability able being taught by using tongue twister technique. It is implicated that students' pronunciation ability gives good effect in tongue twister technique. Furthermore, to make a conclusion about the effectiveness of srtudents' pronunciation ability in teaching tongue twister technique at the first grade students' of SMK Negeri 2 Parepare, it can be done by analyzing the data using t_o and compare it with the t-table. The result of the data analyzes showed that $t_o (3.0) > t_t (1.667)$. It means that students' pronunciation ability is effective in teaching tongue twister technique at the first grade students of SMK Negeri 2 Parepare.

4.1.2.4.9 The differences between experimental class and control class.

- Experimental Class

Students in this class are easier to read tongue twister text because it has gone through several treatments that make students able to understand how to read tongue twister text well, although initially they were also difficult to say or read the text.

Most students are easy to understand when given examples, training, and practiced in front of the class and then their friends have the task of correcting if an error occurs in the mention. Because in this class treatment is given before practice so

students can easily understand the purpose of the material, they feel happier and enjoy the learning process when they can cooperate with other friends.

- Control Class

Some students will be ashamed when they should speak in English. And it can minimize their opportunity to learn. Furthermore, we can conclude that there are two kinds of students in learning English, first, students that they are good in public speaking so they can speak English every time, and the second is the students who are ashamed when they should speak English. That problem is based on the differences of their personality and most students in this class find it difficult to pronounce the newly viewed vocabulary, some of these students have to repeat the vocabulary in order to read well.

4.1.2.4.10 Students' pronunciation ability after using tongue twister technique at the experimental group.

In the treatment process, the writer took eight meetings include pre test and post test in teaching pronunciation ability by tongue twister technique experimental class X Listrik A. As the theory in chapter II, the writer did the treatment by following the step in teaching pronunciation ability by tongue twister technique. The writer taught the students from presenting the examples not directly presenting the technique of tongue twister technique.

➤ Procedure of treatment experimental group as follow

The first meeting before the writer gave treatment that was conducted on Thursday September 12nd, 2019 in the class of Listrik A, the students were given the pre-test to measure their ability in pronunciation ability especially in how is the important school. When the writer was coming to the class, he was totally shy and he

was not confidence because it was the first time for the writer to handle them. After the writer opened the meeting, he invited the students for invoking to the God with a Muslim way in praying. Next, the writer instructed the students to read short story text and the researcher is listen it to measure their ability in pronunciation skill by Accuracy and Fluency.

The second meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Thursday September 19th, 2019. This meeting was a first treatment after giving the pre-test. In the morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher gives motivation to the students about the material and prepares teaching material about what is tongue twister and shows example about how to apply the strategy. After that, the students gave chance to ask regarding the explain material and researcher will answer the students' question. After the learning session ended, the researcher closed the class.

The third meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Thursday September 26th, 2019. The researcher say greeting and pray before studying, and check the attendance list. The researchers prepare teaching material about what is pronunciation; sound, stress, intonation. After that, during pronunciation exercises each student must speak and the researcher gave warm up activities for the students before students read only in each seat. For example text tongue twister

1. *Red lorry, yellow lorry (x3)*
2. *She sees cheese (x3)*
3. *A big black bear sat on a big black rug*
4. *Can you can a can as a canner can can a can?*

5. *She sells seashells by the seashore*
6. *How can a clam cram in a clean cream can?*
7. *Nine nice night nurses nursing nicely*

Students will be required to repeat the material at home and the researcher gave students' text tongue twister to study at home. The researcher closes the learning process.

The fourth meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Thursday October 3th, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher asks the students to repeat material last lesson and the researcher gave motivation to the students about the material. After that, the researcher asks the students to read the text tongue twisters that have given at the previous meeting before give new texts tongue twisters. The researcher asking the students to read the text in front of class. Students will require repeating the tongue twisters at home to train students' confidence in pronunciation. And then, The researcher closes the learning process but before that, the researcher gave some motivation.

The fifth meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Monday October 7th, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher gave students the opportunity to gather their confidence to come to the front of the class to read the text tongue twister with the right pronunciation and to improve pronunciation ability students the researcher gave warm up activities for the students before students to come in front of class.

Text Tongue Twister

1. *Snap crackle pop (x3)*
2. *Fred fed Ted bread, and Ted fed Fred bread*
3. *I slit the sheet, the sheet I slit, and on the slitted sheet I sit*
4. *Which witch is which? (x3)*
5. *Thin sticks, thick bricks (x3)*
6. *We surely shall see the sun shine soon.*
7. *I scream, you scream, we all scream for ice cream!*
8. *She sees cheese (x3)*
9. *A big black bear sat on a big black rug*
10. *Can you can a can as a canner can can a can?*
11. *She sells seashells by the seashore*
12. *How can a clam cram in a clean cream can?*
13. *If a dog chews shoes, whose shoes does he choose?*
14. *Nine nice night nurses nursing nicely*
15. *Give papa a cup of proper coffee in a copper coffee cup*

After that, students required repeating the tongue twisters at home to train students' confidence in pronunciation. The researcher closes the learning process but before that, the researcher gave some motivation.

The sixth meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Thursday October 10th, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher asks the students to read the text tongue twisters that have given at the previous meeting. The researcher gave motivation to the students

about the material. The researcher gave new text tongue twister which makes students' higher level of challenged and the researcher will explain the meaning of the text.

Text Tongue Twister

1. *A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.*
2. *I saw Susie sitting in a shoeshine shop. Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines.*
3. *Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?*
4. *I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.*
5. *You know New York, you need New York, you know you need unique New York.*
6. *I slit the sheet, the sheet I slit, and on the slitted sheet I sit.*
7. *Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers. Where's the peck of pickled peppers Peter Piper picked?*
8. *One-one was a race horse.
Two-two was one too.
One-one won one race.
Two-two won one too.*

9. *How many cookies could a good cook cook If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.*

10. *Why do you cry, Willy?*

Why do you cry?

Why, Willy?

Why, Willy?

Why, Willy? Why?

The researcher divides students into groups to help each other. Students required by the researcher to read the text content of tongue twisters. Students required repeating the tongue twisters at home. The researcher closes the learning process but before that, the researcher gave some motivation.

The seventh meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Thursday October 17th, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher asks the students to read the text tongue twisters that have given at the previous meeting. The researcher gave warm up activities for the students. Each student's gave one minute to read the text in front of class. After that, the researcher closes the learning process but before that, the researcher gave some motivation. After the learning session ended, the researcher closed the class.

The last meeting after the researcher gave treatment to the students, she gave a post-test on Tuesday October, 22nd 2019 at X Listrik A class. The students were given the post-test to measure their ability in pronunciation after the treatment. The post-test

was short story text, the content of the test were different from the pre-test. One by one student will read the text. When finished, the researcher closing the class.

➤ Procedure of treatment control group as follow

The first meeting before the writer gave treatment that was conducted on Friday September 13rd, 2019 in the class of Listrik B, the students were given the pre-test to measure their ability in pronunciation ability especially in how is the important school. When the writer was coming to the class, he was totally shy and he was not confidence because it was the first time for the writer to handle them. After the writer opened the meeting, he invited the students for invoking to the God with a Muslim way in praying. Next, the writer instructed the students to read short story text and the researcher is listen it to measure their ability in pronunciation skill by Accuracy and Fluency.

The second meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Monday September 16th, 2019. This meeting was a first treatment after giving the pre-test. In the morning, the researcher started the class by greeting and checked the attendant list. After that, the researcher gives motivation to the students about the material and prepares teaching material about what is pronunciation. After that, the students gave chance to ask regarding the explain material and researcher will answer the students' question. After the learning session ended, the researcher closed the class.

The third meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Friday September 20nd, 2019. The researcher say greeting and pray before studying, and check the attendance list. The researchers prepare teaching material about what is pronunciation; sound, stress, intonation. After

that, during pronunciation exercises each student must speak and the researcher gave warm up activities for the students before students read only in each seat. Students will be required to repeat the material at home and the researcher gave students' text tongue twister to study at home. The researcher closes the learning process.

The fourth meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Monday October 23rd, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher asks the students to repeat material last lesson and the researcher gave motivation to the students about the material. After that, the researcher move to next material about how to pronouncing alphabet A to Z. The researcher asking the students to read the text in front of class. Students will require repeating the tongue twisters at home to train students' confidence in pronunciation. And then, the researcher closes the learning process but before that, the researcher gave some motivation.

The fifth meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Monday October 30th, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher divided students' into some group there are four groups, and distributed paper with several examples of word.

After that, students required repeating the text at home to train students' confidence in pronunciation. The researcher closes the learning process but before that, the researcher gave some motivation.

The sixth meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Wednesday October 2nd, 2019. The researcher say

greeting and pray before studying. The researcher great the students and check the attendance list. The researcher asks the students to read the text that have given at the previous meeting. The researcher gave motivation to the students about the material.

The researcher distributed paper with several examples of statements, commands, and wh-questions. The researcher informed each group of discussions to pronounce the material, all groups done the researcher give correction to the students when the students wrong pronounce the word. The researcher divides students into groups to help each other. Students required repeating at home. The researcher closes the learning process but before that, the researcher gave some motivation.

The seventh meeting was located in the class of X Listrik SMK Negeri 2 Parepare. It was conducted on Monday October 7th, 2019. The researcher say greeting and pray before studying. The researcher great the students and check the attendance list. The researcher asks the students to read the material that have given at the previous meeting. The researcher gave warm up activities for the students. The researcher shared text yes/no questions, each student's gave one minute to read the text in front of class. After that, the researcher closes the learning process but before that, the researcher gave some motivation. After the learning session ended, the researcher closed the class.

The last meeting after the researcher gave treatment to the students, she gave a post-test on Wednesday October, 16th 2019 at X Listrik B class. The students were given the post-test to measure their ability in pronunciation after the treatment. The post-test was short story text, the content of the test were different from the pre-test. One by one student will read the text. When finished, the researcher closing the class.

4.2 Discussion

Based on data analysis, if t-table (t_0) is higher than t_t ($3,3 > 1.667$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that it is effective to use tongue twister technique in teaching pronunciation ability at the first grade students of *SMK 2 Parepare*. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class. After conducting the research, the researcher found that the students really looked excited with the implementation of tongue twister technique as technique to be using in the class.

But the problem the students still face difficulty to express their ideas oral in English because they lack of vocabularies and did not have self confident, the writer tended the students to speak up but they would not speak well. Based on the statetment the research in previous chapter, pronunciation is the way in which a word or a language is spoken. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education. From various definitions above, I can draw a definition that pronunciation is the production of the sounds of a language, in this case English, and how they impact on the listeners. By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills. It was the same as the observation, students almost feel easy when applying tongue twister than before. Student feel

enjoys and fun when the teacher delivered and giving drilled of the difficult pronounce by using Tongue Twister. By applying Tongue Twister Technique, the problem of pronounce can be solved. The quality of speaking is good enough; they can speak confidently and louder. The students feel enjoy when applied Tongue Twister Technique. The students also feel easy to learn about pronunciation. The impact of the technique was more fun and not bored. It means that by using Tongue Twister, the students can be an easy way to pronounce the difficult vocabulary and learn pronunciation.

The theory of tongue twister technique in chapter II explained that improving pronunciation ability through tongue twister teaching as technique. In this case the tongue twister teaching itself is measured by students' learning outcomes. For this research, the writer focuses on pronunciation ability of tongue twister teaching as technique. The research uses the criteria of pronunciation if in learning outcomes (posttest) of experimental class is higher than control class.

Based on the data, it is found that the mean score of the posttest score of the experimental class is 2,4 the mean score of the pretest score of the control class is 2. The mean score of the posttest score of the experimental class is 3,3 and the mean score of the posttest score of the control class is 2,7. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So based on the tongue twister teaching is improving pronunciation in teaching English at the first grade students of SMK Negeri 2 Parepare.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions and suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Pronunciation skill is a subskill of speaking skill, this micro skill is an important skill to be mastered because it determines the clarity of a speech to make the utterance is easily understood, it can be stated that the pronunciation skill has an important role in communication that the practice should be provided in the lesson of the classroom. Therefore the pronunciation is important to be mastered and learned because it is a crucial part of communication to build and understanding between the speaker and the listener. As the conclusion, pronunciation skill is the essential and necessary ability of a human being to apply the knowledge of the sound system of a language in pronouncing the words or sentences that build the connection between speaking and listening skills’.

5.1.1 The problem the students still face difficulty to express their ideas oral in English because they lack of vocabularies and did not have self confident, the writer tended the students to speak up but they would not speak well. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.

5.1.2 In conducting this research, it was tongue twister technique in teaching pronunciation at the first grade students' of SMK Negeri 2 Parepare. The research design of this research is a quasi-experimental study (nonequivalent control group). the objective of this research is to get the empirical data of the differences between students' score of pronunciation test who were taught by using tongue twister technique and students' score of pronunciation test who were not taught by using tongue twister technique and also to know how effective tongue twister technique in teaching pronunciation. It can be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter, $t_o > t_t = 3,0 > 1.667$, in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means that H_a is accepted and H_o is rejected. In conclusion, tongue twister technique is effective to use in teaching speaking at the first year students of SMK Negeri 2 Parepare.

5.1.3 Experimental Class, students in this class are easier to read tongue twister text because it has gone through several treatments that make students able to understand how to read tongue twister text well, although initially they were also difficult to say or read the text. Most students are easy to understand when given examples, training, and practiced in front of the class and then their friends have the task of correcting if an error occurs in the mention. Because in this class treatment is given before practice so students can easily understand the purpose of the material, they feel happier and enjoy the learning process when they can cooperate with other friends.

Control Class, some students will be ashamed when they should speak in English. And it can minimize their opportunity to learn. Furthermore, we can conclude that there are two kinds of students in learning English, first, students that they are good in public speaking so they can speak English every time, and the second is the students who are ashamed when they should speak English. That problem is based on the differences of their personality and most students in this class find it difficult to pronounce the newly viewed vocabulary, some of these students have to repeat the vocabulary in order to read well.

5.2 Suggestions

Based on the conclusion above, the researcher gives some suggestions concerning the application of Tongue Twister Technique in teaching Speaking and learning process to the English teacher, students and further researcher.

1. For English Teacher.

It is suggested for English teachers to apply Tongue Twister technique in teaching pronunciation. It is because Tongue Twister Technique can help students to focus and improve their accurate pronunciation and fluency in speaking. The impact of implemented Tongue Twister technique is the students have a good pronunciation, and fluent speaking. In addition, the teacher should master how the technique works, so the technique can be successful to increase students' pronunciation skill.

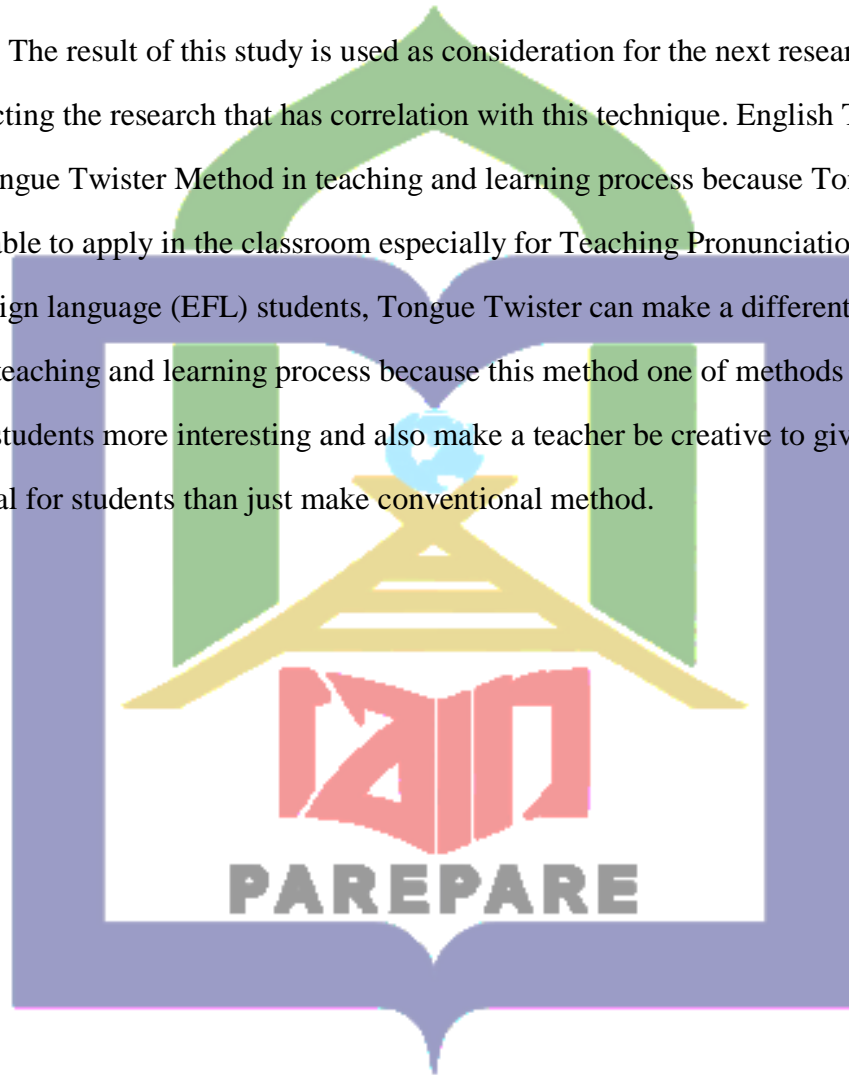
2. For English Students'.

In learning English, especially in pronunciation the students should be more motivated. The researcher found that the students' still confused and difficult to pronounce some English words, especially the unfamiliar one. To mastery in

pronunciation skills, the students should understand what aspects are included in pronunciation, what the difficulty of the word and practice it. The last, it is suggested for the students to apply an effective technique to help them in speaking.

3. Further Researcher.

The result of this study is used as consideration for the next researcher in conducting the research that has correlation with this technique. English Teacher can use Tongue Twister Method in teaching and learning process because Tongue Twister is suitable to apply in the classroom especially for Teaching Pronunciation to English as foreign language (EFL) students, Tongue Twister can make a different atmosphere in the teaching and learning process because this method one of methods that can make students more interesting and also make a teacher be creative to give the material for students than just make conventional method.



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CURRICULUM VITAE



Nur Trisina Juniarti, the writer was born on June 22nd 1997 in Parepare. She is the third child from fourth children in her family. From the couple, Yasin and Rosana, she has two sisters and one brother.

She began her study in Kindergarden in Raidatul and Elementary School at SD Negeri 5 in Parepare graduate on 2009. In the same year, she continued her studying Junior High School, she studied at SMP Negeri 1 Parepare and finished her Junior High School on 2012. After that, she is continued her studying in Senior High School, she studied at SMA Negeri 4 Parepare and graduated on 2015. In the same year, she continued her study at State Islamic Collage (STAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On, 2019, she completed her skripsi under the title “Using Tongue Twister Technique to Improve Students’ Pronunciation Ability at the First Grade of SMK Negeri 2 Parepare”