THE EFFECT OF TONGUE TWISTER GAME IN PRONUNCIATION SKILL OF STUDENTS AT EIGHT GRADE OF MTS SWASTA PAB 1 HELVETIA

A THESIS

Submitted to Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Medan as a Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S-1 Program)

BY :

KHOIRUNNISA BTR
NIM: 0304161059

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

**THE EFFECT OF TONGUE TWISTER GAME IN PRONUNCIATION
SKILL OF STUDENTS AT THE EIGHT GRADE OF MTS SWASTA PAB
1 HELVETIA
A THESIS**
*Submitted to Faculty of Tarbiyah and Teachers Training UINSU Medan as a
Partial Fulfilment of the Requirement for S-1 Program*

BY:
KHOIRUNNISA BTR
NIM: 0304161059

Advisor 1:   **Advisor 2:**

Dr. KH. Amiruddin MS, MA, MBA, Ph.D   **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
NIP. 19550828 198603 1 008   **NIP. 19690217 200701 2 024**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

SURAT PENGESAHAN

Skripsi yang berjudul : "**The Effect of Tongue Twister Game in Pronunciation Skill of Students at Eight Grade of Mts Swasta PAB 1 Helvetia**" oleh **Khoirunnisa Btr** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

27 Oktober 2020

10 Rabi'ul Awal 1442 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua   Sekretaris

Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum   **Reflina, M.Pd**
NIP. 19750622 200312 2 002   **NIB. 1900000078**

Anggota Penguji

1. Dr. KH. Amiruddin, MS, MA, MBA, Ph.D   **2. Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
   NIP. 19550828 031986 1 008   **NIP. 19690217 200701 2 024**

3. Dr. Mhd Dalimunthe, S.Ag, S.S, M.Hum   **4. Ernita Daulay S.Pd, M.Hum**
   NIP. 19710328 199903 1 003   **NIP. 19801201 200912 2 003**

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP.19601006 199403 1 002

Nomor   : Istimewa   Medan, 08 Oktober2020

Lampiran : -   Kepada Yth,

Prihal   : Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

           a.n. **Khoirunnisa Btr** dan Keguruan UIN Sumatera Utara

                                  di –

                                  Tempat

Assalamualaikum Wr. Wb.

       Setelah membaca, meneliti, mongoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi:

Nama   : Khoirunnisa Btr

NIM   : 0304161059

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **THE EFFECT OF TONGUE TWISTER GAME IN PRONUNCIATION SKILL OF STUDENTS AT EIGHT GRADE OF MTS SWASTA PAB 1 HELVETIA**

       Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

       Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

                                    Medan, 08 Oktober 2020

       Pembimbing I   Pembimbing II

Dr. KH. Amiruddin, MS, MA, MBA, Ph.D **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**
  NIP. 19550828 031986 1 008   **NIP. 19690217 200701 2 024**

PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini :

Nama : Khoirunnisa Btr

NIM : 0304161059

Jurusan : Pendidikan Bahasa Inggris

Judul : The Effect of Tongue Twister Game in Pronunciation Skill of Students at Eight

Grade of MTS SWASTA PAB 1 Helvetia

Menyatakan dengan ini sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah

pikiran saya, kecuali kutipan-kutipan dari ringkasan-ringkasan yang telah disebutkan

sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiblakan, maka gelar

dan ijazah yang diberikan universitas batal saya terima.

Medan, 08 Oktober 2022

Yang membuat pernyataan

Khoirunnisa Btr
NIM.0304161059

ABSTRACT

Khoirunnisa Batubara. Registration Number: 0304161059. The Effect of Tongue Twister Game in Pronunciation Skill of Students at Eight Grade of MTs Swasta PAB 1 Helvetia. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.

This study was aimed at finding out whether or not the Tongue Twister Game has a significant effect on students' pronunciation skills. A quantitative study with a quasi-experimental design is this study. It was carried out during the academic year 2020 in the eighth grade of MTs Swasta PAB 1 Helvetia. The overall population was 6 classes and the researcher took 2 classes consisting of 20 students in the experimental class and 20 students in the control class, which is the total of the sample with 40 students. In collecting data, the researcher used a pronunciation test as the instrument. The tests were pre-test which was given before treatment and post-test which was given after the treatment. Then, the data obtained were analyzed by using a manual with a 5% (0,05) significance level. Further, the researcher found that the t-test result present that $t_{observe}$ (3,125) was higher than the t_{table} in the significance level 5% (0,05) with the degree of freedom 38 is 2,024. Therefore, the $t_{observe} > t_{table}$ generated that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. Thus, Tongue Twister Game has a significant effect on the pronunciation skill of students in the eighth grade of MTs Swasta PAB 1 Helvetia.

Keywords: Pronunciation, Tongue Twister, MTs, Kuantitatif

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the Most Gracious and the Most Merciful

Alhamdulillah, thanks be to Allah, the Almighty God, the Most Exalted, the Gracious and the Merciful, the King who possesses power over all creatures, who always blesses and gives health, energy, and passion to the writer to accomplish this thesis. Prophet Muhammad *Shallallahualaihi wa Sallam*, who has tried wholeheartedly to bring the truth to human beings and lead his *ummah* in the right direction, is also presented with greetings and prayer.

This thesis: "**The Effect of Tongue Twister Game in Pronunciation Skill of Students at Eight Grade of Mts Swasta PAB 1 Helvetia**" is a simple and small creation was created by the writer to fulfill the assignment and to complete the requirement for the S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2020.

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer realized that numerous people had guided, helped, supported, and given unconditional love and positive energy. For those reasons, the researcher would like to express sincere gratitude to :

1. **Prof. Dr. Syafaruddin, M.Pd** as the Rector of State Islamic University of North Sumatera (UINSU);

2. **Dr. Amiruddin Siahaan, M.Pd** as the Dean of Faculty of Tarbiyah and Teacher's Training, State Islamic University of North Sumatera;

3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the head of English Education Department;

4. **Dr. H. Amiruddin MS, MA, MBA, Ph.D.** as the first advisor who providing careful guidance, helpful corrections, great advice as well as suggestion and encouragement during the consultation to finish this thesis;

5. **Dr. Hj. Farida Repelita waty Kembaren, M. Hum** as the second advisor who providing careful guidance, helpful corrections, great advice as well as suggestion and encouragement during the consultation to finish this thesis;

6. All of the lecturers in the English Education Department for teaching precious knowledge, sharing, and giving wonderful study experience;

7. The beloved parents of the writer, **Mr. Imbalo Sakti Batubara,** and (*Almarhumah*) **Mrs. Sahnum Pulungan** who always give pray, support, and loving writer. So, the writer can finish S-1 Degree. The writer dedicates this thesis to them;

8. The principal of MTs Swasta PAB 1 Helvetia, Mr. Satria Wira Prana. The vice-principal, Mr. Bagus Sanjaya. And the English Teacher, Mr. Fauzi;

9. All of the students at VIII A and VIII B under the academic year 2020, MTs Swasta PAB 1 Helvetia who had been willing to be the samples of this research and join the class;

16. All of my friends from the same advisor especially **Alfa Khairani**, **Mentari**, **Arma Suryati,** and **Indana Ulfah** who had willing to share and solve difficulties in conducting this thesis, to support and remind the writer to always move forward.

17. For all of the people who could not be mentioned by the writer one by one in this thesis. May Allah protect and give a great blessing for them.

Finally, the writer realizes that this thesis is far from being perfect. Therefore, the constructive suggestion is needed for the progress of the next study. Hopefully, this thesis may give advantages to all.

Medan, 20 September 2020

Khoirunnisa Batubara

TABLE OF CONTENT

LIST OF FIGURE

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

The introduction of the present study is elaborated in this section. The introduction consists of the background of the study, the identification of the study, formulation of the study, the objective of the study, the significance of the study, and limitations of the study.

A. Background of The Study

Language is the key to knowledge.[1] In daily human life, language is a very essential means of communicating. By using it, the individual communicates and socializes with each other and they can convey their idea, convince others, or promise something. Language is the representation of concepts fused into words using speech-sound. Words are mixed into sentences, this mixture responding to those thoughts into thoughts.[2] In another context, in transmitting a concept, idea, or feeling, language is known to be a system of interacting with other individuals using sounds, symbols, and phrases. English can be used by all people as a contact and interaction method regardless of language. Due to the actual role of language itself as communication, language has a connection with communication.[3] Besides, language is split into several varieties as a medium of communication. There are various languages for people who live in different nations, ethnicities, and cultures. In Surah Ar-Rum verse 22, Allah states about the varieties of language:

---

[1] Faridah Repelita Waty, (2018), *Translation Theories and Practice; A Guideline to be Professional Translator*, Medan, p. 1

[2] Sholihatul Hamidah, (2011), *Introduction to General Linguistics*, Medan:La-Tansa Press, p. 11

[3] Sholihatul Hamidah, (2019), *Language and Society*, Medan:LPPPI, p. 9

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَـٰتٍ لِّلْعَـٰلِمِينَ ۝ [4]

" And among His signs is the creation of the heavens and the earth and the difference of your languages and colors. Indeed, that is significant for men of sound knowledge."[5]

From the verse above, by variations in human language, Allah shows us the signs of His authority. It means Allah has harmoniously produced the world and its inhabitants. With many variations in language, dialect, and intonation, people are formed to know each other and to communicate well.[6]

The language to interact well with the world must be learned by humans as social beings. But besides Indonesian, human beings must also be able to speak English as students. In education, English is a very important subject and it is one of the languages taught in secondary school. English is a foreign language that has been included in the international language of Indonesia. It has been implemented in every country in the world and there is even one topic required, such as Indonesia. As a graduation requirement for students to meet national expectations at each level of education, ranging from junior high school to senior high school level or equivalent, English learning materials should be one of the subjects on the national test. There are four English language skills that students need to acquire at the same time in language learning, namely listening, reading, writing, and speaking. For students, the four language skills are very useful whether they are testing foreign language skills

---

[4] Al-Qur'an, 30:22

[5] Muhammad Taqi'ud-Din Al-Hilali and Muhammad Muhsin Khan, (1998), *Translation of The Meanings of The Nobel Qur'an*, Madinah:King Fahd Complex for The Printing of The Holy Qur'an, p. 542

[6] M. Quraish Shihab, (2002), *Tafsir Al-Mishbah*, Jakarta:Lentera Hati, p. 37

or other skills, particularly for students who speak skills to measure their speaking abilities. The most important factor to be noticed in speaking is pronunciation, as it conveys the message or purpose of the speaker is speaking. It is really important to be able to speak using intelligible pronunciation because it can deliver the message clearly and communicate the sense of what the speaker is talking about.

No question correctly pronouncing a language is a vital element in learning and making ourselves understood. The pronunciation of the teaching and learning process in English as a foreign language should play a decisive role as it is directly linked to the growth of communicative competence of students and thus to language skills and comprehensibility.[7] Pronunciation is one aspect of promoting English language skills because speaking in English needs a good language pronunciation to be conveyed understandably because when any pronunciation changes the sense of it, the other person is potentially confused. Owing to the absence of habit and the correct media, most students find it hard to pronounce the word in the English language.[8]

In addition, when speaking or reading certain English words, many students in junior high school often feel confused and difficult to pronounce since the sounds of English words are often different from their written form. Problems with pronunciation are induced by several variables. The lack of particular English sounds in their mother tongue is one of several reasons. It is simpler to pronounce words in Bahasa Indonesia than to say words in English. It's because in their everyday life, the sounds in Bahasa exist and their language has been learned and acquainted with

---

[7] Nuria Edo Marza, (2014), "Pronunciation and English Comprehension of Oral English in the English as a Foreign Language Class;Key Aspects, Students Perceptions, and Proposals", *Journal of Language Teaching and Research*, Vol. 5 No. 2, p. 262

[8] Mohammad Syarif Hidayatullah, (2018), "Improving Students Pronunciation Through Western Movie Media", *Journal Al-lisan*, Vol. 3 No. 1, p. 94

sounds in their mother tongue since they were infants. When a student wants to learn a foreign language, especially in English, Ramelan said. To talk it, they have to understand. Students must learn to talk the way the language is spoken by native speakers. This can be done by imitating them closely and untirelessly mimicking them until their pronunciation is satisfactory and appropriate to them.[9] This means that the teacher is responsible for the learning process of a foreign language. In English pronunciation, the teacher can give examples of correct pronunciation. There are many ways to practice pronunciation in a way that, other than drilling, is not painful.

Based on the experience of the researcher during teaching practice and evaluation at MTS Swasta PAB 1 Helvetia, students often have trouble pronouncing words when they read or speak some English words. They also had trouble pronouncing the right sounds or recognizing them. It happened because students did not understand how the phonetic alphabet could be spelled and distinguished. In addition, in everyday life , students seldom communicate using English. For the first language and mother tongue, they use Bahasa so that students get unintelligible pronunciations that are hard to comprehend while reading or speaking in English. The researcher would like to solve the problems by using a game as a technique in teaching after the researcher recognizes the situation of the students faced in speaking. The technique that has been applied is tongue twister game.

A tongue twister is a technique designed to merge students' English sounds by creating a game-like environment for practice.[10] In learning pronunciation, a

---

[9] Ramelan, (2003), *English Phonetics*, Semarang:UPT UNNES Press, p. 2
[10] Kathleen M. Bailey and Lance Savage, (1994), *New Ways in Teaching Speaking*, Illionis:TESOL, p. 246

tongue twister is useful and it is very useful to improve the pronunciation of students, not only to practice and pronounce words, but also to develop memory skills. Working with tongue twisters to draw on their phonemic knowledge helps to improve improved word articulation and pronunciation for someone who talks to a listener. Gonzales states that in every language classroom, tongue twister is sometimes used to practice pronunciation and that is a fun game. Practicing tongue twisters helps people learning English to develop their ability to communicate. The faster a student can tell the tongue twister without messing up, the better their abilities in language become.[11] The term of the tongue twister consists of several related term sounds, but distinct in context. In addition, some tongue twisters are funny, interesting, and entertaining. This technique is important because, by using some similar and interesting phrases or sentences, students can learn how to pronounce English words correctly. Students expect to feel simple in imitating and recalling the English Phonemeses by tongue twister. These are the reasons why the researcher chose the topic.

The theory above is supported by the verse of the Quran related to the model or method of learning and teaching, namely in Surah An-Nahl verse 125:

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ ۖ وَجَـٰدِلۡهُم بِٱلَّتِى هِىَ أَحۡسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن

ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ﴿١٢٥﴾ [12]

---

[11] Natalia Iglesias Gonzales, (2009), *Learning English with Tongue Twister*, Lulu Press, p. 3-4

[12] Al-Qur'an, 16:125

Meaning: "Call (humans) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Surely your Lord is the one who knows better those who are guided "

Implicit in this surah, the principles in the implementation of delivery methods are explained, such as da'wah, learning, teaching, and communication. Also, an educator must provide lessons well, namely using methods that are appropriate to the lesson.

Based on the background description above, the researcher intends to research with the title **"The Effect of Tongue Twister Game in Pronunciation Skill of Student at eighth-grade students of MTs Swasta PAB 1 HELVETIA".**

B. The Identification of Study

Based on the background of the research above, the researcher identified the problem of the study as follow:

1. The student's interest in Learning English is less.
2. The students have difficulty pronouncing their English.

C. The Formulation of the Study

Based on the research problem above, the researcher formulated the problem into a research question as follows: "Is there any effect of tongue twister game in pronunciation skill of students at second-grade students of MTs Swasta PAB 1 HELVETIA?"

D. The Objective of The Study

In line with the problem formulation above, the objective of the study was to find out the significant effect of using tongue twister game in the pronunciation skill of students.

E. The Significance of the Study

The findings of this research are expected to be useful to :

1. Theoretical significances

 Theoretically, the result of this research can be as feedback for junior high school English teachers' in due to improving the quality of teaching and learning process by realizing their strategies especially the Tongue Twister Game as a strategy.

2. Practical significances

   a. The headmaster is expected to suggest the teacher of English use the Tongue Twister Game in teaching.

   b. For the English teachers as a reference to use Tongue Twister Game as a Strategy or technique.

   c. For the students to increase their ability in pronunciation using tongue twister game.

   d. For other researchers who are interested in this study to give them information about strategy in teaching English.

F.   Limitation of The Study

The limits of the research can be described as follow :

1. This study will be done in the eighth-grade student of MTs Swasta PAB 1 HELVETIA in the academic year 2020.

2. This study will focus only on teaching English using the Tongue Twister Game as a technique to increase the pronunciation skill of students in MTs Swasta PAB 1 HELVETIA in the academic year 2020.

3. This study also focuses on the s and sh sound in English pronunciation

CHAPTER II

LITERATURE REVIEW

This section elaborate literature review of the present study. The literature consists of a theoretical framework, conceptual framework, related study, and hypothesis.

A. Theoretical Framework

In this study, the theoretical framework was aimed at giving a simple definition. It is important to clarify certain principles relating to the research when carrying out the research theories. In order to get a certain perspective on implementation in the area, the terminology must be explained. In this research , the following terms are used are:

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is important to speak and understand spoke English well.[13] The act of making vocal sounds is speaking. We may argue that speaking means conversing in a spoken language or sharing one's thoughts and feelings. Speaking also implies transmitting information. It may occur from an informal speech to a scientific presentation to a formal address.[14] It's all about learning the fundamentals of pronunciation to properly speak a foreign language, and the secret to decent

---

[13] Marcella Melly Kosasih, (2017), "Native Language Interference in Learning English Pronunciation:A Case Study at a Private University in West Java", *International Journal of Education and Research*, Vol. 5 No. 2, p. 136

[14] Farida Repelita Waty, (2018), *Advance Speaking*, Medan, p. 2

pronunciation is to start small by understanding how the individual letters sound and then extend to syllables, phrases , and sentences.[15] As there are variations between the symbol and its sounds, pronunciation is one of most parts of English to interact with others. We should not only have good vocabulary, but also have good pronunciation when we communicate with other people.[16]

These statement are supported by Al-Qur'an. In Surah An-Nisa verse 9 Allah states that people must speak with good speech :

وَلْيَخْشَ ٱلَّذِينَ لَوْ تَرَكُواْ مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَٰفًا خَافُواْ عَلَيْهِمْ فَلْيَتَّقُواْ ٱللَّهَ وَلْيَقُولُواْ قَوْلاً سَدِيدًا ﴿٩﴾ [17]

Which means : "And let those fear (in their behaviour toward orphans) who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly."

This verse is also supported by the hadits narrated by Bukhari and Muslim. From Abu Hurairah that Rosululloh Shallallahu 'alaihi wa sallam says[18]:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ ٱلْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

The meaning: "whoever believes in Allah and the last day, then let speak justly or shut up." (Muttafaq 'alaih: Bukhari and Muslim)

Pronunciation is the act or manner of pronouncing words; The utterance of speech, a way of speaking a word, especially a way that is agreed or commonly understood, and a graphic representation of the way a word is spoken, using phonetic

---

[15] Anne Paulina and Wendy Foster, (2011), *German for Dummies 2nd Edition*, Canada:Wiley Publishing, p. 41

[16] Devi Mulatsih, (2015), "Pronunciation Ability by Using English Song in Indonesia Students of UNSWAGATI Cirebon", *Journal of English Language and Learning*, Vol. 2 No. 2, p. 294

[17] Alqur'an, 4:9

[18] Albukhari No. 6018 and Muslim No.47

symbols. Pronunciation is described as the way a language is spoken, according to the Oxford Advanced Learner's Dictionary. It means that people use a language to communicate with others by pronouncing certain words, as pronunciation is the way language is spoken.[19] Pronunciation is the development of essential sound used as part of the code of the language by a specific language and used in context to achieve meaning. This implies that pronunciation is the development of speech that produces meanings. Pronunciation is possibly one of the most challenging skills to master in English because it requires a lot of time and effort to master pronunciation to enhance understanding of how to correctly pronounce.

Many experts have opinions on what language teaching pronunciation is. Burn and Claire explain how pronunciation relates to the phonology of the language's sounds and how they influence listeners.[20] Machackova states that pronunciation is a way for speakers to express sounds that describe their social status, education, and so on.[21] Pronunciation is how a word is said, the way a word is pronounced, the way a person says the words of a language, according to Hornby.[22] In the meantime, Rebecca describes pronunciation as the act of creating speech sounds, including articulation, vowel, shape, accent inflection, and intonation, often with regard to the correctness or acceptability of speech sounds.[23] Gilakjani also states that pronunciation is an important part of studying foreign languages, as it directly affects

---

[19] Hornby, (2005), *Oxford Advanced Learners Dictionary 7th Edition*, Oxford:Oxford University

[20] Anne Burn and Stephanie Claire, (2003), *Clearly Speaking Pronunciation in Action for Teachers,* Sydney:The National Centre for English Language Teaching and Research Macquire University, p. 5

[21] Machackova, (2012), *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*, Diploma Thesis Masaryk University BRNO, p. 9

[22] Hornby, (1963), *The Advanced Learner's Dictionary of Current English*, London:Oxford University

[23] Caleb T Carr and Rebecca Hayes, (2015), "Social Media:Definin, Depeloping, and Divining", *Atlantic Journal of Communication*

the communication skills and success of learners.[24] Restricted pronunciation skills can reduce the self-confidence of learners, limit social connections, and have a negative effect on the reputation and skills of a speaker. In addition, Hayati states that pronunciation is undeniably one of the most critical and unavoidable components of teaching English and any other language in general.[25]

The above definitions have covered the entire sense of pronunciation already. The pronunciation will usually decide an understanding between speakers and listeners who express or transmit their message, feelings and thoughts. More specifically, pronunciation is the manner in which a person utters words or sounds in a way that makes it easy to understand the voice. Pronunciation is the way a word is spoken, especially in a way that is accepted or generally understood. The way we talk often conveys to the people around us something about ourselvesEven if they make mistakes in other fields, learners with great English pronunciation are more likely to be recognized.

The explanation ebove is supported by the prayer of the prophet Musa 'Alaihissalam contained in Qur'an Surah Thoha Verse 25-28 :

قَالَ رَبِّ ٱشْرَحْ لِى صَدْرِى ۝ وَيَسِّرْ لِىٓ أَمْرِى ۝ وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى ۝ يَفْقَهُوا۟ قَوْلِى ۝ [26]

Musa said, " My Lord, expand for me my breast (with assurance), and ease for me my task, and untie the knot from my tongue that they may understand my speech".

The meaning (tafsir) of the verses (Thoha:25-28), Syaikh As-Sa'di rahimahullah interpreted the verses above in his kitab[27]:

---

[24] Gilakjani, (2012), "Goals of English Pronunciation Instruction", *International Journal of Language Teaching and Research*, Vol. 1 No. 1, p. 4

[25] Hayati, (2010), "Note on Teaching English Pronunciation to EFL Learners: A Case of Iranian High School Students", *English Language Teaching*, Vol. 3 No. 4, p. 121

[26] Qur'an, 20:25-28

1) Verse 25

The meaning is please, make it spacious, don't my words and my deeds hurt and don't my heart be contaminated with something like that, and also don't be narrowed my heart. Because if the heart is narrow, then for those who have a heart like that is difficult to give guidance (guidance to knowledge) to those who are ignored.

Allah Ta'ala said to prophet Muhammad shallallahu 'alaihi wa sallam,

فَبِمَا رَحْمَةٍ مِّنَ ٱللَّهِ لِنتَ لَهُمْ ۖ وَلَوْ كُنتَ فَظًّا غَلِيظَ ٱلْقَلْبِ لَٱنفَضُّوا۟ مِنْ حَوْلِكَ ۖ فَٱعْفُ عَنْهُمْ وَٱسْتَغْفِرْ لَهُمْ

وَشَاوِرْهُمْ فِى ٱلْأَمْرِ ۖ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى ٱللَّهِ ۚ إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُتَوَكِّلِينَ ﴿۝﴾ [28]

"Then it is due to the mercy of Allah that you are gentle with them. If you are being tough again being rude, of course they will distance themselves from around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Indeed, Allah loves those who put their trust in Him".[29]

2) Verse 26

The meaning is please, make it easy every business and every way taken to hope Your pleasure, make it easy all the difficulties that are in my way. Among the made easy of a business, they are someone who asks for various easy way from various doors, He is made easy to talk to everyone appropriately, and preaches someone in a way that makes other people receptive.

---

[27] Syaikh Abdurrahman bin Nashir As-Sa'di, (1420 H), Taisir Al-Karimir Rahman:Surah Thoha, first edition, Muassasah Ar-Risalah, p. 504

[28] Al-Qur'an, 3:159

[29] https://tafsirweb.com/1291-quran-surat-ali-imran-ayat-159.html

3) Verse 27-28

In the past, the prophet Musa Alaihissalam had a flaw, it's a sense of stifness in his speech. This makes it difficult for other people to understand what he is saying, so then the expert commentators say. As Allah ta'ala said:

وَأَخِى هَٰرُونُ هُوَ أَفْصَحُ مِنِّى لِسَانًا فَأَرْسِلْهُ مَعِىَ رِدْءًا يُصَدِّقُنِىٓ ۖ إِنِّىٓ أَخَافُ أَن يُكَذِّبُونِ ۝ [30]

"And my brother Harun, his tongue is more fluent than me"

Therefore, the prophet Musa asked Allah to be released from the stiffness of his tongue so that people could understand what Musa was saying. Finally, he accomplished what he asked for.

One of the three language elements, along with grammar and vocabulary, is pronunciation. It plays an important role in listening and speaking skills, so one of the important tasks for English teachers is to improve a student's pronunciation. An significant aspect of communicative competence is pronunciation.[31] Pronunciation is one of the main skills in learning a foreign languages. It is really important to know how to pronounce a sound or word in English because mispronouncing a word can change the meaning of the word.[32] Indeed, pronunciation is the most critical skill in spoken English. When speakers have really poor pronunciation, listeners may not understand their speech.[33]

---

[30] Al-Qur'an, 28:34

[31] Mehrak Rahimi & Sahar Ruzrokh, (2016), "The impact of teaching Lingua Franca Core on English as a foreign language learners' intelligibility and attitudes towards English pronunciation", *Asian Englishes*, 18:2, 141-156, DOI: 10.1080/13488678.2016.1173466, p. 4

[32] Karim Shabani and Ghasemian, (2017), "Teachers Personality type and techniques of Teaching Pronunciation", *Curriculum and Teaching Studies (Research Article),* Iran:Cogent Education, p. 2

[33] Gilakjani, (2011), "A Study of Factors Affecting EFL Learner's English Pronunciation Learning and Strategies for Instruction", *International Journal of Humanities and Social Science*, Vol. 2 No. 3, p. 119

Pronunciation refers to how the sounds we use to make sense when we speak are made. It involves a language 's basic consonants and vowels (segments and suprasegmental aspects). Aspects of speech, such as stress, timing, rhythm , intonation, phrasing, and how the voice is projected beyond the level of individual segments. Although we sometimes talk about them as if they were different, when we speak, they all work together in tandem, so that issues in one field will affect another, and it is the combined effect that makes it simple or difficult for anyone to pronounce. The way we say things will vary from the way it is written down.[34]

Pronunciation is one of the English elements considered to be the instrument for improving the capacity of the student to communicate orally. However, there are several students who are still unable to correctly pronounce the English terms relevant to the condition and situation right now. The speakers and the listeners have a mutual connection with contact when they speak English. They influence each other by means that the speakers have to communicate with the correct pronunciation in order for listeners to hear the message of what is said by means of the correct pronunciation of the English sounds.

b. Teaching Pronunciation

Most people agree that pronunciation is the sound we make when talking. We need to be able to understand each other with relative ease, as the speakers do. Teaching pronunciation is teaching about elements through segmental phonemes that affect the meanings of sentences. Teaching is important because pronunciation in communication prevents confusionFor example, when a learner says: "soap" in a

---

[34] Siti Zubaidah and Asrina Sari, (2016), *Pronunciation*, Medan:UINSU University, p. 12

situation like a restaurant where they should have said "soup," the incorrect development of a phoneme can lead to confusion.[35] Over the last several years, the teaching of pronunciation has undergone many changes and has developed from the audiolingual heyday of habit development, intensive practice and error correction to periods of loss of language classrooms (with the collapse of behavioralism and structural linguistics and the advent of CLT), contemporary approaches that emphasize and pay more attention to segmental and structural linguistics.[36]

Teaching pronunciation is same with teaching speaking because the pronunciation part of speaking, so at qur'an Surah Ar-Rahman verse 1-4 explain that:

$$\text{ٱلرَّحْمَٰنُ ۝ عَلَّمَ ٱلْقُرْءَانَ ۝ خَلَقَ ٱلْإِنسَٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝}^{37}$$

Which means : (1) God, most gracious. (2) Who has taught the Al-qur'an. (3) He create human. (4) Teach them how to speak.

1) The Importance of Teaching Pronunciation

Teaching of pronunciation should be encouraged to our learners. Knowing that English is a foreign language in our country , students can have several communication difficulties. In English, teaching pronunciation is very importantIt is mentioned that one of the main criteria for language acquisition is to ensure

---

[35] Gerald Kelly, (2000), *How to teach Pronunciation,* England: Longman, p. 11

[36] Ismail Xodabande, (2017), The Effectiveness of Social Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners, *Cogent Education*, Iran:Cogent O A, p. 4

[37] Al-Qur'an, 55:1-4

pronunciation that language learners can understand.[38] Because of its main roles in speech recognition, speech interpretation and speaker identity, the importance of pronunciation in language pedagogy is growing.[39]

2) Teaching Pronunciation in Junior High School

A lot of pronunciation instruction appears to be conducted in response to mistakes that students make in the classroom, according to Kelly. Teaching does not seem to be scheduled before.[40] He adds that the fact that pronunciation continues to suffer from deficiency may not be due to a lack of interest in the subject by teachers, but rather to a sense of uncertainty about how to teach it. However, it is important to encourage pronunciation instruction to students in order to make students able to speak fluently and their pronunciation achieves what the experts call minimally intelligible. In addition, MTS grade VIII students' level of competence and basic competence state that students need to master linguistic competencies, including pronunciation. Since pronunciation plays an important part in language teaching, it can be one of the basic things that students need to learn.

Instruction on pronunciation can be changed according to what level our students belong to. Our SK / KD for MTS students notes that one of the goals that students need to accomplish is that they should improve the ability to interact in spoken and written ways so that the functional level can be reached. The functional level means that it is important for students to be able to solve daily problems. Not too complex is the vocabulary used for that matter. It is perceived to be plain. So,

---

[38] Ryosuke Takagishi, (2012), Non-native English Teachers' Views towards Pedagogic Goals and Models of Pronunciation, Asian Englishes, 15:2, 108-135, DOI: 10.1080/13488678.2012.1080133, p. 2

[39] Ismail Xodabande, (2017), The Effectiveness of Social Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners, *Cogent Education*, Iran:Cogent O A, p. 3

[40] Gerald Kelly, (2000), *How to teach Pronunciation,* England: Longman, p. 13

simple or basic pronunciation exercises are what educators need to encourage in pronunciation instruction.

3) Goals in Teaching Pronunciation

There are four practical goals in pronunciation teaching, according to Morley and friends, they are [41]:

a) Functional intelligibility

Intelligence is characterized as spoken English in which the listener is not distracted by an accent. Since students achieve pronunciation without accents, if we aim for accuracy like native speakers, we train our students for failure. So, when speaking English, it is okay for learners to retain their accent.

b) Functional communicability

In the particular communicative situation that he or she faces, the learner will work successfully. They will gain a lot of "functional communication skills" if we understand how to use delays, pitch gestures, and pressure to achieve communicative goals.

c) Increased self-confidence

Students ought to have the courage to speak and understand themselves.

d) Speech monitoring abilities

We help students make better use of the feedback they get by teaching students to pay attention to what they say to themselves and others. This statement is closely related to the historical Bukhori hadith about hypocrites[42]:

---

[41] Cipolle, Strand, and Morley, (2012), Pharmaceutical Care Practice: The Patient-Centered Approach to Medication Management Services 3rd.ed, McGraw-Hill Education:United States of America

[42] Abu Said Neno Triyono, (2012), Penjelasan Shahih Bukhori:Kitab Iman, p.139-143

عَنْ أَبِي هُرَيْرَةَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ آيَةُ الْمُنَافِقِ ثَلَاثٌ إِذَا حَدَّثَ كَذَبَ وَإِذَا وَعَدَ أَخْلَفَ وَإِذَا اؤْتُمِنَ خَانَ

"From Abu Hurairah RA, that Rasulullah SAW said, "There are three signs of a hypocrite. (1) When speaking he is lying (2) When he promises he renies (3) When given the mandate he is betraying"

In another hadith,

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَرْبَعٌ مَنْ كُنَّ فِيهِ كَانَ مُنَافِقًا خَالِصًا وَمَنْ كَانَتْ فِيهِ خَلَّةٌ مِنْهُنَّ كَانَتْ فِيهِ خَلَّةٌ مِنْ نِفَاقٍ حَتَّى يَدَعَهَا إِذَا حَدَّثَ كَذَبَ وَإِذَا عَاهَدَ غَدَرَ وَإِذَا وَعَدَ أَخْلَفَ وَإِذَا خَاصَمَ فَجَرَ غَيْرَ أَنَّ فِي حَدِيثِ سُفْيَانَ وَإِنْ كَانَتْ فِيهِ خَصْلَةٌ مِنْهُنَّ كَانَتْ فِيهِ خَصْلَةٌ مِنَ النِّفَاقِ

"From Abdullah bin Amr RA, he said, "Rasulullah SAW said, 'Whoever is implanted in him four things, then he is truly a true hypocrite, and whoever has one of the four things in him, then he is implanted in him a hypocrisy so that he leave him, (that is) (1) When speaking he is lying (2) When he makes a deal he betrays (3) When he promises he denies (4) When arguing he is not honest. ' one of these four things then there is in him one of the characteristics of hypocrisy".

Hadith explanation:

Liars are traits inherent in hypocrites, Allah SWT says:

إِذَا جَاءَكَ ٱلْمُنَٰفِقُونَ قَالُوا۟ نَشْهَدُ إِنَّكَ لَرَسُولُ ٱللَّهِ ۗ وَٱللَّهُ يَعْلَمُ إِنَّكَ لَرَسُولُهُۥ وَٱللَّهُ يَشْهَدُ إِنَّ ٱلْمُنَٰفِقِينَ لَكَٰذِبُونَ ﴿١﴾ [43]

---

[43] Al-Qur'an, 63:1

"When the hypocrites come to you, they say, "We acknowledge that you are truly Allah's Apostle." And Allah knows that you are indeed His Messenger; and Allah knows that the hypocrites are indeed liars".[44]

c. Pronunciation Features

Prommak states that pronunciation is an important part of language learning, it consists of two characteristics of pronunciation, they are[45]:

1) Segmental feature

Segmental features that apply to sequentially ordered sound units. According to Carr, Segmental phonology is the study of segmental phenomena, such as vowel and consonant allophones, there are[46]:

a) Vowels

With free passage, vowels are sounds made.[47] Here, a free passage means vowel sounds are produced without obstruction. Vowels are sounds that are created through the mouth without any sort of closure to the escape of air. When forming vowels, the tongue plays an important role.[48] The English vowels which are fourteen in number are classified by three factors:

i. The position of the tongue (front, central, and back vowels)

Front, middle, and back refer to the portion of the raised tongue and the area to which it is raised in the mouth. By raising the front part of the tongue toward the region nearest to the upper teeth ridge, front vowels are formed. By raising the

---

[44] https://tafsirweb.com/10923-quran-surat-al-munafiqun-ayat-1.html
[45] Supanan Prommak, (2010), *Thai University Students' Perspectives on English Pronunciation Awareness: Is it Ignored or Awakened?*, Thailand:Thaksin University
[46] Caleb T Carr and Rebecca Hayes, (2015), "Social Media:Definin, Depeloping, and Divining", *Atlantic Journal of Communication*, p. 157
[47] Bertil Malmberg, (1963), *Phonetics*, New York: Dover Publication inc, p. 32
[48] Gerald Kelly, (2000), How to Teach Pronunciation, England: Longman, p. 11

middle part of the tongue toward the region nearest to the soft palate, central vowels are formed. By bunching the back of the tongue toward the soft palate, back vowels are formed.

ii. The height of the tongue raised (high, mid, and low vowels)

The terms high, mid, and low refer to the difference in the height of the tongue. For the greatest bunching of the tongue, high vowels are made; with the least amount of bunching or arching, low vowels are made. In certain low vowels, in the mouth cavity, the tongue is almost flat. Somewhere between the high and low positions, mid vowels are formed with a degree of tongue bunching. Both vowels are mid vowels in the central sequence.

iii. The shape of the lip (rounded and unrounded vowels)

There is something to do with the shape of the lips in the third way of representing vowels. When you say/i:/ in the seat and/u:/ in the suit in front of the mirror, the lips are rounded for/u:/ and unrounded for /i:/. So,/i:/ is a vowel which is unrounded, and/u:/ is a vowel which is rounded. The front vowels are unrounded and there is a rounding of the back vowels. Normally, the central vowels are unrounded.

b) Consonants

In terms of both phonetics and phonology, Crystal explains consonants. It is phonetically a sound that comes from closing or narrowing in the vocal tract, so the airflow is either completely blocked or limited to the production of audible friction.[49] Humans use speech organs to produce consonants that are most used to handle consonant development by the term'articulation. Consonants are, phonologically, those units that act either alone or in clusters at the margins of syllables. According

---

[49] David Crystal,(2008), *A Dictionary of Linguistics and Phonetics (6th Ed),*United Kingdom: Blackwell Publishing, p. 102

to Roach, the consonant is a sound in which the airstream is obstructed by a narrowing or complete closing of the mouth passage, voiced and voiceless.[50]

    i. Voices and voiceless consonants

Voicing is triggered when the vocal cords vibrate. Any sound produced by the vibrating vocal cords is called a voiced sound; if the vocal cords do not vibrate, the sound is called a voiceless sound.

According to Yule, there are vocal cords within the larynx, which have two specific positions[51]: when the vocal cords are spread apart, the air from the lungs flows unimpeded between them. Sounds created in this way are characterized as voiceless, and the air from the lungs constantly pushes them apart as it passes through, producing a vibration effect when the vocal cords are drawn together. Sounds produced in this manner are described as voiced sounds.

   ii. Place of articulation

The articulation of the position refers to the place in the mouth where the noise is made, or where the closure takes place. The consonants are easier to identify from the point of view of the place of articulation than the vowels, since it is possible to feel where the obstruction takes place in the mouth.

    2) Suprasegmental feature

Suprasegmental features are like the style used in phrases or sentences. There are four sorts of suprasegmental features:

a) Stress

The degree of force or loudness with which a syllable is pronounced to give it importance is meant by stress. It is possible to categorize stress into word stress and

---

[50] Roach, (2009), *English Phonetics and Phonology A practical course*, p. 8
[51] George Yule, (2006), *Pragmatik*, Yogyakarta: Pustaka Pelajar, p. 26

sentence stress. Within a word, word stress is stress and sentence stress is stress within a thought group or an expression. In English, stress plays an important role since different stresses distinguish between context and purpose.

b) Intonation

The word intonation refers to the manner in which the voice goes up and down in pitch as we speak. It is a crucial part of how our ideas are articulated and it helps us to comprehend those of others. It's a language factor of which we are very sensitive, but more at an unconscious stage. Without studying the intricacies of what we say or hear, we interpret intonation, grasp it and use it.[52]

With a sort of musical accompaniment or intonation, speech is produced. The tune of what we say is intonation. If anyone gets upset, for instance, he can talk in a high tone. But he'll talk in a low tone when he's sad.

c) Pause

In groups of words that are separated by a pause, English is spoken. Two kinds of pauses exist, a short one and a final one.

d) Rhythm

It means the language beat. Rhythm in English is timed with stress. Can you see the van, for example? For special purposes, the words see and van accept primary stresses. It ensures that the time between two main stresses is the same.

It can be inferred, based on the above hypotheses, that suprasegmental characteristics strongly influence pronunciation. We have to apply the relevant suprasegmental rules when speaking.

---

[52] Gerald Kelly, (2000), How to Teach Pronunciation, England: Longman, p. 86

d. Pronunciation Model

English is a language not owned exclusively by one country. Since English plays as an foreign language or lingua franca, English can now be used in many countries and used with various accents or dialects, English can be recognised as a national language because there are variations in vocabulary , spelling and pronunciation. In terms of pronunciation, for example, the word 'grass' can be pronounced differently depending on which model we use. Because of the variety of English models, students can select which model they want to use as a teacher.

Kelly states that because they have already had their emphasis, the preferred pronunciation model for teaching in Britain or among British teachers in the past has been. Queen's English or BBC English is synonymous with RP. Meanwhile, the individuals talking with this model are around 3 percent in Britain, and it is still decreasing. For the advantage of students, the first language of the teacher helps them change their accent in the classroom.[53] It's possible to do that, according to Kelly, but teachers still need to know the English variation will be able to discern which dialect they encounter when they hear the model. And teachers should inform students about the variability of English. However, due to its traditional status, the RP is still the target for pronunciation, although that is slowly changing..[54]

e. Pronunciation Problem

English has become a foreign language in our country. This means that individuals only use English in school when they have a classroom lesson. Since it is seldom used by individual communication media, students find it difficult to

---

[53] Gerald Kelly, (2000), How to Teach Pronunciation, England: Longman, p. 14
[54] Ibid

pronounce English terms. There are two common mistakes, according to Arini, that learners make. First, when a voiced consonant is followed, they struggle to produce long vowels or diphthongs. Secondly, when preceded by voiceless consonants, they fail to shorten long vowels or diphthongs. She states that there are other issues or problems associated with pronunciation.[55] The listening problem is one of them. People have different abilities to listen, which leads people to make mistakes while pronouncing words. O'Connor states that language begins with the ear, as a baby begins to speak, by listening to and imitating the sounds his mother makes. If a baby is born deaf, he does not hear these sounds and can not mimic them, so he can not speak.[56] So English, if you can't hear English pronunciation right, you can't do it well, too.

Many learners , especially in the spoken English language, have a problem learning English. According to Harmer, there are many problems faced by students studying pronunciation.[57] They are as follows :

1) What students can hear

Some students have great difficulty hearing pronunciation patterns that we want them to create. Speakers of various first languages often have problems with different sounds.

---

[55] Yusti Arini, (2009), Masalah-masalah Pelafalan yang dihadapi Penutur Bahasa Indonesia yang Mempelajari Bahasa Inggris, Retrieved from : http://Yusti-Arini.blogspot.com

[56] O'Conner, (1980), Better English Pronunciation 2nd.ed, Cambridge:Cambridge University Press, p. 1

[57] Jeremy Harmer, (2000), *The Practice of English language Teaching*, New York: Longman Group Ltd, p. 275

2) What students can say

The problem of physical unfamiliarity is also posed to us by studying a foreign language (i.e. it is physically difficult to produce sound using various parts of the mouth, uvula, or nasal cavity).

3) The intonation problem

It is incredibly hard for some of us (and many of our students) to hear tunes or recognise the numerous patterns of rising and falling tones.

2. Tongue Twister

a. Definition of Tongue Twister

According to Machackova, Tongue Twister are phrases or sentence which are difficult to pronounce since similar sounds occur but provide the students with enjoyable activities at pronunciation practice.[58] Vas added that Tongue Twister is a difficult word , phrase, or sentence to pronounce in a row filled with the repetition of the same sound and the repetition of the consonant sound.[59] Therefore, Tongue Twister implies twisting the tongue with some similar sounds that are continuously repeated and have to be repeated correctly at fast speed sometimes.

In short, Tongue Twister is a group of terms intended to emphasize the proper articulation of terms by language learners. Tongue twister is helpful in learning how language is processed by speakers It is obvious that because of the shifting location of the tongue in the mouth, there are many sound sequences that are hard to alternate. In addition, tongue twister often used satire by asking others to repeat them very

---

[58] Eva Machackova, (2012), *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonant, Diploma Thesis Masaryk University BRNO*

[59] Vas,(2007), *Grammar Matters Tongue Twister,* New Delhi: Sterling Paperbacks

quickly and listen to the amusing outcome. Tongue twisters, however, are not just for linguistic fun and games that are lighthearted. In the art of pronunciation, it serves a practical purpose by using a mixture of alliteration (repetition of sound) and rhyme.

b. The Application of Tongue Twister

The strategy that can help teachers develop the pronunciation of the student on difficult sounds is Tongue Twister. Due to their shortness, ability, and full purpose, tongue twisters are very useful in all stages of teaching a foreign language. In addition, tongue twister can be used to assess how the laws of pronunciation are taught as ideal exercises. Moreover, it is a gymnastic for lips and tongue. In teaching pronunciation using the tongue twister method, according to Miftahul Rohman, tongue twister can be paired with some activities to be more engaging and capable of attracting the attention of students. The researcher incorporates the tongue twister with chain reading and whisper tongue twister in this thesis.[60] So the researcher will combine the tongue twister with the game in this research. The tongue twister game is implemented in two ways[61]:

1) Whispering Game

Homo-Ludens are human creatures. In everyday life, they like playing games. Tongue twisters were used in the whispering game in this case. In the first pronunciation class meeting, this activity was performed. This was aimed at introducing tongue twisters to students who had never known them before in a more fun and challenging way. Here, the students were asked to create groups of six

---

[60] Miftahul Rohmah, (2016), *The Use of Tongue Twister Technique to Improve EFL Students Pronunciation,* Semarang:Walisongo

[61] Ulupi Sitoresmi, (2016), *Tongue Twister in Pronunciation Class*, Prosding ICTTE FKIP UNS, Vol. 1 No. 1, p. 590-591

students. Then, each person in the team instrument turns to whisper to the other team member a tongue twisters . To complete the whispering tongue twister presented by the instructor, two groups competed. The team that claimed the fastest and most accurate tongue twister won the game. Students practise not only their pronunciation but also their listening ability by applying the whispering game.

2) Video Modelling

After conducting the whispering game next, the teacher shows the videos of pronunciation from a native speaker. Since teachers teaching English to students do not have training in teaching pronunciation, it is important to use tongue twister videos accessible on Youtube. These videos include presentations of the pronunciation of native speakers required by the students. When using tongue twisters from the videos, the students had the opportunity to listen to native speakers and to see how they move their mouth and tongue, not only the precise segmental aspects, but also the suprasegmental ones. In addition , students learn how to use technology as a valuable medium for language learning , especially Youtube videos.

c. Advantages and Disadvantages

The use of tongue twister to teach pronunciation gives the students of junior high school both advantages and disadvantages. There are some advantages and disadvantages that are[62] :

1) Advantages

a) As a result of different activities performed during the course, such as whispering games and watching videos, Tongue twister enhances their motivation.

---

[62] Ibid, p. 591-592

b) In a more exciting and comfortable atmosphere, the students understand. They were able to respond actively to questions and advice from the teachers. They were also enjoying the fun sounds made by the tongue twisters. This made the class more vibrant.

c) Their pronunciation is improving. Because by watching youtube videos specifically about tongue twister and routine drills using tongue twister before starting the class, they got models from native speakers, they could reduce errors.

2) Disadvantages

They recorded that it was still difficult for them to pronounce some tongue twisters quickly. In their previous research, it was always difficult for them to shift their mouth and tongue correctly because they did not get enough exposure to pronunciation. The students earned more grammar and vocabulary building lessons. They didn't practice grammar or reading aloud, except though they were in reading class. Translating texts and answering questions written in their worksheet is what they did. Besides that, both students and teachers need more time and resources to use tongue twisters. Every student should be given the same chance to practice tongue twisters. Since they typically have to pronounce them many times, three times quickly, more time is needed. Students should also wait patiently for their mates to practice tongue twisters. Each student may have different problems with pronunciation. Therefore, to observe the issues and find the best ways out, the teacher needs more effort.

Both segmentals and suprasegmentals need to be concentrated when teaching pronunciation, and pronunciation class should be meaningful to enhance the

communicative capacity of students. Unfortunately, because of the limited time and the condition of the students, the pronunciation class here still concentrated more on segmentals and increased encouragement and knowledge of the students. While they were still limited, supra-segmentals were also taught.

B. Conceptual Framework

Teaching is the act of providing something so that something can be done. Pronunciation, particularly in a way that is agreed or commonly understood, is the way we pronounce a word. The way we talk often conveys to the individuals around us something about ourselves. Even if they make mistakes in other fields, learners with strong English pronunciation are more likely to be remembered. Teaching pronunciation is teaching about elements through segmental phonemes that affect the meanings of sentences. Teaching is important because pronunciation prevents ambiguity in communication.

When speaking English, there is a reciprocal contact relationship between the speakers and the listeners. They influence each other by means that the speakers have to talk with the correct pronunciation in order for listeners to hear the message of what is said, by means of the correct pronunciation of the English sounds.. Otherwise, the listeners will suffer incomprehension caused by the wrong pronunciation. This is because speech sounds are distinctive units in a language that can lead to various interpretations for different sounds. Students feel confused and difficult to pronounce certain English words as they speak or read in the course of learning English, since the sounds of English words are often different from their written form. Problems with pronunciation are induced by several variables. The nonexistence of unique English sounds in their mother tongue is one of several

factors. It is simpler to pronounce words in Bahasa Indonesia than to say words in English. It's because in their everyday life, the sounds in Bahasa exist and their language has been learned and acquainted with sounds in their mother tongue since they were infants.

The researcher uses the tongue twister game as a tool in teaching to solve the student problem in pronunciation. A tongue twister is a strategy aimed at consolidating students' English sounds by constructing a game like a practice atmosphere. In learning pronunciation, tongue twister is useful, and it is very helpful to improve the pronunciation of students, not only practicing and pronouncing words, but also improving memory skills. The process of this study can be seen in the following figure :

Figure 2.1

The Conceptual Framework

TEACHING PRONUNCIATION

USING TONGUE TWISTER GAME AS TECHNIQUE

THE DIFFICULTIES OF STUDENTS IN PRONOUNCING ENGLISH WORDS OR SENTENCE

AT SECOND GRADE STUDENTS OF MTS SWASTA PAB 1 HELVETIA
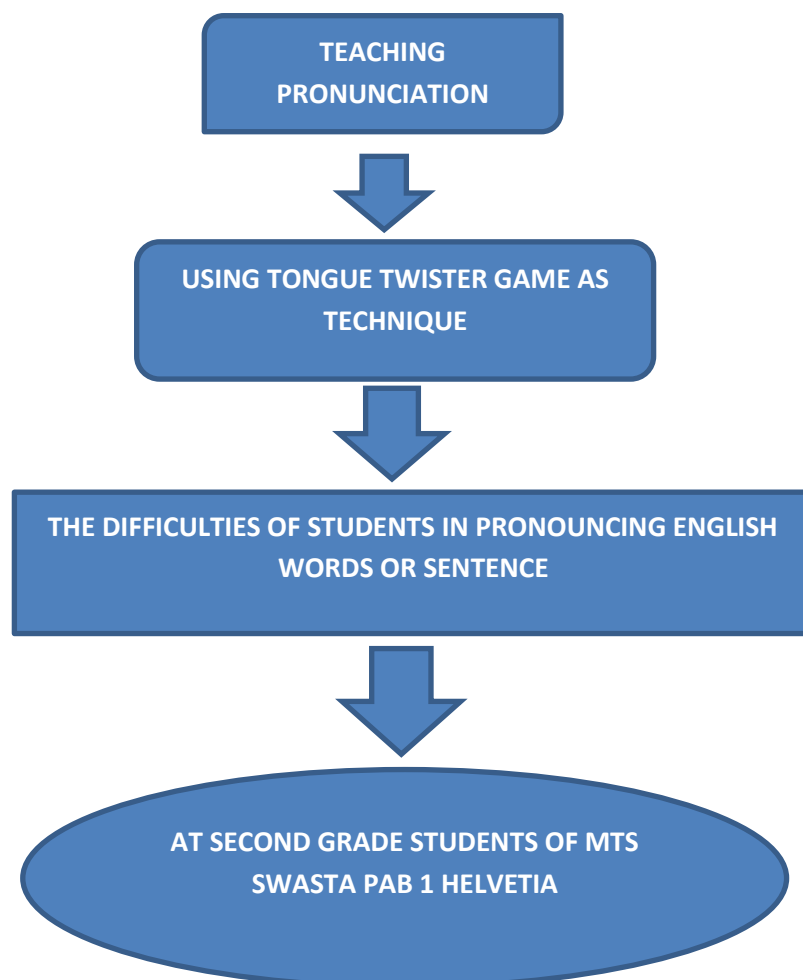
C. Related Study

There are four related study that researcher Find :

1. Study by Agnes Cahya Lestari (2019 UIN SUNAN AMPEL Surabaya Faculty of Education and Teacher Training), The effectiveness of tongue twister technique to improve fluency and accuracy. In the 2018/2019 academic year, study was carried out at SMK Al-Muhajirin Wringinanom Gresik. The investigator took the data from the XI students to be analyzed. Data was collected from the observation checklist, field note of observation, test and rubric assessment. The finding shows that, Tongue Twister Technique is effective to improve fluency and accuracy in speaking English. The gain of students' accuracy mean score from pretest is 47.00 and posttest is 82.75.

2. Study by Tri Iryani (2015 University of Semarang States Faculty of Languages and Arts), Improving Fifth Graders Pronunciation of "TH" by Using Tongue Twisters. In the academic year of 2014/2015, the study participants were 23 fifth graders of the SDN Mojoagung 01 Trangkil-Pati. The pronunciation of the students was enhanced by 21.09 points (58.80 percent) and their attitude and participation were also evaluated. It can be concluded that TongueTwisters were well accepted by students and significantly improved their pronunciation of /ð/ and /θ/.

3. Miftahur Rohmah's thesis (2016 Walisongo State Islamic University Faculty of Education and Teacher Training), The use of tongue twister technique to improve the pronunciation of EFL students. This analysis was done through two cycles of classroom action research. The students' average score was

71,25 in the first cycle, and 84,47 in the second cycle. Details and new reference strategies for teaching English pronunciation are expected to be the outcome of this research.

4. Yara Amanda's research aimed to know how tongue twister can enhance the capacity of pronunciation of students at SMPN 19 Pontianak's 7th grade students in Class 7B. The study was performed in three cycles by Classroom Action Research. The mean score of the students was 67 percent in the first cycle, 77.5 percent in the second cycle, and 89 percent in the third cycle. As methods to collect the data, the researcher used observation checklists, field notes, and a pronunciation test. The result showed that tongue twisters could improve the ability to use correct word stress and correct intonation.

D. Hypothesis

Hypothesis of this study is formulated as the following :

1. Alternative Hypothesis (H_a) : There is significant effect using tongue twister game in pronunciation skill of students.

2. Null Hypothesis (H_0) : There is no significant effect of using tongue twister game in pronunciation skill of students.

CHAPTER III

RESEARCH METHODOLOGY

The research methodology of the present study is developed in this section. The methodology consists of the location of research, population and sample, operational definition of variables, the instrument of collecting data, technique of collecting data, and technique of analyzing data.

A. The Location of Research

This research was carried out in MTs Swasta PAB 1 Helvetia class eight, 2020 academic year, located on Jl. Veteran Pasar IV Helvetia, Deli Serdang. On the basis of the observation that researcher has carried out some reasons for doing this study, the students still cannot pronounce the words because they seldom practice their English and their first languagr far from foreign language.

This thesis utilizes a quasi-experimental approach. Macmillan and Schumacer states that experimental design is study in which the independent variable is manipulated to examine the relationship between independent and dependent variable cause and effect.[63]

---

[63] Macmillan and Schumacher, (2001), Research in Education;A Conceptual Introduction 5th Edition, Boston:Longman, p. 590

B. Population and Sample

1. Population

The population is the total number of respondents to be analyzed in the research..[64] Sugiyono states that the population is the area of generalization consisting of artifacts of specific quantity and characteristics identified and concluded by the researchers to be studied.[65] The second grade students of the MTs Swasta PAB 1 Helvetia 2020 academic year are the population of this research.

2. Sample

The sample is a small number of individuals or things that are representative of the entire population 's character. Arikunto stated that the sample is a component of the research population chosen.[66] In this research , the sample consisted of two classes that were taken by using cluster random sampling. Cluster random sampling is used when the population is not consist from individual, but group or cluster.[67] In selecting the sample, the researcher will write the name of each class on small pieces of paper and put them into a box. It represented the entire population. Then, after selecting 2 classes from the population, the researcher determined classes a and b, it is selected randomly same with selection before.

---

[64] Syahrum and Salim, (2012), Methodology and Quantitative Research, Bandung:Cipta Pustaka Media, p. 113

[65] Sugiyono, (2015), Mixed Research Method (Metode Penelitian Kombinasi), Bandung:Alfabeta, p. 119

[66] Suharsimi Arikunto, (2014), Prosedur Penelitian Suatu Pendekatan Praktik, Jakarta:Rineka Cipta, p. 174

[67] Syahrum and Salim, (2012), Methodology and Quantitative Research, Bandung:Cipta Pustaka Media, p. 116-117

C. Operational Definition of Variables

The variable is an object of research or something that becomes a point of view of study. Variable is a feature or attribute of the person or organization that researchers may measure or observe and differ between individuals or organizations studied.[68] In this analysis , there are two variables, which are[69] :

1. Dependent Variable

The variable that is influenced by the independent variable is the dependent variable. The dependent variable is an attribute or trait that affects or influences a consequence or dependent variable. The dependent variable in this research is the students' pronunciation skills.

2. Independent Variable

The variable that affects dependent variable is the independent variable, in other words the variable that induces independent variable. An independent variable is an attribute or trait that depends on the independent variable or is affected by it. The independent variable in this study is the tongue twister game.

D. The Instrument of Collecting Data

In order to get the best results , the researcher must use the tool. The research tool is facility that the researcher uses to gather data in order to produce a better outcome or, in other words, to be complete and systematic. The test was an effective method for teaching the learning process. It could be said that during that process,

---

[68] Jhon W. Creswell, (2008), Educational Research Planning, Conducting, and Evaluating Qualitative and Quantitative Approaches, London:Sage Publication, p. 123
[69] Ibid, p. 126

teachers actually analyzed the performance of students when performing teaching and learning processes and made different assessments of each learner. Brown explained that, in simple terms, a test is a means of evaluating the skill, expertise, or success of a individual in a given domain.[70]

The researcher used the pronunciation test as the method for data collection in this study and will administer it to both experimental and control groups. The pronunciation test contains some instructions to direct students to pronounce a word provided by the instructor. The pronunciation test will identify the score of the experimental and control groups and see if the ability of students to pronounce after teaching the tongue twister game in the experimental group is important or not. The researcher gave the students the exam twice. The first test was pre-test where it was offered to the students by teaching pronunciation using the tongue twister game before giving care. It helps to understand the ability of students to pronounce by using tongue twister game before being taught. After giving care, the second test is given to the students by teaching using the tongue twister game. It seeks to consider the effects of the tongue twister game on students ' ability to pronounce after the procedure has been done.

E. Technique of Collecting Data

The technique of collecting data is the technique to obtain the data in the research. The technique of collecting data in this research is administering test. The

---

[70] Douglas Brown, (2004), Teaching by Principles an Interactive Approach to Language Pedagogy, Longman, p. 30

process of research takes with tests: pre-test and post-test. It is an examination or trial of something to find its quality, value, etc. According to Arikunto as follow[71]:

$$O_1 \ X \ O_2$$

O_1 : Pre-test is taken before treatment

X : Treatment

O_2 : Post-test is taken after treatment

The Procedure of Research

In this study, there are three procedures are hold to collect the data. They are representatively as follows:

1. **Pre test**

Before treatment, pre-tests were given.. A pre-test is a test given before the experimental treatment, says Lodico et al. Before the treatment process, pre-testing is performed to consider the pronunciation ability of students before teaching use tongue twister game.[72]

2. **Treatment**

After having the pre test, the experimental groups was treated by using tongue twister game, while the control group was treated by conventional method.

3. **Post test**

Post-test was held after all treatments were conducted. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment

---

[71] Suharsimi Arikunto, (2006), The Procedure of Research, Jakarta: Rineka Cipta, p. 85

[72] Spaulding Lodico and Voegtle, (2006), Methods in Educational Research;From Theory to Practice, San Fransisco:Jhon Wiley, p. 178

after a treatment.[73] The test items in the post-test are exactly the same as those in pre-test. The posttest is done to see final score and to know the different of the students' score before get the treatment and after they get the treatment. The goal of this test is to measure students' pronunciation after being taught using tongue twister game.

F. Technique of Analyzing Data

The next step the researcher did was to analyze the data after performing the tests and collecting the data. The data of the tests in this research calculated and analyze manual by researcher with significance level of 0,05. The data analysis, moreover consisted of several parts as follow:

1. Preliminary Analysis

After collecting data, the preliminary analysis was first done to see if the data are qualified for the t-test hyphotesis testing. There are consisted of two tests which were:

a. Normality Test

Normality of the data would be found by using Liliefors test with the following steps :

1) Calculating average and standard deviation by this following formula :

The formula of average or mean : $\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi}$

Where,

$\bar{x}$ = Mean of Variable X

---

[73] Jhon W. Creswell, (2008), Educational Research Planning, Conducting, and Evaluating Qualitative and Quantitative Approaches, London:Sage Publication, p. 297

ΣFiXi = Total Number of Score

ΣFi = Number of Sample

The formula of Standard Deviation :

$S = \sqrt{s^2}$

2) Perception X1, X2,....Xn made permanent number Zi1,Zi2,....Zn by using formula :

The formula to found Zi : $\frac{Xi - \bar{x}}{s}$

3) To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity $F(Zi) = P(Z<Zi)$

4) Here, after calculating a proportion Z1,Z2,...Zn, the smallet equals to Zi

5) Counting the difference F(Zi)-S(Zi), and then determine its absolute price

6) Taking the biggest price among absolute price of the difference and mentioning the price b L_0

7) If $L_0 < L_{hitung}$ obtained from the critical value test, the liliefors with the real level $\alpha = 0,05$, hence the distribution is normal.

b. Homogeneity Test

To test whether the variants of both homogeneus samples, variants equality test, that is :

$$F = \frac{The\ biggest\ variants}{The\ smallest\ variants}$$

Here, after comparing to F-table, its creterion is :

If Fcount < Ftable, then both samples are homogenous.

2. T-Test

Based on the relationship between populations, the t-test can be classified into two types of tests, namely:

a. The Dependent Sample T-test

A type of statistical test that attempts to compare the means of two paired groups is a dependent sample t-test, or sometimes referred to as a paired sample t-test. A paired sample can be defined as a sample of the same subject, but has undergone 2 different treatments or measurements, namelypre-and post-treatment measurements.

For paired samples, the t-test formula used is:

$$t = \frac{\frac{\Sigma D}{n}}{\frac{S}{\sqrt{n}}}$$

b. The Independent Sample T-test

An independent t-test sample is a type of statistical test aimed at comparing the average of two groups that are not paired or linked to each other Not in pairs indicates that for two separate sample subjects, the research be carried out.

The t-test formula was applied to describe the different effects between the experimental and control groups. The formula was mentioned as being the following:

$$\text{T-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

$\bar{x}_1$ = Average value of samples belonging to the first group of samples

$\bar{x}_2$ = Average value of samples belonging to the second group of samples

S_1^2 = variants of pre-test post test in experimental group

S_2^2 = variants of pre test post test in control group

n_1 = nominal of samples owning of the first group

n_2 = nominal of samples owning of the second group

3. Hypothesis Test

Statistical hypothesis applied in order to know the result of the observation about the sample. The criteria were as follows:

Ha is accepted if t0>ttable with the Sig. (2-tailed) 5%< (0.05)

H0 is accepted if t0<ttable with the Sig. (2-tailed) 5%> (00.5)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this study, the researcher explain the data that collected during the research. In order to answer the research questions mentioned in the first chapter, the finding and discussion of the data are used.

A. Finding

1. Description of Data

This research was carried out through the implementation of an quasi-experimental research. In this analysis, there were two groups: the experimental and the control group. The tongue twister game taught the students in the experimental group while the students in the control group were taught without tongue twister game.

The research was carried out over the course of three weeks. The researcher used an objective test called the measure of pronunciation. On 11 August 2020, the pre-test was performed with 40 participants, consisting of 20 students in the experimental group and 20 students in the control group. The aim of the pre-test, as mentioned in the previous section, is to check the basic pronunciation ability of students. The post-test was performed on 21 August 2020, with 40 participants consisting of 20 students in experimental group and 20 students in control group. Many of the post-test test forms were the same as the pre-test ones.

After performing the study, the researcher collected both experimental and control group data of the students' scores in pre-test and post test.

Table 4.1

The Score of Pre-test and Post-test of Experimental Group

NO	Student's Initial	Pre Test	Post Test
1	AW	60	85
2	AS	65	90
3	AF	40	75
4	DS	40	75
5	DA	50	80
6	GN	40	75
7	GR	40	70
8	KA	65	85
9	JS	35	65
10	MP	60	80
11	MA	55	85
12	MR	40	70
13	MK	40	75
14	NS	40	70
15	NR	35	70
16	RA	85	100
17	SA	65	90
18	SH	55	80
19	TA	55	80
20	ZA	40	70
Σ		1005	1570
Mean		50,25	78,5

Table 4.2

The Score of Pre-test and Post-test of Control Group

NO	Student's Initial	Pre Test	Post Test
1	AAM	45	60
2	AAA	45	70
3	GA	60	75
4	GS	45	70
5	IZ	45	70
6	IS	60	75
7	KH	40	60
8	MAR	40	60
9	MDA	70	80
10	MYZ	45	65
11	NZ	75	85
12	NK	45	60
13	NI	70	75
14	NH	60	80
15	PAL	60	70
16	RP	40	65
17	RH	45	65
18	SAM	30	60
19	SR	45	65
20	ZZ	40	65
	Σ	1005	1375
	Mean	50.25	68,75

2. Analysis of Data

a. Normality Test

The normality test is used to determine whether a data set is well-modelled by a normal distribution and to calculate how likely it is to normally distribute a random variable underlying the data set.

1) Normality Testing of Experimental Group

Table 4.3

Frequency Distribution of Pre Test in Experimental Group

NO	Xi	Fi	Fk	Fi Xi	Xi^2	Fi Xi^2
1	35	2	2	70	1225	2450
2	40	8	10	320	1600	12800
3	50	1	11	50	2500	2500
4	55	3	14	165	3025	9075
5	60	2	16	120	3600	7200
6	65	3	19	195	4225	12675
7	85	1	20	85	7225	7225
Σ		20	92	1005	23400	53925

The result for $FiXi^2$ is 53925 and FiXi is 1005, based on the data above. Then the equation of mean, variant, and standard deviation is as follow :

a) Mean

The formula of mean : $\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi}$

Where,

$\bar{x}$ = Mean of Variable X

$\Sigma FiXi$ = Total Number of Score

ΣFi = Number of Sample

So,

$$\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi} = \frac{1005}{20} = 51{,}25$$

b) Variant

The formula of Variant : $S^2 = \frac{n\Sigma FiXi^2 - (\Sigma FiXi)^2}{n(n-1)}$

Where,

S^2 = Variant

N = Number of Sample

So,

$$S^2 = \frac{20 \times 53925 - (1005)^2}{20(19)}$$

$$= \frac{1.078.500 - 1.010.025}{380}$$

$$= \frac{68.475}{380}$$

$$S^2 = 180{,}19$$

c) Standard Deviation

The formula of Standard Deviation : $S = \sqrt{S^2}$

$S = \sqrt{180{,}19}$

$S = 13{,}42$

The next step is to figure out the normality of the test after obtaining the measurement of mean, variant, and standard deviation. It means that using the lilliefors test the data that has been collected will be checked for normality. The estimation of the normality pronunciation test is shown in the table below:

Table 4.4

Normality Testing of Pre Test in Experimental Group

NO	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	35	-1,21	0,113	0,10	0,013
2	35	-1,21	0,113	0,10	0,013
3	40	-0.83	0,203	0,50	-0,297
4	40	-0,83	0,203	0,50	-0,297
5	40	-0,83	0,203	0,50	-0,297
6	40	-0,83	0,203	0,50	-0,297
7	40	-0,83	0,203	0,50	-0,297
8	40	-0,83	0,203	0,50	-0,297
9	40	-0,83	0,203	0,50	-0,297
10	40	-0,83	0,203	0,50	-0,297
11	50	-0,09	0,464	0,55	-0,086
12	55	0,27	0.606	0,70	-0,094
13	55	0,27	0,606	0,70	-0,094
14	55	0,27	0,606	0,70	-0,094
15	60	0,65	0,673	0,80	-0,127
16	60	0,65	0,673	0,80	-0,127
17	65	1,02	0,846	0,95	-0,104
18	65	1,02	0,846	0,95	-0,104
19	65	1,02	0,846	0,95	-0,104
20	85	2,51	0,994	1,00	-0,006
Total	1005	L_0 : 0,013			
Mean	51,25	Lt : 0,190			

a) **Finding Z Score**

The formula to found Zi : $\frac{Xi - \bar{x}}{s}$

Zi 1 $= \frac{35 - 51,25}{13,42} = -1,21$

$$\text{Zi } 2 = \frac{40-51,25}{13,42} = -0,83$$

$$\text{Zi } 3 = \frac{50-51,25}{13,42} = -0,09$$

$$\text{Zi } 4 = \frac{55-51,25}{13,42} = 0,27$$

$$\text{Zi } 5 = \frac{60-51,25}{13,42} = 0,65$$

$$\text{Zi } 6 = \frac{65-51,25}{13,42} = 1,02$$

$$\text{Zi } 7 = \frac{85-51,25}{13,42} = 2,51$$

b) **Finding S(Zi)**

The formula to found S(Zi) : $\frac{F_{kum}}{n}$

$$\text{S(Zi) } 1 = \frac{2}{20} = 0,1$$

$$\text{S(Zi) } 2 = \frac{10}{20} = 0,5$$

$$\text{S(Zi) } 3 = \frac{11}{20} = 0,55$$

$$\text{S(Zi) } 4 = \frac{14}{20} = 0,7$$

$$\text{S(Zi) } 5 = \frac{16}{20} = 0,8$$

$$\text{S(Zi) } 6 = \frac{19}{20} = 0,95$$

$$\text{S(Zi) } 7 = \frac{20}{20} = 1,00$$

From the table above, it can be shown that the observation of lilliefors or $L_0 = 0,013$ with n = 20 and $\alpha = 0,05$ at the real level from the list of critical value of Liliefors table $L_t = 0,190$. The L_0 (0,013) $< L_t$ (0,190) coefficient is known. So it can be concluded that the data distribution of the student's pronunciation skill is **normal**.

Table 4.5

Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	Fk	Fi Xi	Xi^2	Fi Xi^2
1	65	1	1	65	4225	4225
2	70	5	6	350	4900	24500
3	75	4	10	300	5625	22500
4	80	4	14	320	6400	25600
5	85	3	17	255	7225	21675
6	90	2	19	180	8100	16200
7	100	1	20	100	10000	10000
Σ		20	87	1570	46475	124700

The result for FiXi^2 is 124700 and FiXi is 1570, based on the data above.

Then the equation of mean, variant, and standard deviation is as follow :

a) **Mean**

The formula of mean : $\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi}$

Where,

$\bar{x}$ = Mean of Variable X

ΣFiXi = Total Number of Score

ΣFi = Number of Sample

So,

$\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi} = \frac{1570}{20} = 78,5$

b) **Variant**

The formula of Variant : $S^2 = \frac{n\Sigma FiXi^2 - (\Sigma FiXi)^2}{n(n-1)}$

Where,

S^2 = Variant

N = Number of Sample

So,

$$S^2 = \frac{20 \times 124700 - (1575)^2}{20(19)}$$

$$= \frac{2.494.000 - 2.464.900}{380}$$

$$= \frac{29.100}{380}$$

$S^2 = 76,57$

c) **Standard Deviation**

The formula of Standard Deviation : $S = \sqrt{s^2}$

$S = \sqrt{76,57}$

$S = 8,75$

The next step is to figure out the normality of the test after obtaining the measurement of mean, variant, and standard deviation. It means that using the lilliefors test the data that has been collected will be checked for normality. The estimation of the normality pronunciation test is shown in the table below:

Table 4.6

Normality Testing of Post Test in Experimental Group

NO	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	65	-1,54	0,061	0.05	0,011
2	70	-0,97	0,166	0,3	-0,134
3	70	-0,97	0,166	0,3	-0,134
4	70	-0,97	0,166	0,3	-0,134
5	70	-0,97	0,166	0,3	-0,134

6	70	-0,97	0,166	0,3	-0,134
7	75	-0,40	0,344	0,5	-0,156
8	75	-0,40	0,344	0,5	-0,156
9	75	-0,40	0,344	0,5	-0,156
10	75	-0,40	0,344	0,5	-0,156
11	80	0,17	0,567	0,7	-0,133
12	80	0,17	0,567	0,7	-0,133
13	80	0,17	0,567	0,7	-0,133
14	80	0,17	0,567	0,7	-0,133
15	85	0,74	0,770	0,85	-0,08
16	85	0,74	0,770	0,85	-0,08
17	85	0,74	0,770	0,85	-0,08
18	90	1,31	0,904	0,95	-0,046
19	90	1,31	0,904	0,95	-0,046
20	100	2,45	0,992	1,00	-0,008
Σ	1570	$L_0 : 0,011$			
Mean	78,5	$L_t : 0,190$			

a) **Finding Z Score**

The formula to found Zi : $\frac{Xi - \bar{x}}{s}$

Zi 1 = $\frac{65 - 78,5}{8,75}$ = $-1,54$

Zi 2 = $\frac{70 - 78,5}{8,75}$ = $-0,97$

Zi 3 = $\frac{75 - 78,5}{8,75}$ = $-0,40$

Zi 4 = $\frac{80 - 78,5}{8,75}$ = 0.17

Zi 5 = $\frac{85 - 78,5}{8,75}$ = $0,74$

Zi 6 = $\frac{90 - 78,5}{8,75}$ = $1,31$

$$\text{Zi } 7 = \frac{100-78,5}{8,75} = 2,45$$

b) **Finding S(Zi)**

The formula to found S(Zi) : $\frac{F_{kum}}{n}$

$$\text{S(Zi) } 1 = \frac{1}{20} = 0,05$$

$$\text{S(Zi) } 2 = \frac{6}{20} = 0,3$$

$$\text{S(Zi) } 3 = \frac{10}{20} = 0,5$$

$$\text{S(Zi) } 4 = \frac{14}{20} = 0,7$$

$$\text{S(Zi) } 5 = \frac{17}{20} = 0,85$$

$$\text{S(Zi) } 6 = \frac{19}{20} = 0,95$$

$$\text{S(Zi) } 7 = \frac{20}{20} = 1,00$$

From the table above, it can be shown that the observation of lilliefors or $L_0 =$ 0,011 with n = 20 and $\alpha = 0,05$ at the real level from the list of critical value of Liliefors table $L_t = 0,190$. The L_0 (0,011) $< L_t$ (0,190) coefficient is known. So it can be concluded that the data distribution of the student's pronunciation skill is **normal**.

2) **Normality Testing of Control Group**

Table 4.7

Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	Fk	Fi Xi	Xi^2	Fi Xi^2
1	30	1	1	30	900	900
2	40	4	5	160	1600	6400
3	45	8	13	360	2025	16200
4	60	4	17	240	3600	14400
5	70	2	19	140	4900	9800

6	75	1	20	75	5625	5625
Σ		20	75	1005	18650	53325

The result for FiXi^2 is 53325 and FiXi is 1005, based on the data above. Then the equation of mean, variant, and standard deviation is as follow :

a) **Mean**

The formula of mean : $\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi}$

Where,

$\bar{x}$ = Mean of Variable X

ΣFiXi = Total Number of Score

ΣFi = Number of Sample

So,

$\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi} = \frac{1005}{20} = 51{,}25$

b) **Variant**

The formula of Variant : $S^2 = \frac{n\Sigma FiXi^2 - (\Sigma FiXi)^2}{n(n-1)}$

Where,

S^2 = Variant

N = Number of Sample

So,

$S^2 = \frac{20 \times 53325 - (1005)^2}{20(19)}$

$= \frac{1.066.500 - 1.010.025}{380}$

$= \frac{56.475}{380}$

$S^2 = 148{,}61$

c) **Standard Deviation**

The formula of Standard Deviation : $S = \sqrt{s^2}$

$S = \sqrt{148{,}61}$

$S = 12{,}19$

The next step is to figure out the normality of the test after obtaining the measurement of mean, variant, and standard deviation. It means that using the lilliefors test the data that has been collected will be checked for normality. The estimation of the normality pronunciation test is shown in the table below:

Table 4.8

Normality Testing of Pre Test in Control Group

NO	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	30	-1,74	0,040	0,05	-0,01
2	40	-0,92	0,178	0,25	-0,072
3	40	-0,92	0,178	0,25	-0,072
4	40	-0,92	0,178	0,25	-0,072
5	40	-0,92	0,178	0,25	-0,072
6	45	-0,51	0,305	0,65	-0,345
7	45	-0,51	0,305	0,65	-0,345
8	45	-0,51	0,305	0,65	-0,345
9	45	-0,51	0,305	0,65	-0,345
10	45	-0,51	0,305	0,65	-0,345
11	45	-0,51	0,305	0,65	-0,345
12	45	-0,51	0,305	0,65	-0,345
13	45	-0,51	0,305	0,65	-0,345
14	60	0,71	0,761	0,85	-0,089
15	60	0,71	0,761	0,85	-0,089
16	60	0,71	0,761	0,85	-0,089
17	60	0,71	0,761	0,85	-0,089

18	70	1,53	0,937	0,95	-0,013
19	70	1,53	0,937	0,95	-0,013
20	75	1,94	0,973	1,00	-0,027
Total	1005	L_0 : -0,01			
Mean	51,25	Lt : 0,190			

a) **Finding Z Score**

The formula to found Zi : $\frac{Xi - \bar{x}}{s}$

Zi 1 = $\frac{30 - 51,25}{12,19}$ = $-1,74$

Zi 2 = $\frac{40 - 51,25}{12,19}$ = $-0,922$

Zi 3 = $\frac{45 - 51,25}{12,19}$ = $-0,51$

Zi 4 = $\frac{60 - 51,25}{12,19}$ = $0,71$

Zi 5 = $\frac{70 - 51,25}{12,19}$ = $1,53$

Zi 6 = $\frac{75 - 51,25}{12,19}$ = $1,94$

b) **Finding S(Zi)**

The formula to found S(Zi) : $\frac{F_{kum}}{n}$

S(Zi) 1 = $\frac{1}{20}$ = $0,05$

S(Zi) 2 = $\frac{5}{20}$ = $0,25$

S(Zi) 3 = $\frac{13}{20}$ = $0,65$

S(Zi) 4 = $\frac{17}{20}$ = $0,85$

S(Zi) 5 = $\frac{19}{20}$ = $0,95$

S(Zi) 6 = $\frac{20}{20}$ = $1,00$

From the table above, it can be shown that the observation of lilliefors or L_0 = -0,001 with n = 20 and α = 0,05 at the real level from the list of critical value of Liliefors table L_t = 0,190. The L_0 (-0,001) < L_t (0,190) coefficient is known. So it can be concluded that the data distribution of the student's pronunciation skill is **normal**.

Table 4.9

Frequency Distribution of Post Test in Control Group

NO	Xi	Fi	Fk	Fi Xi	Xi^2	Fi Xi^2
1	60	5	5	300	3600	18000
2	65	5	10	325	4225	21125
3	70	4	14	280	4900	19600
4	75	3	17	225	5625	16875
5	80	2	19	160	6400	12800
6	85	1	20	85	7225	7225
	Σ	20	85	1375	31975	95625

The result for FiXi^2 is 95625 and FiXi is 1375, based on the data above. Then the equation of mean, variant, and standard deviation is as follow :

a) **Mean**

The formula of mean : $\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi}$

Where,

$\bar{x}$ = Mean of Variable X

$\Sigma FiXi$ = Total Number of Score

ΣFi = Number of Sample

So,

$\bar{x} = \frac{\Sigma FiXi}{\Sigma Fi} = \frac{1375}{20} = 68,75$

b) **Variant**

The formula of Variant : $S^2 = \frac{n\Sigma FiXi^2 - (\Sigma FiXi)^2}{n(n-1)}$

Where,

S^2 = Variant

N = Number of Sample

So,

$S^2 = \frac{20 \times 95625 - (1375)^2}{20(19)}$

$= \frac{1.912.500 - 1.890.625}{380}$

$= \frac{21.875}{380}$

$S^2 = 57,56$

c) **Standard Deviation**

The formula of Standard Deviation : $S = \sqrt{s^2}$

$S = \sqrt{57,56}$

$S = 7,58$

The next step is to figure out the normality of the test after obtaining the measurement of mean, variant, and standard deviation. It means that using the lilliefors test the data that has been collected will be checked for normality. The estimation of the normality pronunciation test is shown in the table below:

Table 4.10

Normality Testing of Post Test in Control Group

NO	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	-1,15	0,125	0,25	-0,125
2	60	-1,15	0,125	0,25	-0,125

3	60	-1,15	0,125	0,25	-0,125
4	60	-1,15	0,125	0,25	-0,125
5	60	-1,15	0,125	0,25	-0,125
6	65	-0,49	0,312	0,5	-0,188
7	65	-0,49	0,312	0,5	-0,188
8	65	-0,49	0,312	0,5	-0,188
9	65	-0,49	0,312	0,5	-0,188
10	65	-0,49	0,312	0,5	-0,188
11	70	0,16	0,563	0,7	-0,137
12	70	0,16	0,563	0,7	-0,137
13	70	0,16	0,563	0,7	-0,137
14	70	0,16	0,563	0,7	-0,137
15	75	0,82	0,793	0,85	-0,057
16	75	0,82	0,793	0,85	-0,057
17	75	0,82	0,793	0,85	-0,057
18	80	1,48	0,930	0,95	0,033
19	80	1,48	0,930	0,95	0,033
20	85	2,14	0,983	1,00	-0,017
Σ	1375	L_0 : 0,033			
Mean	68,75	Lt : 0,190			

a) **Finding Z Score**

The formula to found Zi : $\frac{Xi - \bar{x}}{s}$

Zi 1 = $\frac{60 - 68,75}{7,58}$ = $-1,15$

Zi 2 = $\frac{65 - 68,75}{7,58}$ = $-0,49$

Zi 3 = $\frac{70 - 68,75}{7,58}$ = $0,16$

Zi 4 = $\frac{75 - 68,75}{7,58}$ = $0,82$

$$\text{Zi } 5 = \frac{80 - 68{,}75}{7{,}58} = 1{,}48$$

$$\text{Zi } 6 = \frac{85 - 68{,}75}{7{,}58} = 2{,}14$$

b) Finding S(Zi)

The formula to found S(Zi) : $\frac{F_{kum}}{n}$

$$\text{S(Zi) } 1 = \frac{5}{20} = 0{,}25$$

$$\text{S(Zi) } 2 = \frac{10}{20} = 0{,}5$$

$$\text{S(Zi) } 3 = \frac{14}{20} = 0{,}7$$

$$\text{S(Zi) } 4 = \frac{17}{20} = 0{,}85$$

$$\text{S(Zi) } 5 = \frac{19}{20} = 0{,}95$$

$$\text{S(Zi) } 6 = \frac{20}{20} = 1{,}00$$

From the table above, it can be shown that the observation of lilliefors or L_0 = 0,033 with n = 20 and $\alpha = 0{,}05$ at the real level from the list of critical value of Liliefors table L_t = 0,190. The L_0 (0,033) < L_t (0,190) coefficient is known. So it can be concluded that the data distribution of the student's pronunciation skill is **normal**.

b. Homogeneity Testing

1) Homogeneity Testing of Pre Test

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where : S_1^2 =The biggest variant

S_2^2 =The smallest variant

Based on the variants of both samples of pretest found that :

S_{ex}^2= 180,19	N = 20
S_{co}^2 = 148,61	N = 20

So,

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2} = \frac{180,19}{148,61} = 1,21$$

Then the coefficient of F_{obs} = 1,21 is compared with the coefficient of F_{table}, where F_{table} is calculated at real level $\alpha = 0,05$ and the same numerator dk = N-1 = 20-1 = 19. The denominator dk = n-1 = 20-1 = 19, which existed, is 19. It is then possible to calculate F_{table} with $F_{0,05(19,19)} = 2,15$.

So $F_{obs} < F_{table}$ or 1,21 < 2,15, it can be inferred that the variant is **Homogenous.**

2) **Homogeneity Testing of Post Test**

$$F_{obs} = \frac{S_1^2}{S_2^2}$$

Where : S_1^2 =The biggest variant

S_2^2 =The smallest variant

Based on the variants of both samples of pretest found that :

$$S_{ex}^2 = 76,57 \qquad N = 20$$

$$S_{co}^2 = 57,56 \qquad N = 20$$

So,

$$F_{obs} = \frac{S_{ex}^2}{S_{co}^2} = \frac{76,57}{57,56} = 1,33$$

Then the coefficient of F_{obs} = 1,33 is compared with the coefficient of F_{table}, where F_{table} is calculated at real level $\alpha = 0,05$ and the same numerator dk = N-1 = 20-1 = 19. The denominator dk = n-1 = 20-1 = 19, which existed, is 19. It is then possible to calculate F_{table} with $F_{0,05(19,19)} = 2,15$.

So $F_{obs} < F_{table}$ or 1,33 < 2,15, it can be inferred that the variant is

Homogenous.

B. Hypothesis Testing

1. Dependent t-test

Table 4.11

Dependent t-test

NO	STUDENTS	BEFORE	AFTER	D=X_1-X_2	D^2
1	AW	60	85	-25	625
2	AS	65	90	-30	900
3	AF	40	75	-35	1225
4	DS	40	75	-35	1225
5	DA	50	80	-30	900
6	GN	40	75	-35	1225
7	GR	40	70	-30	900
8	KA	65	85	-20	400
9	JS	35	65	-30	900
10	MP	60	80	-20	400
11	MA	55	85	-30	900
12	MR	40	70	-30	900
13	MK	40	75	-35	1225
14	NS	40	70	-30	900
15	NR	35	70	-35	1225
16	RA	85	100	-15	225
17	SA	65	90	-25	625
18	SH	55	80	-25	625
19	TA	55	80	-25	625
20	ZA	40	70	-30	900

$\Sigma D = -570$

$\Sigma D^2 = 16850$

a. Standard Deviation

$$S = \sqrt{\frac{1}{n-1} \{\Sigma D^2 - \frac{(\Sigma D)^2}{n}}$$

$$S = \sqrt{\frac{1}{20-1} \{16850^2 - \frac{(-570)^2}{20}}$$

$$S = \sqrt{31,8428}$$

$$S = 5,6428$$

b. T-hitung

$$t = \frac{\frac{\Sigma D}{n}}{\frac{S}{\sqrt{n}}}$$

$$t = \frac{\frac{-570}{20}}{\frac{5,6428}{\sqrt{20}}}$$

$t_{hitung} = -22,628$

$t_{table} = 2,098$

$t_{hitung} > t_{table}$

c. Hyphothesis

H_0 = rejected

H_i = accepted

There is significant difference between before and after treatment.

2. Independent t-test

Table 4.12

Mean of Post Test – Pre Test in Experimental Group

NO	Score Post Test	Score Pre Test	Descrease
1	85	60	25
2	90	65	25
3	75	40	35
4	75	40	35
5	80	50	30
6	75	40	35
7	70	40	30
8	85	65	20
9	65	35	30
10	80	60	20
11	85	55	30
12	70	40	30
13	75	40	35
14	70	40	30
15	70	35	35
16	100	85	15
17	90	65	25
18	80	55	25
19	80	55	25
20	70	40	30
Σ			565
Mean			28,25

Table 4.13

Mean of Post Test – Pre Test in Control Group

NO	Score Post Test	Score Pre Test	Descrease
1	60	45	15
2	70	45	25
3	75	60	15
4	70	45	25
5	70	45	25
6	75	60	15
7	60	40	20
8	60	40	20
9	80	70	10
10	65	45	20
11	85	75	10
12	60	45	15
13	75	70	5
14	80	60	20
15	70	60	10
16	65	40	25
17	65	45	20
18	60	30	30
19	65	45	20
20	65	40	25
Σ			370
Mean			18,5

In this analysis, hypothesis testing uses two average similarity tests using statistics, as follows.:

$$\text{T-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$= \frac{28,25 - 18,75}{\sqrt{\frac{103,62}{20} + \frac{91,05}{20}}} = \frac{9,75}{\sqrt{9,73}} = \frac{9,75}{3,12} = 3,125$$

It can be seen from the above equation that $t_{observed} = 3,125$. In order to decide whether the hypothesis is accepted or rejected, the testing hypothesis is carried out. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 38 (df = N + N - 2) at the level of significant 0,05 that the critical value is 2,024. So it can be seen that t_{table} = 2,024.

It was found after the scores were determined that $t_{observed}$ is higher than the t_{table} in this study. It can be interpreted as follows :

$t_{observed} > t_{table}\,(\alpha = 0,05)$ with df 38

$3,125 > 2,024$

It is seen from the above findings that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This suggests that teaching pronunciation by using tongue twister game is affects to students pronunciation skill.

C. Discussion

By using the tongue twister game, there was a significant difference in the pronunciation skill of students. The students taught by the tongue twister game had a higher score than the conventional method taught them. It was clarified in chapter II that the strategies that can help teachers improve the pronunciation of students on difficult sounds are Tongue twister. Due to their shortness, capacity and full sense, tongue twisters are very useful in all phases of teaching foreign language. In

addition, tongue twister can be used to examine how the pronunciation rules were learned as perfect exercises.

This study outcome was linked to what Agnes Cahaya, Tri Iryani, Miftahurrohmah, and Yara Amanda found that the Tongue Twister Game had a significant impact on the ability of the student to pronounce. This further research has shown on the basis of these related studies that tongue twister can also be effective in teaching English pronunciation at the Junior High School's eight grade students.

From the calculated above it was found that $t_{observed} = 3,125$ whereas the $t_{table} = 2,024$. it shows that the students pronunciation skill by using tongue twister game was significant at 0,05. From the outcome, the researcher discovered that the student's pronunciation skill taught by tongue twister game was significant. This implies that the pronunciation skill of the students taught by tongue twister game was better than taught by conventional technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concludes that tongue twister game is efficient in students' pronunciation skills based on the research findings and discussion. From the t-test calculation, it can be seen that the significance level 0,05, $t_{observed}$ (3,125) is higher than t_{table} (2,024). In addition, the relation between the mean of the score obtained in the experimental group 28,25 can also be shown, whereas the mean of the score obtained in the controlled group was merely 18,5. Therefore, the Alternative Hypothesis or H_a is accepted which means there is significant effect of Tongue Twister Game on Pronunciation Skill of Students, and it can be concluded that the research question has been answered.

B. Suggestion

Based on the result of the study, the researcher would like to give some suggestions as follow :

1. Teacher

As an English teacher in particular, they should be able to find out about creative and existing techniques that are similar to the students. The researcher has discovered that one of the successful techniques can be the tongue twister game. Therefore, when teaching pronunciation in class, the researcher recommends English teachers to pursue this technique.

2. Students

For students, enhancing their pronunciation skill is suggested. They will be more active, fun, and enjoying the process of teaching and learning in the classroom by applying this technique.

3. Other researcher

For other researchers who are interested in the same area, they may try to apply tongue twister game across different genres to different levels of learners to prove the impact of tongue twister game on students pronunciation skills.

REFERENCES

Abdurrahman bin Nashir As-Sa'di, Syaikh. (1420 H). Taisir Al-Karimir Rahman:Surah Thoha. first edition. Muassasah Ar-Risalah.

Albukhari No. 6018 and Muslim No.47

Al-hilali, Muhammad Taqi'ud-Din and Muhammad Muhsin Khan. (1998). *Translation of The Meanings of The Nobel Qur'an*. Madinah:King Fahd Complex for The Printing of The Holy Qur'an.

Al-Qur'an. 3:159

Al-Qur'an. 4:9

Al-Qur'an. 16:125

Al-Qur'an. 20:25-28

Al-Qur'an. 28:34

Al-Qur'an. 30:22

Al-Qur'an. 55:1-4

Al-Qur'an. 63:1

Arikunto, Suharsimi. (2014). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta:Rineka Cipta.

Arini, Yusti. (2009). Masalah-masalah Pelafalan yang dihadapi Penutur Bahasa Indonesia yang Mempelajari Bahasa Inggris.

Bayley, Kathleen and Lance Savage. (1994). *New Ways in Teaching Speaking*. Illionis:TESOL.

Gonzales, Natalia Iglesias. (2009). *Learning English with Tongue Twister*. Lulu Press.

Brown, Douglas. (2004). Teaching by Principles an Interactive Approach to Language Pedagogy. Longman.

Burn, Anne and Stephanie Claire. (2003). *Clearly Speaking Pronunciation in Action for Teachers,* Sydney:The National Centre for English Language Teaching and Research Macquire University.

Carr, Caleb T and Rebecca Hayes. (2015). "Social Media:Definin, Depeloping, and Divining". *Atlantic Journal of Communication.*

Cresswell, Jhon W. (2008). Educational Research Planning. Conducting, and Evaluating Qualitative and Quantitative Approaches. London:Sage Publication.

Devi Mulatsih, (2015), "Pronunciation Ability by Using English Song in Indonesia Students of UNSWAGATI Cirebon", *Journal of English Language and Learning*, Vol. 2 No. 2, p. 294

Gilakjani. (2011). "A Study of Factors Affecting EFL Learner's English Pronunciation Learning and Strategies for Instruction". *International Journal of Humanities and Social Science*. Vol. 2 No. 3.

Gilakjani. (2012). "Goals of English Pronunciation Instruction". *International Journal of Language Teaching and Research*. Vol. 1 No. 1.

Hamidah, Sholihatul. (2011). *Introduction to General Linguistics*. Medan:La-Tansa Press.

Hamidah, Sholihatul. (2019). *Language and Society*. Medan:LPPPI.

Harmer. (2001). The Practice of English Language Teaching. Endinburgh:Longman.

Hayati. (2010). "Note on Teaching English Pronunciation to EFL Learners: A Case of Iranian High School Students". *English Language Teaching*. Vol. 3 No. 4.

Hidayatullah, Mohammad Syarif. (2018). "Improving Students Pronunciation Through Western Movie Media". *Journal Al-lisan*. Vol. 3 No. 1.

Hornby. (1963). *The Advanced Learner's Dictionary of Current English*. London:Oxford University

Hornby. (2005). *Oxford Advanced Learners Dictionary 7th Edition*. Oxford:Oxford University

Kosasih, Marcella Melly. (2017). "Native Language Interference in Learning English Pronunciation:A Case Study at a Private University in West Java". *International Journal of Education and Research*. Vol. 5 No. 2.

Lodico, Spaulding and Voegtle. (2006). Methods in Educational Research;From Theory to Practice. San Fransisco:Jhon Wiley.

Machackova. (2012). *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*. Diploma Thesis Masaryk University BRNO.

Macmillan and Schumacher. (2001). Research in Education;A Conceptual Introduction 5th Edition. Boston:Longman.

Marza, Nuria Edo. (2014). "Pronunciation and English Comprehension of Oral English in the English as a Foreign Language Class;Key Aspects, Students Perceptions, and Proposals". *Journal of Language Teaching and Research*. Vol. 5 No. 2.

Paulina, Anne and Wendy Foster. (2011). *German for Dummies 2nd Edition*. Canada:Wiley Publishing.

Rahimi, Mehrak and Sahar Ruzrokh. (2016). "The impact of teaching Lingua Franca Core on English as a foreign language learners' intelligibility and attitudes towards English pronunciation". *Asian Englishes*. 18:2, 141-156. DOI: 10.1080/13488678.2016.1173466.

Ramelan. (2003). *English Phonetics*. Semarang:UPT UNNES Press.

Repelita Waty, Farida. (2018). *Translation Theories and Practice; A Guideline to be Professional Translator*. Medan.

Repelita Waty, Farida. (2018). *Advance Speaking*. Medan.

Rohmah, Miftahul. (2016). *The Use of Tongue Twister Technique to Improve EFL Students Pronunciation.* Semarang:Walisongo.

Said Neno Triyono, Abu. (2012). Penjelasan Shahih Bukhori:Kitab Iman

Shabani, Karim and Ghasemian. (2017). "Teachers Personality type and techniques of Teaching Pronunciation". *Curriculum and Teaching Studies (Research Article).* Iran:Cogent Education

Shihab, M. Quraish. (2002). *Tafsir Al-Mishbah*. Jakarta:Lentera Hati.

Sitoresmi, Ulupi. (2016). *Tongue Twister in Pronunciation Class*. Prosding ICTTE FKIP UNS. Vol. 1 No. 1

Sugiyono. (2015). Mixed Research Method (Metode Penelitian Kombinasi). Bandung:Alfabeta

Syahrum and Salim. (2012). Methodology and Quantitative Research. Bandung:Cipta Pustaka Media.

Takagishi, Ryosuke. (2012). Non-native English Teachers' Views towards Pedagogic Goals and Models of Pronunciation, Asian Englishes. 15:2, 108-135. DOI: 10.1080/13488678.2012.10801333.

Vas. (2007). *Grammar Matters Tongue Twister.* New Delhi: Sterling Paperbacks.

Xodabande, Ismail. (2017). The Effectiveness of Social Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners. *Cogent Education*. Iran:Cogent O A.

Zubaidah, Siti and Asrina Sari. (2016). *Pronunciation*, Medan:UINSU University.

https://tafsirweb.com/1291-quran-surat-ali-imran-ayat-159.html

APPENDIX

APPENDIX I

LESSON PLAN

EXPERIMENTAL AND CONTROL GROUP

LESSON PLAN I

(EXPERIMENTAL CLASS)

School : Mts Swasta PAB I Helvetia

Class/Semester : VIIIA/I

Subject : English

Skill Focus : Pronunciation

Material : Expression of Asking and Giving Opinion

Time Allocation : 2x45 Minutes

A. Standard Competence

3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

4. Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective/theory.

B. Basic Competence

3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve asking attention, checking understanding, rewarding performance, asking and expressing opinions, and responding according to the context of their use

4.1 Compiling oral and written interpersonal interaction texts that are very short and simple that involve the act of asking for attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identifying how to express asking and giving opinion
2. Reading aloud dialogue transcipt in pairs
3. Practicing to utter tongue twister
4. Pronouncing letter or sound correctly

D. Objective

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

1. Identify how to express surprise and amzement
2. Read aloud dialogue transcipt in pairs
3. Practice to utter tongue twister
4. Pronounce letter or sound correctly

E. Learning Method

1. Drill
2. Whisper tongue twister

F. Learning Activities

Activities	Interaction Pattern
1. Pre Activity a. Teacher greets the students and open the lesson b. Teacher check students attendance c. Teacher explain the goal of today's lesson	T-S
2. Main Activity a. Teacher ask students how to express asking and giving opinion	T-S
b. Students are given an example of how to express asking and giving opinion	T-S
c. Students identify difficult words to pronounce and read aloud the dialog	S-S
d. Teacher drills students to pronounce words correctly	T-S

e. Teacher introduce students about tongue twisters game	T-S
f. Teacher divided the class into some groups	T-S
g. Teacher distributes a short, typed tongue twister to the first student in each group and ask him/her to learn it by heart	
h. Teacher take away the strips of paper	
i. Each student repeats the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next.	S-S
j. Teacher asks the last student who hears the tongue twister in each group write it on the whiteboard	
k. The group finishing correctly in the shortest time wins the game.	
3. Post Activity	
a. Teacher gives feedback related to the material	T-S
b. Teacher closes the lesson	

G. Learning Resources

English Book of Junior High School

H. Learning Material

Expression of Asking and Giving Opinion

1. Asking for opinions
   a. What do you think?
   b. What's your opinion?
   c. What are your idea?
   d. Do you have any thought on that?
   e. How do you feel about that?
2. Giving opinions
   a. I think we should get a new car.
   b. I don't think we need one.

c. I believe (that) smoking should be outlawed.

d. I don't believe (that) it should be ilegal.

e. In my opinion, Gone with the Breeze is the best movie ever made.

f. I feel that it's the right thing to do.

3. Agreeing to opinions

   a. Yes, I agree.

   b. I agree with you

   c. Yes, you're right

d. I agree with you completely

e. I couldn't agree more

4. Disagreeing to opinions

   a. I disagree

   b. I don't agree

   c. No, I think you're wrong

   d. Excuse me, I'm not sure

   e. You can't say that

   f. I strongly disagree with your opinion

   g. I don't think so

   h. I couldn't agree with you

Example of expression asking and giving opinion

Read aloud the dialogue and practice it with your friend!

Chiko : Chica, what do you think of pop music recently? I mean, do you like them?

Chica : Well, I'd say I don't really like them. I'd prefer Jazz

Chiko : Why? I think pop music is very entertaining.

Chica : In my opinion, jazz music is relaxing.

Chiko : How do you feel about dangdut?

Chica : I think dangdut is entertaining as well, I like it.

Chiko : Yes, you're right. In addition, dangdut is the identity of our country.

Tongue Twisters
1. She sells sea shells by the sea shore
2. I saw Susie sitting in a shoe shine shop
3. Sixty silly sisters simply singing
4. Six sleek swans swam swiftly southwards
5. I slit a sheet, a sheet I slit, upon a slitted sheet I sit

I. Media

1. Paper
2. Whiteboard

J. Assessment

1. Form : Oral test
2. Technique : Students read 20 English words and are recorded by using voice recorder
3. Scoring Guidance

   The scoring guidance of the test which are used as follows:

   a. 1 score for every item if students could pronounce the word correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20.

   b. 0 score for student who pronounced the sound word correctly

   c. Student's score X 5 = total score of student

4. Instruments

   Please pronounce these words!

   1) Saw
   2) Show
   3) Finish
   4) Sells
   5) She
   6) Shine

   7) Six
   8) Southwards
   9) Swiftly
   10) Swam
   11) Shoe
   12) Singing

13) Shop

14) Sleek

15) Sitting

16) Shore

17) Sheet

18) Slit

19) Shells

20) Sea

Medan, Sept 1th 2020

Approved by,

Guiding Teacher   Researcher

(.....................)   (........................)

Licenced by:

Headmaster MTs Swasta PAB I Helvetia

(...)

LESSON PLAN II

(EXPERIMENTAL CLASS)

School : Mts Swasta PAB I Helvetia

Class/Semester : VIIIA/I

Subject : English

Skill Focus : Pronunciation

Material : Expression of Asking and Giving Opinion

Time Allocation : 2x45 Minutes

A. Standard Competence

3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

4. Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective/theory.

B. Basic Competence

3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve asking attention, checking understanding, rewarding performance, asking and expressing opinions, and responding according to the context of their use

4.1 Compiling oral and written interpersonal interaction texts that are very short and simple that involve the act of asking for attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identifying how to express asking and giving opinion
2. Reading aloud dialogue transcipt in pairs
3. Practicing to utter tongue twister
4. Pronouncing letter or sound correctly

D. Objective

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

1. Identify how to express surprise and amzement
2. Read aloud dialogue transcipt in pairs
3. Practice to utter tongue twister
4. Pronounce letter or sound correctly

E. Learning Method

1. Drill
2. Watching Video of Tongue Twister

F. Learning Activities

Activities	Interaction Pattern
1. Pre Activity a. Teacher greets the students and open the lesson b. Teacher check students attendance c. Teacher explain the goal of today's lesson	T-S
2. Main Activity a. Teacher ask students how to express asking and giving opinion, same with pervious.	T-S
b. Students are given other example of how to express asking and giving opinion	T-S
c. Students identify difficult words to pronounce and read aloud the dialog	S-S
d. Teacher drills students to pronounce words correctly	T-S

e. Teacher show the video of tongue twister	T-S
f. The students pronounce the words by following the model in video	T-S
3. Post Activity	
a. Teacher gives feedback related to the material	T-S
b. Teacher closes the lesson	

G. Learning Resources

English Book of Junior High School

H. Learning Material

Expression of Asking and Giving Opinion

1. Asking for opinions
   a. What do you think?
   b. What's your opinion?
   c. What are your idea?
   d. Do you have any thought on that?
   e. How do you feel about that?

2. Giving opinions
   a. I think we should get a new car.
   b. I don't think we need one.
   c. I believe (that) smoking should be outlawed.
   d. I don't believe (that) it should be ilegal.

   e. In my opinion, Gone with the Breeze is the best movie ever made.
   f. I feel that it's the right thing to do.

3. Agreeing to opinions
   a. Yes, I agree.
   b. I agree with you
   c. Yes, you're right
   d. I agree with you completely
   e. I couldn't agree more

4. Disagreeing to opinions
   a. I disagree
   b. I don't agree
   c. No, I think you're wrong
   d. Excuse me, I'm not sure

e. You can't say that

g. I don't think so

f. I strongly disagree with your opinion

h. I couldn't agree with you

Example of expression asking and giving opinion

Read aloud the dialogue and practice it with your friend!

Sifa : What do you think about Lampung?

Lisa : In my opinion, Lampung is a beautiful city. There are so many beautiful beaches there.

Sifa : How about the food? Do you think it is delicious?

Lisa : I think.... Yes! Do you know seruit? It is really delicious.

Sifa : Yes I know seruit. By the way...which one is more delicious? Seruit or Mushroom satay?

Lisa : According to me, seruit is more delicious than mushroom satay.

Sifa : I don't think so. I think mushroom satay is more delicious than seruit because mushroom satay is my favorite food.

Lisa : Hahaha, so we have different favorite foods then.

Tongue Twisters
1. She sells sea shells by the sea shore
2. I saw Susie sitting in a shoe shine shop
3. Sixty silly sisters simply singing
4. Six sleek swans swam swiftly southwards
5. I slit a sheet, a sheet I slit, upon a slitted sheet I sit

I. Media

1. Speaker

J. Assessment

1. Form : Oral test

2. Technique : Students read 20 English words and are recorded by using voice recorder

3. Scoring Guidance

   The scoring guidance of the test which are used as follows:

   a. 1 score for every item if students could pronounce the word correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20.

   b. 0 score for student who pronounced the sound word correctly

   c. Student's score X 5 = total score of student

4. Instruments

   Please pronounce these words!

   1) Saw
   2) Show
   3) Finish
   4) Sells
   5) She
   6) Shine
   7) Six
   8) Southwards
   9) Swiftly
   10) Swam
   11) Shoe
   12) Singing
   13) Shop
   14) Sleek
   15) Sitting
   16) Shore
   17) Sheet
   18) Slit
   19) Shells
   20) Sea

Medan, Sept 1th 2020

Approved by,

Guiding Teacher   Researcher

(......................)   (.........................)

Licenced by:

Headmaster MTs Swasta PAB I Helvetia

(...)

LESSON PLAN I

(CONTROL CLASS)

School : Mts Swasta PAB I Helvetia

Class/Semester : VIIIB/I

Subject : English

Skill Focus : Pronunciation

Material : Expression of Asking and Giving Opinion

Time Allocation : 2x45 Minutes

A. Standard Competence

3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

4. Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective/theory.

B. Basic Competence

3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve asking attention, checking understanding, rewarding performance, asking and expressing opinions, and responding according to the context of their use

4.1 Compiling oral and written interpersonal interaction texts that are very short and simple that involve the act of asking for attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

C. Indicator

1. Identifying how to express asking and giving opinion
2. Reading aloud dialogue transcipt in pairs
3. Practicing to utter tongue twister
4. Pronouncing letter or sound correctly

D. Objective

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

1. Identify how to express surprise and amzement
2. Read aloud dialogue transcipt in pairs
3. Practice to utter tongue twister
4. Pronounce letter or sound correctly

E. Learning Method

1. Drill
2. Conventional Method

F. Learning Activities

Activities	Interaction Pattern

1. Pre Activity
 	
  a. Teacher greets the students and open the lesson
  b. Teacher check students attendance
  c. Teacher explain the goal of today's lesson
	T-S

2. Main Activity a. Teacher ask students how to express asking and giving opinion	T-S
b. Students are given an example of how to express asking and giving opinion	T-S
c. Students identify difficult words to pronounce and read aloud the dialog	S-S

d. Teacher drills students to pronounce words correctly	T-S
3. Post Activity	
a. Teacher gives feedback related to the material	T-S
b. Teacher closes the lesson	

G. Learning Resources

English Book of Junior High School

H. Learning Material

Expression of Asking and Giving Opinion

1. Asking for opinions
   a. What do you think?
   b. What's your opinion?
   c. What are your idea?
   d. Do you have any thought on that?
   e. How do you feel about that?
2. Giving opinions
   a. I think we should get a new car.
   b. I don't think we need one.
   c. I believe (that) smoking should be outlawed.
   d. I don't believe (that) it should be ilegal.
   e. In my opinion, Gone with the Breeze is the best movie ever made.

f. I feel that it's the right thing to do.
3. Agreeing to opinions
   a. Yes, I agree.
   b. I agree with you
   c. Yes, you're right
   d. I agree with you completely
   e. I couldn't agree more
4. Disagreeing to opinions
   a. I disagree
   b. I don't agree
   c. No, I think you're wrong
   d. Excuse me, I'm not sure
   e. You can't say that
   f. I strongly disagree with your opinion
   g. I don't think so
   h. I couldn't agree with you

Example of expression asking and giving opinion

Read aloud the dialogue and practice it with your friend!

Chiko : Chica, what do you think of pop music recently? I mean, do you like them?

Chica : Well, I'd say I don't really like them. I'd prefer Jazz

Chiko : Why? I think pop music is very entertaining.

Chica : In my opinion, jazz music is relaxing.

Chiko : How do you feel about dangdut?

Chica : I think dangdut is entertaining as well, I like it.

Chiko : Yes, you're right. In addition, dangdut is the identity of our country.

I. **Media**
    1. Paper
    2. Whiteboard

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

4. Instruments

   Please pronounce these words!

   1) Saw
   2) Show
   3) Finish
   4) Sells
   5) She
   6) Shine
   7) Six
   8) Southwards
   9) Swiftly
   10) Swam
   11) Shoe
   12) Singing
   13) Shop
   14) Sleek
   15) Sitting
   16) Shore
   17) Sheet
   18) Slit
   19) Shells
   20) Sea

Medan, Sept 1th 2020

Approved by,

Guiding Teacher   Researcher

(......................)   (.........................)

Licenced by:

Headmaster MTs Swasta PAB I Helvetia

(...)

APPENDIX II

PRE-TEST AND POST-TEST SHEET

PRE TEST

NAME:

CLASS:

Reads the words below!

1. She
2. See
3. Sea
4. Shells
5. Shore
6. Sure
7. Sells
8. Shine
9. Sign
10. Mess
11. Mesh
12. Shut
13. Shape
14. Special
15. Someone
16. Summer
17. Sound
18. Shower
19. Shark
20. Finish

POST TEST

NAME:

CLASS:

Reads the words below correctly!

1. Singing
2. Person
3. Saw
4. Show
5. Fish
6. Spoon
7. Swap
8. Shy
9. Shoes
10. Sandals
11. Shop
12. Sleep
13. Swimming
14. Sister
15. Sheet
16. Six
17. Silly
18. Slit
19. South
20. Sit

APPENDIX III

THE STUDENTS INITIAL AND REAL NAME

OF

EXPERIMENTAL AND CONTROL GROUP

1. **THE STUDENT'S INITIAL AND REAL NAME OF EXPERIMENTAL GROUP (VIIIA)**

NO	Initial Name	Real Name
1	AW	Ajeng Wulandari
2	AS	Alin Saputri
3	AF	Ahmad Fasha
4	DS	Dea Saskia
5	DA	Dimas Aditya
6	GN	Galih Nugroho
7	GR	Ghaitsa Roudhotul
8	KA	Kayla Arzetti
9	JS	Juwana Sasmita
10	MP	Muhammad Pradana
11	MA	Muhammad Azmi
12	MR	Muhammad Refandi
13	MK	Muammar Khadafi
14	NS	Nabilah Sari
15	NR	Nabillah Rahmawati
16	RA	Raisya Azzahra
17	SA	Shera Aulia
18	SH	Satya Handayani
19	TA	Tia Amanda
20	ZA	Zahra Akhyani

2. **THE STUDENT'S INITIAL AND REAL NAME OF CONTROL GROUP (VIIIB)**

NO	Initial Name	Real Name
1	AAM	Ahmad Abdul Malik
2	AAA	Azizah Aqilah Alwi
3	GA	Gilang Ardiansyah
4	GS	Gusti Sofina
5	IZ	Imam Zukhairi
6	IS	Intan Shivani
7	KH	Kaela Haerani
8	MAR	Muhammad Ali Rohman
9	MDA	M.Dzaki Anshori
10	MYZ	Muhammad Yazid Zidane
11	NZ	Nabila Zahra
12	NK	Nadya Khairani
13	NI	Najla Iskandar
14	NH	Nurul Hafizah
15	PAL	Putri Ayu Lestari
16	RP	Rega Pratama
17	RH	Rini Handayani
18	SAM	Sayyid Ali Muhammad
19	SR	Sri Ramadhani
20	ZZ	Zaidan Zaki Nst

APPENDIX IV

SCORE OF STUDENTS

EXPERIMENTAL GROUP

NO	NAME	PRE-TEST		POST-TEST	
1	AW	12X5	60	17X5	85
2	AS	13X5	65	18X5	90
3	AF	8X5	40	15X5	75
4	DS	8X5	40	15X5	75
5	DA	10X5	50	16X5	80
6	GN	8X5	40	15X5	75
7	GR	8X5	40	14X5	70
8	KA	13X5	65	17X5	85
9	JS	7X5	35	13X5	65
10	MP	12X5	60	16X5	80
11	MA	11X5	55	17X5	85
12	MR	8X5	40	14X5	70
13	MK	8X5	40	15X5	75
14	NS	8X5	40	14X5	70
15	NR	7X5	35	14X5	70
16	RA	17X5	85	20X5	100
17	SA	13X5	65	18X5	90
18	SH	11X5	55	16X5	80
19	TA	11X5	55	16X5	80
20	ZA	8X5	40	14X5	70

CONTROL GROUP

NO	NAME	PRE-TEST		POST-TEST	
1	AAM	9X5	45	12X5	60
2	AAA	9X5	45	14X5	70
3	GA	12X5	60	15X4	75
4	GS	9X5	45	14X5	70
5	IZ	9X5	45	14X5	70
6	IS	12X5	60	15X5	75
7	KH	8X5	40	12X5	60
8	MAR	8X5	40	12X5	60
9	MDA	14X5	70	16X5	80
10	MYZ	9X5	45	13X5	65
11	NZ	15X5	75	17X5	85
12	NK	9X5	45	12X5	60
13	NI	14X5	70	15X5	75
14	NH	12X5	60	16X5	80
15	PAL	12X5	60	14X5	70
16	RP	8X5	40	13X5	65
17	RH	9X5	45	13X5	65
18	SAM	6X5	30	12X5	60
19	SR	9X5	45	13X5	65
20	ZZ	8X5	40	13X5	65

APPENDIX V

THE CRITICAL VALUE LILIOFERS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Source : Sudjana. *Metode Statistika*.Bandung : Tarsito, 2002

APPENDIX VI

TABLE DISTRIBUTION

Bilangan dalam badan daftar menyataka : Fp :Baris atas untuk p = 0,05 dan baris

bawah untuk p = 0,01.

V_2 = dk penyebut	V_1 = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	4052	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,53
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,35	26,27	26,23	26,18	26,14	26,12
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	12,25	9,55	8,45	7,85	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	9,33	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,59	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,08	2,07
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,95	1,93	1,92
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,83	2,78	2,71	2,68	2,62	2,59	2,57
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,28	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	8,10	5,85	4,94	4,43	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17

Source : Sudjana. *Metode Statistika*. Bandung :Tarsito, 2002

APPENDIX VII

**RESEARCH PERMISION AND
RESEARCH RESPONSE LETTER**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-9258/ITK/ITK.V.3/PP.00.9/08/2020   06 Agustus 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala Kepala Sekolah Mts PAB 1 Helvetia

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Khoirun Nisa Btr**
NIM	: **0304161059**
Tempat/Tanggal Lahir	: **Pasar Hilir, 12 Desember 1997**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **VIII (Delapan)**
Alamat	: **Laut dendang,jl.juang 45,nomor 41 Kelurahan Medan estate Kecamatan Percut sei tuan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs PAB 1 Helvetia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Tongue Twister Game in Pronunciation Skill of Students at Mts Swasta PAB 1 Helvetia

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 06 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

SURAT KETERANGAN
Nomor : Ts-1/B. 1895 /PAB/IX/2020

Saya yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah PAB – 1 Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

a.	Nama	:	**Khoirun Nisa Btr**
b.	NIM	:	**0304161059**
c.	Tempat/Tanggal Lahir	:	**Pasat Hilir, 12 Desember 1997**
d.	Semester	:	**VIII (delapan)**
e.	Prog. Studi	:	**Pendidikan Bahasa Inggris**
f.	Alamat	:	**Jl. Juang 45 No.41 Kelurahan Medan Estate**
			Kecamatan Percut Sei Tuan

Adalah benar nama tersebut telah melakukan penelitian di Madrasah Tsanawiyah PAB – 1 Helvetia guna mendapatkan data-data yang berhubungan dengan skripsi berjudul :

"The Effect of Tongue Twister Game in Pronunciation Skill of Students at MTs Swasta PAB 1 Helvetia".

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 1 September 2020
Kepala

Satria Wiraprana, S.Pd

cc. arsip

APPENDIX VIII

DOCUMENTATION