

**THE IMPLEMENTATION OF THE TONGUE TWISTER
TECHNIQUE FOR STUDENTS' PRONUNCIATION OF ENGLISH
CONSONANT SOUNDS AT SMP MUHAMMADIYAH 06 DAU**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
June, 2022**

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STUDENTS' PRONUNCIATION OF ENGLISH CONSONANT SOUNDS AT
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THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the
Requirement for the Degree of English Language Teaching (S.Pd.) in the
English Education Department



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June, 2022

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “ **The Implementation of The Tongue Twister Technique to Enhance Students’ Pronunciation of English Consonant Sounds** ” is my original work to meet a bachelor’s degree requirement. I do not include any materials previously written or published by other writers, except those I have cited in this thesis’s bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, June 06th, 2022

The researcher



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APPROVAL SHEET

**THE IMPLEMENTATION OF THE TONGUE TWISTER TECHNIQUE
FOR STUDENTS' PRONUNCIATION OF ENGLISH CONSONANT
SOUNDS AT SMP MUHAMMADIYAH 06 DAU**

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The Implementation of The Tongue Twister Technique for Students' Pronunciation of English Consonant Sounds at SMP Muhammadiyah 06 Dau



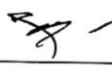
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The Honorable,
To the Dean of Faculty of Education and Teacher Training
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In
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Assalamuaikum Wr. Wb.

After interpret and correcting Misti'ah thesis paper entitled "**The Implementation of The Tongue Twister Technique To Enhance Students' Pronunciation of English Consonant Sounds.**" I have decided and would like to propose that this thesis paper can be submitted to the Faculty of Education and Teacher Training. Hopefully, this thesis will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

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MOTTO

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle”.

-Christian D. Larson-

DEDICATION

All praises are to God, who has given mercies, graces, strengths, and guidance to the author so that this thesis can be finished. Sholawat and salam always to our prophet Muhammad S.A.W, who has brought us from the darkness to the lightness. I dedicate the result of this thesis to my beloved parents, my father, Samen, and my mother, Sarti, who always supported and led me to become the best version of me. Without them, I am nothing. And all my siblings Nagtuwi, Ngatmini, Rupiani, Ngatiyem, Mistini, Agos Muliadi, and Kasiadi become my motivation to finish this thesis.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah SWT, The Beneficent, The Merciful

All praises are to Allah for all blesses to the author, so the thesis that discusses “*The Implementation of The Tongue Twister Technique for Students’ Pronunciation of English Consonant Sounds at SMP Muhammadiyah 06 Dau*” can be completed well.

My Peace and Salutation presented be given to Prophet Muhammad SAW, Allah's who brought all Muslims from the darkness to the lightness. This thesis exists to be one of the assignments that must be taken by a student as a final study at the State Islamic University of Maulana Malik Ibrahim Malang Faculty of Tarbiyah and Teacher Training, English Education Department. The author hopes this thesis can be helpful for all parties, especially in English education.

The author would like to thank all parties who always motivated and supported in writing this thesis. To the honorable:

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Finally, the author realizes there is any mistake in this thesis. Therefore, the author asks for some constructive suggestions from the readers so that the author can improve for the future. May Allah give us mercies and blessings.

Malang, June 06th, 2022



Misti'ah

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	Q
ب	=	b	س	=	s	ك	=	K
ت	=	t	ش	=	sy	ل	=	L
ث	=	ts	ص	=	sh	م	=	M
ج	=	j	ض	=	dl	ن	=	N
ح	=	<u>h</u>	ط	=	th	و	=	W
خ	=	Kh	ظ	=	zh	ه	=	H
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	Y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal
(a) = â

Long Vocal
(i) = î

Long Vocal
(u) = û

C. Diphthong Vocal

أَوْ = aw

أَيَّ = ay

أُوَّ = û

إَيَّ = î

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ABSTRAK

Misti'ah. **Penerapan Teknik Tongue Twister Untuk Pengucapan Siswa Dalam Suara Konsonan Bahasa Inggris di SMP Muhammadiyah 06 Dau.** Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata Kunci: Teknik, Pronunciation, Tongue Twister, Konsonan Bahasa Inggris

Pengajaran keterampilan *pronunciation* (*pronunciation skill*) dalam bahasa Inggris perlu mendapatkan perhatian yang lebih. Oleh sebab itu, guru harus menerapkan strategi atau teknik yang tepat ketika mengajarkannya kepada siswa. Dalam situasi dan perkembangan zaman seperti saat ini, perlu adanya sistem pembelajaran yang alternatif dan didesain dengan semenarik mungkin sehingga membuat proses pembelajaran menjadi semakin menarik dan tidak membosankan, salah satunya dengan menerapkan teknik yang dapat menarik perhatian siswa seperti teknik *tongue twister* untuk melatih keterampilan *pronunciation* siswa. Dalam kaitannya dengan hal ini, peneliti melakukan sebuah penelitian untuk mengetahui terkait bagaimana implementasi dari teknik *tongue twister* dalam pembelajaran *pronunciation* di SMP Muhammadiyah 06 Dau dan kelebihan serta kelemahan apa saja yang diperoleh selama menerapkan teknik *tongue twister* dalam mengajar keterampilan *pronunciation* siswa.

Dalam hal ini, peneliti menggunakan metode analisis deskriptif kualitatif dengan desain penelitian studi kasus. Dalam pengambilan data, peneliti menggunakan 2 instrumen penelitian yaitu: observasi dan wawancara. Peneliti menggunakan objek penelitian berupa siswa kelas VIII C SMP Muhammadiyah 06 Dau tahun pelajaran 2021/2022.

Hasil penelitian menunjukkan bahwa dalam mengimplementasikan teknik *tongue twister* dalam pengajaran *pronunciation*, guru menggunakan dua bentuk cara yaitu (1) meminta siswa menonton tayangan sebuah video yang telah disiapkan oleh guru dan siswa harus melafalkan setiap kalimat yang mengandung *tongue twister* yang telah terdapat di tayang video tersebut dan (2) meminta siswa untuk melafalkan dan menirukan contoh beberapa kalimat *tongue twister* yang telah ditulis di papan tulis oleh guru. Sedangkan itu, penerapan teknik *tongue twister* memiliki kelebihan seperti: membuat siswa menjadi semakin fasih dalam melafalkan suatu kalimat, seru, menantang dan tidak cepat membosankan. Sedangkan kelemahan dari penggunaan teknik *tongue twister* dalam mengajar *pronunciation* diantaranya: membutuhkan waktu yang cukup lama untuk menerapkannya, membutuhkan kesabaran dari seorang guru yang mengajarkannya.

ABSTRACT

Misti'ah. **The Implementation of Tongue Twister Technique for Students' Pronunciation of English Consonant Sounds at SMP Muhammadiyah 06 Dau.** Thesis. English Education Department of UIN Malang, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keywords: Technique, Pronunciation, Tongue Twister, English Consonant Sounds

Teaching pronunciation skills in English needs more attention. Therefore, the teacher must apply the right strategy or technique when teaching it to students. In the current situation and development, it is necessary to have an alternative learning system designed as attractive as possible to make the learning process more exciting and not boring, one of which is by applying techniques that can attract students' attention, such as the tongue twister technique to train students' pronunciation skills. In this regard, the researcher conducted a study to find out about the implementation, the advantages, and the disadvantages of the tongue twister technique at SMP Muhammadiyah 06 Dau.

In this case, the researcher uses a qualitative descriptive analysis method with a case study research design. In collecting data, researchers used two research instruments: observation and interview. The researcher used the research object in the form of class VIII C students of SMP Muhammadiyah 06 Dau in the 2021/2022 academic year.

The results showed that the implementation of the tongue twister technique in teaching pronunciation, the teacher used two methods, namely (1) asking students to watch a video that the teacher and students had prepared to recite every sentence containing the tongue twister that was already in the video, and (2) asking students to recite and imitate some examples of tongue twister sentences that have been written on the blackboard by the teacher. In addition, the teacher also found several advantages when applying the tongue twister technique in teaching pronunciation, including making students more fluent in pronouncing a sentence, increasing the vocabulary skills of each student, and making the pronunciation learning system more exciting and challenging, fun, and not boring fast. While the disadvantages of using the tongue twister technique in teaching pronunciation include: it takes a long time to apply it, requires patience from a teacher who teaches it and makes students only focus on the sound of the pronunciation without paying attention to how it is written.

المتخلص

مستبعدة. تطبيق تقنية التغو التوسيتيرلتحسين نطق الطلاب في الأصوات المتوافقة باللغة الإنجليزية. فرضية. قسم اللغة الإنجليزية تادريس ، كلية التربية العلوم و التعليم . مولانا مالك إبراهيم الدولة الإسلامية جامعة مالانج .المشرفة : الدكتور الحاجة ليكي راسكوف اكتوبرلين الماجيستير

الكلمات المفتاحية: تقنية ، النطق ، إعصار اللسان

يحتاج تدريس مهاراتالنطقي اللغة الإنجليزية إلى الحصول على مزيد من الاهتمام . لذلك ، يجب على المعلم تطبيق الإستراتيجية أو التقنية الصحيحة عند تدريسها للطلاب . في الوضع الحالي والتطور ، من الضروري أن يكون لديك نظام تعليمي بديل مصمم بحيث يكون جذابًا قدر الإمكان لجعل عملية التعلم أكثر تشويقًا وليست مملة ، أحدها من خلال تطبيق التقنيات التي يمكن أن تجذب انتباه الطلاب مثل تقنية الإعصار اللسان لتدريب مهارات النطق لدى الطلاب .في هذا الصدد ، أجرى الباحثون دراسة لمعرفة (1)كيفية تطبيق تقنية اللسان الإعصار في تعلم النطق في الدراسة الثناويةالمحمدية 06 داو و (2)ما هي نقاط القوة والضعف التي تم الحصول عليها أثناء تطبيق تقنية اللسان الإعصار في تعليم النطق .مهارات .طالب .في هذه الحالة يستخدم الباحث أسلوب التحليل الوصفي النوعي مع تصميم دراسة الحالة.استخدمت هذه الدراسة في وصف الظاهرة المتعلقة بتطبيق تقنية لف اللسان في تعليم مهارات النطق لدى الطلاب .في جمع البيانات استخدم الباحثون أداتين بحثيين هما :الملاحظة والمقابلات .استخدمت الباحثة موضوع البحث في شكل طلاب الصف الثامن جمن المدرسة الثناويةالمحمدية 06داو في العام الدراسي .2021/2022ثم يتم تحليل البيانات التي تم الحصول عليها من خلال عدة مراحل مثل :تقليل البيانات ، وتقديم البيانات في شكل سردي وجدولي ، ثم الأخير هو كتابة الاستنتاجات .وأظهرت النتائج أنه في تطبيق تقنية الإعصار اللسان في تدريس النطق ، استخدم المعلم طريقتين وهما (1)مطالبة الطلاب بمشاهدة مقطع فيديو أعده المعلم واضطرار الطلاب إلى تلاوة كل جملة تحتوي على إعصار اللسان الذي تم إجراؤه بالفعل في الفيديو .و (2)مطالبة الطلاب بتلاوة وتقليد بعض الأمثلة لجمال الإعصار اللسان التي كتبها المعلم على السبورة .بالإضافة إلى ذلك ، وجد المعلم أيضًا العديد من المزايا عند تطبيق تقنية اللسان في تدريس النطق بما في ذلك :جعل الطلاب أكثر طلاقة في نطق الجملة ، وزيادة مهارات المفردات لكل طالب ، وجعل نظام تعلم النطق أكثر إثارة وتحديًا وليس .مرح سريع ممل .بينما تشمل عيوب استخدام تقنية اللسان في تدريس النطق :يستغرق تطبيقها وقتًا طويلاً ، وتتطلب صبرًا من المعلم الذي يقوم بتدريسها ، وتجعل الطلاب يركزون فقط على صوت النطق دون الالتفات إلى كيفية نطقه مكتوب

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss background of the study, identification of the problem, objective of the study, significance of the study, scope of the study, and definition of the term.

1.1 Background of The Study

Nowadays, English stays the dominant overseas language as an international language. Indonesia is one of the countries in the global that acknowledges the significance of being fluent in English as a global language these days to participate in global relations and development. The Indonesian authorities have added English into college topics taught from primary faculty to university level. In terms of teaching, English itself includes four language capabilities, explicitly listening, speaking, reading, and writing. Whilst linguistic elements consist of vocabulary, grammar, and pronunciation to assist those four capabilities. Speaking is prior of the four language capabilities. Because it could be used to communicate with each other even though we are not fluent in grammar. one of the crucial matters in speaking is pronunciation. Pronunciation is how we pronounce a phrase, mainly in a way that is commonly conventional or understood. The way we communicate also conveys something about us to those around us. People who study English pronunciation strengthen will apprehend higher even supposing they make mistakes in other areas. Pronunciation is undoubtedly the maximum essential

ability to speak English. Therefore, consistent with Apprianoto & Haerazi (2019), pronunciation is an essential component of speaking and has a substantial effect on figuring out the means of speech. This has been cited in the Al-Quran surah Ibrahim verse 4, which reads

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Moreover, We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. Moreover, He is the Exalted in Might, the Wise (ETC of King Saud University, 2020).

However, even though pronunciation is an essential thing, there are still many problems experienced by a few people and also students, mainly Indonesians. In Indonesia, English pronunciation mistakes are due to a distinctive pronunciation of a language due to the distinction between the speaker's mother tongue and the native language.

In Indonesia, EFL students are still having difficulty acquiring pronunciation. One of the issues is that they do not have a lifestyle that incorporates their mother tongue's unique English sounds. Production is an element of human behavior because of sounds, and consonant sounds like / (unvoiced dental fricative) and / (voiced dental fricative) in English do not exist in Indonesian. As a result, Indonesians may take pleasure in a few difficulties pronouncing those sounds. A similar thing happened at SMP Muhammadiyah 06 Dau, where students understood the vocabulary but still lacked in terms of pronunciation. The students have good speaking skills, but

there are still some sounds that they are still not correct in their pronouns, especially in consonant sounds. According to Adriati (2016), some consonant sounds are made up of dental fricatives [ʃ and ʒ] that are not common in Indonesian, therefore students from those linguistic backgrounds may have difficulty pronouncing them.

Based on the problem in the previous statement, the researcher was identify the problem were the students have in pronouncing English, especially consonant sounds, due to the non-existence of particular English sounds in the mother tongue. A tongue twister is a complex phrase or word to pronounce quickly, often by using an allusion or a similar sequence of sounds. According to Tarumi (2016), tongue twisters are phrases or words that are difficult to speak due to similar sounds yet provide students with fun activities during pronunciation exercises. A tongue twister is a unique and entertaining technique to help learners improve their English skills. It has the potential to improve the students' ability to communicate. Tongue twister also encourages the mind to improve its pronunciation skills. The treatment learners receive after reciting a tongue twister focuses on the mind rather than the oral cavity, which controls most oral processes. The tongue twister technique was chosen by the researcher because it is a very engaging and enjoyable tool for learners to keep their interest while studying. This research was carried out to enhance the students' pronunciation by using a Tongue twister.

According to Tarumi (2016), Tongue twister is tough to do, but if the students practice it, they can talk almost like native speakers of English. A tongue twister is also fun for them because it is unique to be spoken. It could improve the students' motivation in mastering pronunciation. Tongue twister permits them to reinforce their speech. The purpose of this study was to use a Tongue Twister to improve the learners' pronunciation.

According to Tarumi (2016), tongue twister is difficult to master, but with repetition, students may speak almost fluently in English. A tongue twister is also entertaining for them because it is a one-of-a-kind phrase. It has the potential to boost learners' motivation to learn how to pronounce words correctly. They can use the tongue twister to practice their speaking. Meanwhile, Adriati (2016) states that the usage of tongue twister has several benefits consisting of supporting students gain consciousness in their pronunciation troubles, increasing students' enthusiasm and confidence through involving them in the learning process, assisting students in the development of new muscle memory, improving their listening, breaking up the monotony of the class, and allowing students to practice the language without fear of making mistakes. Lestari (2019) states that tongue twister technique can decrease problematika in fluency and accuracy of speaking. Moreover, the use of tongue twister technique is to motivate and improve students' fluency and accuracy in speaking. It means that by using tongue twister, the students can be an easy way to pronounce the difficult vocabulary and learn pronunciation. Tongue twisters were used in a variety of ways

during the lecture, including a whispering game, video modeling, and a warm-up activity.

According to Fatchul (2017) who utilized tongue twister to explore the impact of tongue twister technique on pronunciation ability of students in various learning patterns at the university of Lambung Mangkurat Banjarmasin, it provided fantastic experience and improved students' learning outcomes. Students felt that practicing tongue twisters gave them a completely happy learning experience and that it helped them improve their pronunciation, fluency, and motivation to learn English pronunciation. Based on these assertions, it would be interesting to do study to see if the tongue twister technique can improve students' ability to enunciate English consonant sounds. Dewi (2017) said in the research entitled “Using Tongue Twister to Improve Students’ Pronunciation” that tongue twisters helped students in improving their pronunciation by repeatedly practicing to pronounce the words or phrases.

As a result, the author creates research with the title **“The Implementation of The Tongue Twister Technique For Students’ Pronunciation of English Consonant Sounds at SMP Muhammadiyah 06 Dau.”**

1.2. Formulation of the Problem

Based on the background of the study above, the statement of this study problem is as follow:

1. How is the implementation of the tongue twister technique in pronunciation skills at the 8th-grade students of SMP Muhammadiyah 6 Dau?
2. What are the advantages and disadvantages of using the tongue twister technique in developing pronunciation skills?

1.3. Limitation of the Study

The study focuses on the use of tongue twister to deal with students' pronunciation problems, especially on English consonant sounds like /ð/ and /θ/ sound. The study was conducted in SMP Muhammadiyah 06 Dau, and the main focus was the eight-grade students of SMP Muhammadiyah 06 Dau. The researcher chose SMP Muhammadiyah 06 Dau as the research setting because the school is a place for fieldwork of researchers and there the researchers have found a problem that has been studied, namely the tongue twister technique in teaching pronunciation and choosing class VIII C students as participants because the class is one the only class that applies the tongue twister technique in learning pronunciation.

1.4. Objective of Study

The purpose of this study is to know the procedures of the tongue twister technique implemented and also to know the strengths and weaknesses of tongue twister technique, especially at the eighth-grade students of SMP Muhammadiyah 06 Dau.

1.5. Significance of the Study

Practically, this study are expected to provide some benefits for the students, the teachers, and the further researcher.

For the students, this research will give some procedures to increase the english consonant sounds of the students' pronunciation by using tongue twister technique and also understand about the strengths and weaknesses this technique.

For the teachers, this research is beneficial in giving information about the best techniques for teaching students' pronunciation in an era that is increasingly advanced as it is today.

Theoretically, this research may be a reference for the next researcher that related to the enhancement of tongue twister technique toward English pronunciation ability, especially inside the consonant sounds.

1.6. Definition of Key Term

In this section, the researcher defines the terms that used in the study. The meaning of the terms is as follow:

a. Tongue twister

Tongue twister is a series of words or sentences consisting of letters and readings that are so similar that they make it difficult to pronounce. The type of tongue twister that has been applied at SMP Muhammadiyah 06 Dau is a medium level tongue twister. This is done by the English teacher to be adjusted to the student's ability level.

b. Pronunciation

Pronunciation is a way of pronouncing each word of a sentence or paragraph in English in different ways, such as when a word has a different class or position, the pronunciation will be different too.. In this research, pronunciation refers to the pronunciation of junior high school students. So, the type of pronunciation just simple, as applied by the teachers of SMP Muhammadiyah 06 Dau.

c. English Consonant Sounds

English consonant sounds are consonant sounds or consonants in English. This consonant sound is divided into two, namely voiceless sound and voice sound. Voiceless sound is a sound that is produced without vibration when we want to pronounce certain vocabulary. While voice sound is a sound that produces vibrations when we want to pronounce certain vocabulary. while the type of English consonant sound that is applied at SMP Muhammadiyah 06 Dau is the voiceless sound like / p/, /k/, / t/ , /s/, /h/.

CHAPTER II

THEORITICAL FRAMEWORK

This chapter presents the concept of pronunciation, the concept of a tongue twister, teaching pronunciation, and previous studies.

2.1. Pronunciation

In this section, the researcher will discuss the definition of pronunciation and also the features of pronunciation as follow:

2.1.1 Definition of Pronunciation

Pronunciation is one of the secondary abilities of a speaking degree; this is one of the essential secondary abilities to make sure that the person speaks all of the phrases clearly. As we know, there are many definitions of pronunciation. In addition, people can also draw conclusions from what they already apprehend about the meaning of pronunciation. However, pronunciation can be defined as the way a language or term is spoken. First, according to the Longman Dictionary of Contemporary English, pronunciation is "the way in which a language or a specific phrase is pronounced and a particular person's way in which a language or precise word is pronounced and a particular person's way of pronouncing a word or phrases." It states that pronunciation refers to how humans pronounce a word or phrase, which results in an incredible speech that is sincere and

understandable to humans. In other words, as defined by the Oxford Learner's Pocket Dictionary, pronunciation is concerned with how humans pronounce words or phrases that appear in spoken form. Pronunciation is defined as "the manner in which a language is spoken and the manner in which a phrase is spoken." Furthermore, Echols and Sadily define Bahasa pronunciation as (a) "lafal, pelafalan, pengucapan" and (b) "cara mengucapkan, ucapan." This description is identical to the two preceding definitions, except that it is focused on humans who "sway to deliver a sentence or phrases in their utterance or spoken." AMEP research centre said that pronunciation refers to sound manufacturing that human beings use to create meaning. It means if the pronunciation is carried out properly, it will make extra significant conversation to keep away from misunderstanding.

In addition, in pronunciation exercise activities, pronunciation is speech components that vary from the person sound that makeup speech to the manner wherein pitch -the rise and fall of the voice- is used to deliver meaning. It means that component in pronunciation is intonation, rhythm and tone in order to make a person easily apprehend the speaker's meaning. It is necessary to keep away from the interference of the mother language that allows you to develop an intelligible pronunciation. Vesna and Poposka (2017) said that pronunciation is speaking ability or oral conversation inevitable parts. It includes making the proper sounds of a particular language as well as how the sounds are put together inside the float of

speech. Additionally entails knowing the way to stress words effectively and the way to use intonation correctly. It means an intelligible pronunciation is needed to be understood by another English speaker (native or non-native).

As Dalton assumed in Rahmatika Dewi's journal(2017), pronunciation is the manufacturing of massive sound in two senses. It is used as a specific language and also to obtain which means in the context of use. since the pronunciation has a terrific effect for speaking ability, of a path with the intelligible pronunciation, the conversation can be simpler. From all definitions above, the author might also conclude pronunciation is an essential part of speaking ability that is supposed to make clear the word, the sounds, the pitch, and meaning of a speech in order to not make any misheard or misunderstanding of the phrases" which means to the listener or the hearer.

2.1.2 Features of Pronunciation

Pronunciation is made up of a few elements that define how to pronounce a word so that it can be understood in spoken language. It indicates that pronunciation encompasses not only the sounds of phrase, but also the sounds of language (phonology), strain, rhythm, and intonation. The symbol of language created by the organ speech is referred to as "sounds of language." Then there's the strain and rhythm, which is centered on the speaker's style of pronouncing a certain word with a primary significance in

language. And intonation is a sound wave used to enunciate phrases or sentences so that they make sense.

Furthermore, there are segmental and super-segmental aspects of pronunciation, which are classified into primary features. Segmental sounds, according to Marry Ann(1998), are a combination of simple inventory sounds and the means to shape a spoken language. Phonemes, such as consonant and vowel, are divided into segments, which are the smallest units of sound. The person sounds of a language are segmental elements associated to the speech production of phonemes that distinguish one word from another. Supra-segmental, on the other hand, goes beyond individual sound production. They amplify throughout the segment and are unknowingly created by native speakers on a daily basis. However, in this research, the author only focuses on consonant sounds. Namely, consonant sounds that are frequently mispronounced by Indonesians. The phoneme, which includes vowels and consonants in language, is a segmental characteristic.

According to Gerald Kelly(2015), who was quoted in Faisol Hadi's journal, there are 24 consonants and 12 vowels in the English sound, as seen in table 2.1.

Table 2.1.

Segmental features of phoneme

Vowels		Diphthongs		Consonants			
i:	<u>B</u> ead	eɪ	<u>C</u> ake	P	<u>P</u> in	S	<u>S</u> ue

ɪ	H <u>i</u> t	ɔɪ	T <u>o</u> y	B	<u>B</u> in	Z	<u>Z</u> oo
ʊ	B <u>o</u> ok	aɪ	H <u>igh</u>	T	<u>T</u> o	ʃ	<u>S</u> he
u:	F <u>oo</u> d	ɪə	B <u>ee</u> r	D	<u>D</u> o	ʒ	M <u>ea</u> sure
E	L <u>e</u> ft	ʊə	f <u>ew</u> er	K	<u>C</u> ot	H	<u>H</u> ello
ə	<u>A</u> bout	Eə	w <u>he</u> re	G	<u>G</u> ot	M	<u>M</u> ore
ɜ:	Sh <u>ir</u> t	əʊ	G <u>o</u>	tʃ	<u>Ch</u> urch	N	<u>N</u> o
ɔ:	Ca <u>ll</u>	aʊ	H <u>ou</u> se	dʒ	<u>J</u> udge	ŋ	<u>S</u> ing
Æ	H <u>a</u> t			F	<u>F</u> an	ɪ	<u>L</u> ive
ʌ	R <u>u</u> n			V	<u>V</u> an	R	<u>R</u> ed
ɑ:	F <u>a</u> r			θ	<u>Th</u> ink	J	<u>Y</u> es
ɒ	D <u>o</u> g			ð	<u>The</u>	W	<u>W</u> ood

Table 2.1 shows that English includes 44 distinct sounds, commonly known as phonemes. One sentence or meaning is distinguished from another by the 44 sounds. Segmental features are divided into two categories: vowel and consonant. A vowel is a sound made by a passage that isn't closed. The vowel sound is generated without the use of force in the mouth in the loosened passageways. According to Rochmad (2017), a diphthong is a type of vowel in English pronunciation. For example, /eə/, /ɪə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, and /əʊ/. While a strong gust of air is ejected from our mouth, a consonant sound is created.

2.2 English Consonant Sounds

According to Fromkin et al. (2011), consonants are noises produced with a lot of mouth tightness, squashing the air flowing up from the lungs. A consonant is spoken sound produced with some restriction of the air stream. In English pronunciation, consonants are incorporated in segmental phonemes (Low, 2015). Based on Yule(2014), consonants in English are divided into two types: voiced and voiceless. When the vocal folds are brought together, the air from the lungs continuously pushes them apart as it passes through, creating a vibrating effect; however, when the vocal folds are wide out, the air from the lungs travels between them unobstructed, creating a voiceless sound.

Low (2015) stated that the British English sound system has 24 consonants, with fifteen voiced consonants (/b/, /d/, /g/, /v/, //, /z/, //, /m/, /n/, /l/, /r/, /w/, and /j/) and nine voiceless consonants (/p/, /t/, /tʃ/, /k/, /f/, /θ/, /s/, /ʃ/, and /h/). Meyer (2009) divided English consonants into three categories: voicing, articulation position, and articulation method. Voicing is concerned with whether the vibration happens in the vocal chords or not. When the vocal folds vibrate during consonant articulation, the consonant is said to be voiced, and when they don't, the consonant is said to be voiceless.

2.3 Tongue Twister

In this section, the researcher will discuss the definition of a tongue twister, the implementation and also the advantages and disadvantages of the tongue twister technique as follow:

a. Definition of Tongue Twister

A tongue twister is defined by numerous specialists, and the following are a few definitions of a tongue twister. Tongue twister, according to the writer at Ulupi Sitoresmi(2016), is a sentence or text that enables a sound aggregation that is difficult for the mouth and, of course, tongue to control. Kevin(2009) explained that a tongue twister is a row filled with the repetition of consonant sounds and the repeat of the same sound; this is difficult to pronounce. Tongue-twisting is an oral action that is repeated regularly to educate the tongue to produce precise sounds. Tongue twister refers to twisting the tongue with a few identical sounds that can be repeated frequently and occasionally must be repeated quickly. Tongue twisters are commonly utilized in class as a more energetic activity and as a pronunciation workout for second and foreign language learners. "Tongue twisters are also a useful tool that phoneticians and speech therapists use to help people with specific articulation issues like lisps (the condition in which sounds /s/ or /z/ are replaced with /ð/)."

Meanwhile, a tongue twister, according to Cambridge Advanced Learners Dictionary, is "a statement or term that is designed to be difficult

to utter, primarily when repeated quickly and frequently." It usually consists of phrases with similar sounds." The words are indexed in a sentence and are continuously uttered. As a result, the author can say that a tongue twister is a sentence or phrase that combines similar sounds and is repeated quickly and effectively.

b. The Types of Tongue Twister

There are two types of tongue twisters, which are as follows:

1. Sentence types

A sentence is a collection of sentences with the same sounds that are all contained within sentence types. For instance, (*The fat cat sat on the man's black hat, my mother's brother is my uncle, and the teacher's chair was covered in chalk*).

2. Story types

A narrative is a collection of phrases with phrase repetition and the same sound, which can be divided into short and lengthy stories. Consider the following case: (*There brothers go together to get dinner with their mother and father in uncle house, the eat vegetable after that they go to a theater in there they meet with couple sister*).

2.4 The Implementation of Tongue Twister Technique

A number of scholars have proposed a method for training and learning pronunciation. Teaching and learning pronunciation to ESL students differs from teaching and learning pronunciation to adult students.

Teachers must train the letter sound, letter construction, and figuring out the sounds in a sentence to train pronunciation, particularly for ESL learners. When teaching tongue twister, the teacher can focus the students' attention on one activity since they will be intrigued by the technique because it is novel to them. Danijela claims that a tongue twister has a sound repetition and a personal strain, rhythm, and intonation of genuine speech, making it a likely best pronunciation exercise. Alliteration and rhyme are used in many tongue twisters. They have two or three sound sequences, then identical sound sequences with a few sounds exchanged, such as "she sells sea shells on the beach." Students may benefit from this type of technique since they may practice and enjoy the pronunciation of English phrases. Meanwhile, the researcher may concentrate on the sounds /æ/, /i:/, /tʃ/, and /ʃ/ for this study.

Furthermore, the researcher used the tongue twister technique to instruct. There are a few things that teachers should be aware of. The teacher separated the students into a few groups in the first phase, and then gave the photos that corresponded to the tongue twister sentences in the second step. The teacher then offers the tongue twister lines once the students have guessed the visuals. Following the tongue twister sentences, the teacher informs the students of the phoneme that they must know in order to complete the syllabus. Following that, the teacher uses tongue twister sentences to demonstrate how to employ proper intonation and phrase strain when speaking the tongue twister lines. The teacher explains

the eight guidelines for determining phrase stress in the phrase strain explanation, and in the intonation explanation, the teacher also shows a video about utilizing proper intonation when reciting tongue twister sentences. After explaining phrase stress and intonation, the teacher and students repeat the phrases and do phrase chains to improve the students' fluency in pronouncing the words. The teacher also instructs the students to return to the front to ensure that they are confident in their pronunciation of the English word. The teacher next invites the learners to undertake an intonation and word strain exercise in order to improve their grasp of how to use proper word strain and intonation. The teacher also asks the pupils to take a pronunciation test and a tongue twister test to assess their ability to pronounce words correctly. After going through the processes of tongue twister implementation, the researcher came to the conclusion that tongue twister training requires a lot of repetitive practice.

When a teacher teaches language, particularly pronunciation, Ahmad Hidayat(2012) claims that repetition is a useful strategy since it allows the student to retain how to pronounce the sounds correctly and notice their faults simply by repeating the action. The teacher might instruct the children to exercise not only in the classroom but also at home. Students may become fluent in pronouncing tongue twister sentences as a result of their extensive practice. The teacher also teaches how to stress the sentence and how to pronounce the tongue twister sentence with proper

intonation. This technique allows the sounds to no longer be flat, but to have a tone and be exciting to listen to.

Furthermore, the teacher must introduce something fresh to the class in order to pique the students' interest in recognizing and learning about the subject. As mentioned by Peter Norton in Burns and Claire's e-book, when teaching pronunciation, the teacher can offer a quick dialogue to let students to practice their word strain. It means that the kids can understand how to pronounce anything correctly using a precise and exciting technique. An example of the application of tongue twisters at SMP Muhammadiyah 06 Dau is as follows:

1. Students will be given a sentence that contains words that are similar in writing and also in pronunciation, such as: *“The big black bug bit the big black bear, but the big black bear bit the big black bug black”*.
2. Students must pronounce the sentence slowly three times.
3. If the student has been able to pronounce the sentence correctly and fluently, the student must start saying the sentence three times with a slightly increased speed level.
4. After that, if the students have been able to pronounce the sentence correctly and fluently with the speed that has been increased, they should try to pronounce the sentence more quickly.

5. Then, the students have been able to pronounce the sentence correctly and quickly. So, after that, the students can try it by using different sentences.
6. Finally, they can speak or pronounce every word, even every letter, fluently. So, their pronunciation is getting better by using the tongue twister technique.

Tongue twisters were used in a variety of methods during the class, including a whispering game, video modeling, a warm-up activity, chain reading, and drilling.

a. Whispering Game

This activity took place during the first pronunciation class meeting. This was done to give learners who had never heard of tongue twisters an additional thrilling and challenging introduction. The learners have been asked to form groups of six people. Then, one by one, each member of the group took a turn whispering a tongue twister to the other. The professor provided two groups with a whispering tongue twister to complete. The team who recited the tongue twister the fastest and correctly won the game. "*She sells sea shells on the beach,*" one of the tongue twisters murmured.

Regrettably, the final outcome fell short of expectations. It shouldn't be said appropriately by any group. "*Father, mother, brother, and my hand in hand collectively with each other,*" was one of the results of

the tongue twister stated by one of the groups. Students couldn't tell the difference between the noises /ð/ and /θ/ sounds. The teacher asked the groups to write their tongue twisters on the board at the conclusion of the game. Then, using a whispering game, correct their mistakes and drill them three to five times on how to pronounce the tongue twister. Students are required to develop not just their pronunciation but also their listening skills. According to Nooteboom, who was quoted by Pardede, speech perception influences speech manufacturing, and conversation discourse is an important aspect in listening. Students study pronunciation in a more engaging and relaxed setting. To win the game, numerous individuals from each group must work together effectively.

Furthermore, since each member is accountable for saying and whispering the tongue twister quickly and correctly, competition might boost their motivation. Every learner has the same chance to actively participate in the game. However, this game takes a long time to complete because each group spends different amounts of time on it. Those who have yet to be assigned a game may feel bored while waiting. Despite this, the 24 learners in the pronunciation lesson reported they had fun whispering tongue twisters.

b. Video Modeling

Video modeling was used in the pronunciation class during the second assembly. It is critical to use tongue twister films available on YouTube since, according to a few studies, some teachers teaching

English to adult learners lack experience in teaching pronunciation. These films expose learners to native speakers' pronunciation, which is beneficial to them. Students were given the opportunity to listen to native speakers and observe how they move their mouth and tongue while performing tongue twisters from movies, and they learned not only the right segmental but also supra-segmental components. In addition, the students learned how to use technology, specifically YouTube videos, as a valuable resource for language study.

c. Warming Up

Warming-up tongue twisters are tongue twisters that students organize and utilize at the start of a lecture. After joining the whispering game and video modeling, second-meeting students were given the task of looking up a tongue twister on the internet and selecting one that was appropriate for the course plan. The learners have taken an active interest in the teaching-learning process here. To begin, they chose a tongue twister that needed to be discussed with the professor. Then they learned how to pronounce it for themselves by checking a dictionary or, if they were having difficulty, by consulting the lecturer. From the third week until the end of the semester, students took turns guiding the other students in pronouncing and pick the tongue twister for pronunciation class. Tongue twisters were employed as a warm-up activity here. It effectively drilled the muscles, mouth, and tongue of the learners.

As previously said, many students were frightened and hesitant to practice pronouncing words at the start of pronunciation class. They didn't pay any attention to pronunciation at all. Students were more motivated to complete the course after participating in peer group learning. As a result, the atmosphere in the classroom improved. The learners had a lot of fun practicing their pronunciation. This activity was chosen because there is a transition in the teaching-learning paradigm from teacher-centered learning to student-centered learning these days.

d. Chain Reading

Chain reading is a very communicative activity since it can involve all of the kids in the classroom, and they value excellent group work cooperation. The teacher begins the activity by dividing the students into groups and instructing them to stand up and form a few lines in front of the whiteboard. Then, one by one, each group member must read a tongue twister phrase. The winning group is the one that completes the reading the fastest. The completed output is then discussed by the teacher and the learners.

e. Drilling

For decades, drills have been used in foreign language schools. It focuses on using oral exercise to repeat structural styles. Furthermore, drilling comes in a variety of forms, including repetition drill, substitution drill, and transformation drill. However, just one of the

many drilling methods will be used in this study. This is the repeat drill, and there are a few reasons behind it:

1. The teacher assumed that using the repetition exercise to teach English pronunciation would be very effective since the learners would be able to mimic what their teacher stated using an acceptable English phonetic alphabet sound.
2. The teacher can correct any mistakes that learners make and encourage them to learn from their mistakes before moving on to the next step, and the teacher can repeat the phonetics. In addition, the teacher instructs the students to review the phonetic alphabets.
3. The teacher gives the students a thorough practice in hearing and pronouncing specific words or phrases.
4. Teachers can aid learners in getting their tongues around difficult sounds or imitating intonation that is different from their native languages.

2.5 Previous Studies

The researcher reviews previous research as a literature review and will use it as a reference. There are five kinds of literature review that researcher used in this research as follows:

Carunia Alfitra Adriati conducted the first research (2019) entitled “Enhancing Students Pronunciation of English Consonant Sounds by Using Tongue Twister Technique at Seventh Grade Students of SMPN 3

Tangerang Selatan Academic Year of 2018/2019". The purpose of this study was to learn and report how a teacher employed the tongue twister technique to improve students' pronunciation of the English consonant sounds /θ/ and /ð/ at SMPN 3 Tangerang Selatan's seventh-grade students. Classroom Action Research Method was employed in this study. The tongue twister technique, according to the findings, helps learners practice pronunciation of the /θ/ and /ð/ sounds in a fun way. The commonalities are that both studies focus on how the tongue twister technique can improve students' pronunciation skills and have the same goal of improving students' pronunciation of /θ/ and /ð/ sounds. The subjects in both studies were Junior High School students in seventh grade. The distinction is that earlier studies used classroom action research (CAR), but this study uses a qualitative method as the research strategy.

Yusta Fraesti conducted the second research (2020) entitled "The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan". The goal of this study was to see if there is a significant difference between students who are taught using tongue twister technique and students who are not taught using tongue twister technique in the tenth grade of SMAN 1 Nawangan Pacitan in the 2019/2020 academic year. A quantitative technique and a quasi-experimental design were used in the investigation. According to the study, the tongue twister technique effectively enhances students'

pronunciation achievement at SMAN 1 Nawangan Pacitan tenth-grade students in the academic year 2019/2020.

The similarity, both studies focus on how the tongue twister technique can be effective in improving the students' pronunciation ability. The differences in the previous study used a quantitative technique as the research design. However, this research uses the qualitative method as the research design. Besides, the previous study focused on improving students' pronunciation ability by tongue twister in general. Also, it used students of Senior High School as the subject. However, this research focuses on improving students' pronunciation ability of English consonant sounds like /θ/ and /ð/ sounds and uses junior high school students as the subject.

Sukiani conducted the third research (2020) entitled "Improving Students' Pronunciation Ability Through Tongue Twister Method at The Second Grade Students of MTs Al-Hamidiyah NW Sidemen in Academic Year 2019/2020". The goal of this study was to see if tongue twisters could help students enhance their pronunciation skills. In this study, the researcher used Classroom Action Research as the research methodology. The results demonstrated that the tongue twisters method may assist students enhance their pronunciation skills, which aided their engagement in the teaching-learning process.

Both of the studies have the same goal: to use the tongue twister technique to improve students' pronunciation skills. Another

commonality is that the subjects in both experiments were junior high school students. The previous study focused on improving students' pronunciation ability in general by using tongue twisters and also used classroom action research as the research design. This study focused on improving students' pronunciation ability of English consonant sounds such as /θ/ and /ð/ sounds and also used qualitative method as the research design.

The fourth research was conducted by Nur Trisina Juniarti (2019) entitled "Using Tongue Twister Technique to Improve Students' Pronunciation Ability at The First Grade of SMK Negeri 2 Pare". The goal of this study was to collect empirical data on the differences in pronunciation test results between students who were taught using the tongue twister technique and students who were not taught using the tongue twister technique. This study used a quantitative method with a quasi-experimental design as the research method (non-equivalent control group). Because the data revealed that the tongue twister technique (H_a) is acceptable, the outcome was tongue twister technique can be used in teaching pronunciation. The Null Hypothesis (H_o) is rejected.

The similarity is that both studies have the same objective to improve students' pronunciation ability through the tongue twister technique. The differences in the previous study used a quantitative method using quasi-experimental design (non-equivalent control group)

as the research design. Also, they used the students of senior high school as the subject. However, this study used the qualitative method as the research method.

The previous research, finished by Miftahur Rohman (2016), entitled “The Use of Tongue Twister Technique to Improve EFL Students’ Pronunciation”. The purpose of this study was to describe how the tongue twister technique was used to improve EFL students’ pronunciation. Classroom Action Research was employed as a research design in this study, which was carried out in two cycles. The tongue twister technique enhanced students’ pronunciation, and the study resulted in knowledge and a novel reference technique for teaching English pronunciation.

The tongue twisters method was utilized in both studies to help students improve their pronunciation. The prior study, on the other hand, used Classroom Action Research to analyze the results of students’ pronunciation abilities. This study, on the other hand, employed a qualitative research design. Another distinction is that the prior study focused on Senior High School students. However, the subjects of this study were Junior High School students.

The difference between this research and previous research is that in this study the researcher used a qualitative method with a case study type using junior high school students as the object. In this study, we have investigated the implementation of the special tongue twister

technique for English consonant sounds such as /p/, /k/, /t/, /s/, /h/ which are applied by teachers at SMP Muhammaiya 06 Dau, namely about several consonants that are still often mispronounced by students at SMP Muhammadiyah 06 Dau.

CHAPTER III

RESEARCH METHODS

This chapter covers the methodology of the study, including the research design, study subject, instrument, data collection methods, and data analysis.

3.1 Research Design

The type of this research is case study with descriptive qualitative as the method, which means that the information gathered is in the form of words and pictures rather than numbers (Sudarwan, 2002). Qualitative research is a method of gathering descriptive data from people and observed behavior in the form of written or spoken words. Meanwhile, descriptive research is a type of study that aims to describe or describe existent events, both natural and man-made. The goal of descriptive research is to create a detailed, systematic, and accurate description of the facts and characteristics of a specific population or area. The researcher was use this study to examine the implementation tongue twisters technique and also the procedures of this technique implemented to improve students' pronunciation of English consonant sounds like /ð/ and /θ/, particularly among SMP Muhammadiyah 06 Dau eighth-graders.

3.2 Research Setting and Participant

a. Research Setting

This study aims to get a clearer, more complete picture and information and allow easy for researcher to conduct observational research. In this case, the research location is at SMP Muhammadiyah 06 Dau. This reseracher was conduct this research in May 2022.

b. Research Participant

The participants in this study was an English teacher and eight-grade students at SMP Muhammadiyah 06 Dau because this research was conducted to determine the effect and strategy of teaching pronunciation by using the tongue twister technique at SMP Muhammadiyah 06 Dau. The researcher choose class VIII C students as research participant because this class was the only class that had applied the tongue twister technique in learning pronunciation, especially in terms of consonant sounds at SMP Muhammadiyah 06 Dau.

3.3 Data Sources

According to Lofland, in his book *Qualitative Research*. The key data sources in qualitative research are words and acts, with the rest coming in the form of supplemental data such as papers and other sources. It is evident that the data in this area is separated into words and actions, written data sources, photographs, and statistics. In the meantime, the research's data source is the subject from which the

data can be gathered. Informants, or those who respond or answer questions both in writing and vocally, are the data source when utilizing interviews to acquire data. Objects, motion, or the process of anything are used as data sources when using observation. The primary data source in this study was gathered in the form of words from interviews with predetermined informants at SMP Muhammadiyah 06 Dau about various aspects of English learning activities connected to enhancing students' pronunciation ability. While the secondary data sources in this study were curriculum data, lists of names of teachers and students involved in the research process, profiles of SMP Muhammadiyah 06 Dau, and photos of teaching and learning activities at the school.

3.4 Instrument of The Study

In this study, two main tools are employed to collect data. Observation and interviews are among them:

a. Observation

The researcher is directly involved in the daily activities of the person being observed or used as a source of research data in this observation, which is called participatory observation (Sugiyono, 2006). The reason why the writer chose observation as one of the methods used in the research was so that the writer could find out and obtain information about the students' condition and the process

of pronunciation learning activities, which would then be compared with the results of interviews obtained from students and English teachers. Researcher conducted this direct observation to optimize data and discover how tongue twisters encourage students to improve their pronunciation of English consonant sounds of /ð/ and /θ/, particularly among SMP Muhammadiyah 06 Dau eight-grade students. In this study, the researcher was observe class VIII C during the English learning activities, namely by paying attention to the way or style of each student in speaking or pronouncing each word. The researcher was record their every activity in terms of speaking and in terms of pronouncing each word in terms of the advantages and disadvantages that have been implemented by the students. In this observation, the researcher used an instrument of 8 questions. Questions 1-5 explain the methods, teaching techniques and instruments used by the teacher. Questions 6-8 explain the feedback given by students to the teacher during the process of learning English or learning pronunciation.

b. Interview

An interview is a conversation between two people having a defined aim, the interviewer asking questions and the interviewee answering questions. In this situation, the researcher employs structured interviews, in which an interviewer establishes the problem and questions to be addressed in order to obtain answers to

a well-formulated hypothesis. In carrying out the interview technique, the interviewer must create a good relationship so that the informant is willing to cooperate, feels free to speak, and can provide factual information. The interview technique that the researcher uses is structured (written) by first compiling some questions that will be submitted to the informants. This is done to keep the conversation in the interview focused on the intended objective and to avoid the conversation becoming too broad.

Sugiyono (2007) stated that Structured interviews, semi-structured interviews, and unstructured interviews are the three types of interviews. The researcher used semi-structured interviews in this study. A semi-structured interview consists of a sequence of open-ended questions that allow the researcher to ask new questions as needed to fully comprehend the information. Researcher employed the interview technique to look into how tongue twisters encourage students to improve their pronunciation of English consonant sounds like /ð/ and /θ/, particularly among SMP Muhammadiyah 06 Dau students. The informants included: teachers were teaching English subjects to obtain information about the implementation system and the effects or impacts obtained by students and teachers after improving pronunciation ability by using the tongue twister technique at SMP Muhammadiyah 06 Dau.

In this study, two types of interviews were used, namely interviews with teachers and interviews with students. Interviews with teachers using instruments in the form of 13 questions. Where questions 1-4 explain the responses given by students to the teacher, questions 5-8 explain the language used in the learning process. Questions 9-10 explain the reasons for choosing the tongue twister technique. Questions 11-13 explain the implementation, advantages and disadvantages of applying the tongue twister technique in teaching pronunciation.

While in student interviews, the researcher used an instrument in the form of 5 questions. Questions 1-3 explain the responses of students to the application of the tongue twister technique. Questions 4-5 explain the advantages and disadvantages of students while applying the tongue twister technique in the pronunciation learning process

3.5 Data Validity Test

The credibility criteria were used to determine the data in this study. To collect relevant data, the researcher double-checked the research data legitimacy by triangulation.

In credibility testing, triangulation is described as examining data from many sources in different ways and at different times. As a result, there is a triangulation of sources,

data collection procedures, and time. Source triangulation is used in this investigation. Source triangulation is a technique for verifying the veracity of data. Using numerous sources of information data as consideration, compare the outcomes of interviews with the contents of a document. The researcher analyzes the data from the observations with the data from the interviews, as well as the results of the interviews with the results of other interviews in this case.

3.6 Data Analysis Techniques

A descriptive-analytical method was employed to analyze the data, which describes the information in words, pictures, and not numbers. The information gleaned from manuscripts, interviews, field notes, and records is then explained in order to shed light on reality (Sudarto, 1997). In qualitative research, data analysis takes place before, during, and after the fieldwork is completed. In this case, The analysis has started since formulating and explaining the problem, before going into the field and continuing until the writing of research results. Data analysis becomes a guide for further research until, if possible, grounded theory. However, in qualitative research, data analysis is more focused during the field process and data collection. Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather

than after the process. In reality, qualitative data analysis occurs during the data collection process rather than after the data collection is complete.

The researcher was analyzed the data qualitatively. According to Ary (2006), data analysis has four stages: coding, data reduction, data display, and conclusions. The researcher uses descriptive analysis.

The results of the interviews was be transcribed and analyzed by category. Then it will be correlated with the results of the questionnaire and previous research. The result of the documentation will be described using qualitative descriptions to support the previous information. The researcher draws a conclusion based on the data above.

1. Data reduction is a selection process that focuses on the simplicity, abstraction, and transformation of "raw" data from field notes. Since data collection, reduction has been carried out, beginning with summaries, coding, tracing themes, composing notes, and so on, to eliminate irrelevant data or information, after which the data is validated.
2. Data presentation describes a structured set of information that allows concluding and taking action. Qualitative data are presented in narrative text, designed to combine

information that is arranged in a coherent and easy-to-understand form.

3. The last step in qualitative research is to verify the findings. Researcher must reach findings and check them, both in terms of meaning and the accuracy of the conclusions reached by the research location. The researcher's interpretation of the data must be checked for accuracy, appropriateness, and robustness. Researcher must recognize that when looking for meaning, they must take an ethological technique, for example, from the standpoint of critical data, rather than interpreting meaning from the researcher's perspective (ethical point of view).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the profile of SMP Muhammadiyah 06 Dau, research finding, data description, and discussion of the research.

4.1. Research Finding

In this chapter the writer would like to describe and discuss the findings of the research. This research used qualitative research with case study as the research methodology, interview and observation as data collection of technique. This research took place at second grade students of SMP Muhammadiyah 06 Dau in academic year 2021/2022.

Interviews were conducted using a purposive technique on 7 key informants conducted at SMP Muhammadiyah 06 Dau consisting of 1 teacher and 6 students. Resource persons who were interviewed intensively with names using initials, namely KR, IMA, HMN, ABV, NRR, ZND, and APU. Interviews with resource persons with the initials KR were held on Tuesday, May 17th, 2022; resource persons with the initials IMA carried out on Wednesday, May 18th, 2022; resource person with the initials HMN held on Thursday, 19th May 2022; interviewees with the initials ABV held on Friday, May 20th, 2022; resource person with the initials NRR held on Monday, May 23th, 2022; source with the initials ZND held on Tuesday, May 24th, 2022, while the resource person with the initials APU held on Wednesday, May

25th, 2022. Data not revealed through interviews, supplemented with data the results of direct, participatory observations conducted over a period of May 9th to May 31th. All data from this research are described by focus research questions as follows:

4.1.1 Students interview

In this section, the researcher conducted interviews with six students and used five questions with different answers which will be described below:

1. Are you interested in the learning method provided?

Researchers used interview techniques to obtain data from teacher preparation and student experiences during the learning process. According to IMA, the learning method provided by the teacher in the learning process is very interesting and challenging, namely learning English, especially for speaking skills or pronunciation using the tongue twister technique. IMA interviewees said that:

"I am very interested in the method used by the teacher in teaching English in the classroom. I think learning English using the tongue twister technique is very challenging because we are required to recite a sentence that has the same rhyme with an unusual speed. however, through this technique, I feel that my speaking or pronuniation skills can be improved more easily." (int. May 18th 2022)

In line with IMA's opinion, the HMN interviewees revealed that the learning method used in the English learning process in the classroom

was very interesting because it had never been obtained before. HMN interviewees said:

"I think the learning method used by Mrs. K is very unique because to my knowledge there has never been an English teacher who has used this kind of learning method. Therefore, I think that I should try to learn English using this method so that I can speak or my pronunciation can improve". (int. May 19th 2022)

While the ABV, NRR, ZND, and APU interviewees had very similar answers, even almost the same answers. They said that the method or technique used by Mrs. K in teaching English, especially in terms of speaking or pronunciation, was in accordance with what they had hoped for previously, namely they really hoped that the English learning process would run very excitingly and not make them bored quickly. ABV interviewees said:

"Learning English turns out to be easy, sis, not as difficult as I thought. If learning English always used a method like Mrs. K, I would definitely like to learn English from the first". (int. May, 20th 2022)

NRR interviewees said:

"At first, I was a little confused by the teaching method given by my English teacher. But after several meetings of English subjects, I felt that the teaching method used by the English teacher was very different, very interesting and very fun to use. at the next meeting or learning English". (int. May, 23th 2022)

ZND interviewees said:

"Sis, it turns out that learning English is fun. I feel that my English skills are now improving, especially in terms of my speaking skills or pronunciation because every time I learn English, Mrs. K always uses a different learning method. The learning method used is always interesting and interesting. according to my talents and abilities". (int. May, 24th 2022)

While APU interviewees said:

"In my opinion, the English learning method used by Mrs. komariyah while teaching English in class. So now my friends and I feel that we can speak English, we become more confident and able to speak English, although sometimes there are still some words or sentences that we don't understand the meaning of. but now I think that learning English is not as difficult as I imagined". (int. May, 25th 2022)

Based on the results of interviews from the first question to 6 students, almost all of them had almost the same answers. they said that the learning method used by Mrs. K in teaching English subjects, especially in terms of speaking skills or pronunciation in class, really made them interested. it can be concluded that the method used by the English teacher in the learning process has succeeded in attracting the attention and enthusiasm of the students to learn English and learn speaking skills or pronunciation in an easy and fun way, so as not to make them feel bored quickly in the learning process.

2. Do you like with learning pronunciation using the tongue twister technique?

In this study, a description of the students' responses to the English language learning system using the tongue twister technique is described. In this case the response of almost all students is like, as stated by the IMA interviewees:

"I really like learning speaking or pronunciation using the tongue twister technique, sis. Even though I'm new to this technique, I really like it because I think this technique is easier to apply and easier to get into our brains". (int. May, 18th 2022)

Meanwhile, the HMN, ABV, and APU interviewees had similar answers. They said that learning English for speaking skills or pronunciation is very suitable when using the tongue twister technique. They also said that learning English for speaking or pronunciation problems using these techniques made students memorize faster, as explained in the statements below:

When interviewed, HMN interviewees said:

"It's true sis, I've never heard the words tongue twister before, let alone learn English using the tongue twister technique. But I really like this technique, because learning speaking or pronunciation becomes fun, every sentence we say becomes beautiful and delicious to heard because they have similar or even almost the same rhymes or pronunciations". (int. May, 19th 2022)

In addition, the ABV interviewees said that:

"I and my friends in class really like learning English for speaking or pronunciation using a technique like the one used by Mrs. K, namely the tongue twister technique. With this technique, my friends and I can learn speaking or pronunciation more easily, more fun because when we pronounce a sentence using the tongue twister technique, the sentence will be like a song that has some of the same letters or rhymes like a rhyme". (int. May, 20th 2022)

While the APU interviewees said:

"I used to hear the word tongue twister from my sister, but at that time I didn't understand what a tongue twister was. And now, it turns out that I met that word again when I was learning English and speaking or pronunciation skills with Mrs. K. I like this technique and feel that I am now more able to speak English". (int. May, 25th 2022)

In addition, the NRR interviewees thought that learning English was fun. especially if we learn speaking or pronunciation using the

tongue twister technique, students don't get bored quickly and it's easier to understand. He explained:

"Why, sis, we don't learn English using the tongue twister technique like we used to. We should now be more proficient in speaking and pronouncing every word and even every sentence clearly and correctly more easily". (int. May, 23th 2022)

On another occasion, the ZND interviewees thought that if we learn English, especially in terms of speaking or pronunciation, then learning English will be more exciting as he said:

"Has the tongue twister technique been around for a long time, sis? If so, why don't all teachers teach English using this technique so that their students can now be proficient in speaking or in pronouncing every word and even every sentence in daily activities". (int. May, 24th 2022)

So, from the collection of answers to these questions that were obtained from 6 resource persons, it can be concluded that almost all students like learning English using the tongue twister technique, because according to them the technique is unique, interesting and makes learning English and speaking or pronunciation skills increase easily.

3. How do you feel about learning pronunciation using the tongue twister technique?

In carrying out the process of learning activities, teachers always try to provide interesting methods so that students will understand more easily and will not feel bored quickly. one of the keys to the

success of the teaching and learning process is how interesting the method used is and one of the indicators of success is that it can be seen from the extent to which students can capture knowledge and apply it in life and daily activities, as stated by APU interviewees when interviewed at break time.

"When learning English began, I was very happy, Sis, because Mrs. K taught us to use the tongue twister technique. With this technique, I feel that learning becomes more exciting, and more challenging because through this technique I can learn to pronounce words or sentences that the writing and the way to read it are similar but have different meanings so that my pronunciation or speaking skills are better because we are taught to pronounce sentences or similar words with the correct spelling and rather quickly". (int. May, 25th 2022)

In line with APU's opinion, the NRR interviewees also said that learning English using the tongue twister technique made him more skilled in speaking or in terms of pronunciation skills. He said:

"Learning to use a tongue twister is fun, sis. I feel that I like English now. Especially after learning speaking or pronunciation, I can pronounce sentences or words that are very similar when spoken more correctly and don't just say it". (int. May, 23th 2022)

In addition, from the questions that have been given to students, three of them have answers that are essentially the same, namely they think that learning speaking or pronunciation using the tongue twister technique makes them understand more and easily memorize the sentences they say. when asked, ZND interviewees said that:

"After being taught speaking or pronunciation by Mrs. K, I feel that I can speak or my pronunciation skills become more fluent. We are taught pronunciation by Mrs. K using a tongue twister technique

which is very cool and can create a different atmosphere than before". (int. May, 24th 2022)

More than that, ABV interviewees said:

"It turns out that learning speaking or pronunciation is easy, sis. Moreover, we learn pronunciation using the tongue twister technique to be more memorable and the words we say are more easily embedded in our brains. Besides that, I can also talk to my friends in class with more fun as if we were playing". (int. May, 20th 2022)

Not much different from the ZND and ABV interviewees, the IMA interviewees also said that:

"Sis, can we always use the tongue twister technique whenever and wherever, sis. Because if we arrive later we can learn speaking and pronunciation using that technique, we will definitely be smarter in speaking English, being able to talk to tourists more easily". (int. May, 18th 2022)

Slightly different from the three sources above, the HMN interviewees said that learning speaking or pronunciation using the tongue twister technique was a bit difficult because many pronunciations were similar and almost the same, as he said when interviewed:

"It turns out that learning speaking or pronunciation using the tongue twister technique is a bit difficult, sis. Is it because this is the first time I've tried it? So my tongue still feels stiff and convoluted. But if I try it more often, maybe later it will be easier automatically". (int. May, 19th 2022)

From some of the answers to the various sources above, it can be concluded that they really enjoy learning speaking or pronunciation

using the tongue twister technique. Although at first sometimes it still feels a little difficult because the tongue is still stiff and has never tried, but over time we will get used to it and make our speaking or pronunciation skills improve and become smart in English.

4. What are the advantages that do you get when learning pronunciation using tongue twister technique?

Learning English using the tongue twister technique has provided many benefits or advantages for students, especially in terms of improving students' skills in speaking or pronunciation, as explained by the students when interviewed with the following detailed answers:

The ABV interviewees considered that learning speaking or pronunciation using the tongue twister technique made the words or sentences we say would be easier to remember in the brain so that it would be easier to speak at a later time as he explained:

"I think, sis, we can make it easier to speak or pronounce a word or sentence if we often study or practice speaking or pronunciation using the tongue twister technique. Because in my opinion, this technique makes every word or sentence that we are or will be saying easier to remember in our brains or our minds". (int. May, 20th 2022)

Slightly different from the answer from ABV interviewees, the APU interviewees explained that he felt that he understood more quickly both in terms of meaning and in terms of how to pronounce each word properly and correctly when learning speaking or pronunciation using the tongue twister technique, he said that:

"Actually, Sis, we learn English, especially in terms of speaking or pronunciation using the tongue twister technique, it is very helpful and very useful for us in the future, including through the tongue twister technique, we can quickly understand the meaning of the words or sentences we say Besides that, we can also know and practice how to pronounce the word or sentence more correctly and precisely according to the rules of how to pronounce the actual pronunciation". (int. May, 25th 2022)

Slightly deviating from the answers of some of the previous speakers, the IMA interviewees was of the opinion that by learning speaking or pronunciation using a tongue twister technique, we can speak English faster and better and the sentences that we say become better or pleasant to hear because they have rhymes like songs. . IMA interviewees said:

"Learning speaking or pronunciation using the tongue twister technique allows us to speak or recite an English sentence quickly and the sentences or words we say become better and pleasant to hear because they rhyme or have the same rhyme". (int. May, 18th 2022)

While among the HMN, NRR and ZND interviewees, the answers were almost similar among them. They say that if we learn speaking or pronunciation using a tongue twister, this technique makes the sentences or words we say more stored in the brain, can immediately understand the meaning of the sentence correctly, and make our speaking or pronunciation more fluent as described in the following answers. At that time the HMN interviewees said:

"Since a few months ago, Mrs. K has been teaching English in our class using the tongue twister technique. She said that this technique is very useful for practicing our speaking and pronunciation skills. Now I just feel that through this technique, I can quickly catch and understand things. the meaning of every

sentence uttered by Mrs. K, besides that I can also learn to pronounce the sentence better and more easily". (int. May, 19th 2022)

While with the same question, the NRR interviewees said that:

"In the past, when I was taught English about speaking or pronunciation by other teachers and using other techniques, I felt it was not suitable and made me feel bored with English. But after my friends and I were introduced to the tongue twister technique by Mrs. K, I felt I more quickly understand and understand every meaning of sentences spoken by other people". (int. May, 23th 2022)

On another occasion, when interviewed using the same question, a

ZND interviewees said:

"For some reason, since Mrs. K taught speaking or pronunciation in our class using the tongue twister technique, I feel now more skilled and fluent in speaking or pronunciation, sis and I have become more challenged to speak in English". (int. May, 24th 2022)

After researching based on various answers obtained from different interviewees, it can be concluded that learning English, especially for speaking or pronunciation problems, has many advantages, including making it easier for students to understand each sentence or word spoken, making it easier for students to understand each other. students become more fluent and more correct in pronouncing each word or sentence, making the spoken word or sentence easier to remember in the brain and through this technique students can speak or pronounce each sentence more quickly and precisely.

5. What are the disadvantages that do you get when learning pronunciation using tongue twister technique?

In addition to the advantages, this section will explain the weaknesses or disadvantages obtained by students when learning English or practicing speaking or pronunciation skills using the tongue twister technique, as explained by several interviewees below:

When interviewed using the questions above, the ZND interviewees stated that when we learn speaking or pronunciation using the tongue twister technique, we sometimes find it difficult to write the words or sentences we say. He said:

"Although I feel that learning speaking or pronunciation using the tongue twister technique is fun, but I feel that sometimes I still find it difficult to write the words or sentences that have been spoken. So, I cannot write the words or sentences properly and correctly according to the rules". (int. May, 24th 2022)

In other times, the ABV interviewees was of the opinion that when Mrs. Komariyah taught speaking or pronunciation using the tongue twister technique, he sometimes found it difficult to pronounce because every word or sentence had similar writings. He said:

"Actually, learning speaking or pronunciation using the tongue twister technique is very fun. However, on the other hand, I also feel that sometimes it is still a little difficult to pronounce words or sentences properly and correctly because the writing or pronunciation is very similar". (int. May, 20th 2022)

While the IMA, HMN, NRR and APU interviewees also had almost the same answers when interviewed using the same questions.

They said that they had a little difficulty learning speaking or pronunciation using the tongue twister technique because they were still beginners and had never tried it before, as described in the following answers, the IMA interviewees said:

"Sis, sometimes when learning speaking or pronunciation using the tongue twister technique, I still often find it difficult, maybe it's because of the way the tongue twister is pronounced which has to be fast, while my tongue is still not used to it so it's often convoluted". (int. May, 18th 2022)

HMN interviewees also said:

"Yes, Sis. I also find it a little difficult to pronounce the tongue twister sentence properly and correctly because I am still a beginner and have never tried it before". (int. May, 19th 2022)

Not much different, the NRR interviewees also said:

"Maybe it's because I'm still a beginner and just trying this tongue twister technique and we are told to read the sentence or it quickly, so I still find it a little difficult. But its okay I'll still try to learn speaking or pronunciation using that technique". (int. May, 23th 2022)

Not only that, the APU interviewees also explained some of the disadvantages of using the tongue twister technique, he said:

"Maybe the weakness of learning speaking or pronunciation using the tongue twister technique is that Mrs. K has to be more patient in teaching us, because to be able to use these techniques we must be taught and trained repeatedly. In addition, learning speaking or pronunciation using the tongue twister technique, sometimes it makes us feel careless and only focus on the sound of the sentence, without paying attention to how it is written properly and correctly". (int. May, 25th 2022)

So, from the various types of answers obtained from various types of resource persons, it can be concluded that learning speaking or pronunciation using the tongue twister technique also has several drawbacks, including requiring teachers to be more patient, because teaching these techniques takes time repeatedly. Repeated, besides that it also causes students to be less focused on how to write sentences that are spoken properly and correctly, and sometimes make students only focus on the pronunciation of the word or sentence without paying attention or understanding the meaning contained in it.

4.1.2. Teacher Interview

In this section, the researcher conducted interviews with one English teacher who taught speaking or pronunciation to students using the tongue twister technique with the initials KR and used thirteen questions with answers which will be described below:

1. How was the students' attention toward the lesson?

From this question, the researcher will find out how the students' attention is focused on the ongoing lesson. In this question, the KR interviewees said:

"When I entered the classroom, the students' attention began to fall on me. I tried to attract their attention by doing ice breaking first, namely by luring them to use a song that the majority of them really liked and by changing some of the lyrics of the song so that more able to melt the atmosphere that is usually still tense". (int. May, 17th 2022)

From these answers, it can be concluded that before starting the learning activities, Mrs. K always tries to give ice breaking, mostly by singing songs, some of the lyrics have been replaced according to the learning topic at that time. so that the attention of the students became focused on him and began to focus on the process of learning activities at that time.

2. How was the students' participation during the lesson?

From this question, the researcher will know how the participation of the students during the learning activities takes place. on this question, the KR interviewees said:

"I'm very happy and relieved, Miss. Because during the English learning activities the students can participate actively and according to what I expected. especially when I teach speaking or pronunciation using the tongue twister technique to students, the students are very excited and look very happy, So that when asked about the subject matter being taught at that time, almost all of them could answer and practice the knowledge they got correctly". (int. May, 17th 2022)

From the answers that have been submitted by the KR resource persons, it can be concluded that during the learning process activities the students participated actively from the beginning of learning until the learning activities ended. In addition, the students were also very happy with the techniques used so that they could absorb the material presented by the teacher and practice it properly and correctly. Therefore, it can be said that the teacher has succeeded in carrying out the process of learning activities

appropriately and in accordance with the learning objectives to be achieved.

3. How was the students' response toward teacher instruction?

In this section the researcher will explain how the responses of class VIII C students at SMP Muhammadiyah 06 Dau to the instructions or orders given by Mrs. K during the process of learning activities take place as conveyed by Mrs. K when interviewed.

"During the process of learning activities, I felt that the students could carry out all the orders or instructions that I gave almost perfectly. In other words, the students of class VIII C could be said to be obedient and obedient students to all the teacher's instructions. that they must read the sentences that I have written on the blackboard using the tongue twister technique as I have shown, slowly they continue to try to pronounce sentences that each word is practically the same or similar". (int. May, 17th 2022)

Based on the description of the answers above, it can be concluded that during the process of learning English activities, the students always give a good response or a positive response to all instructions given by the teacher, such as when they were instructed to practice their speaking or pronunciation skills using techniques. tongue twisters and using the sentences that Mrs. K had written on the blackboard, they quickly carried out the instructions slowly. And from the instructions given by the teacher, the students' speaking or pronunciation skills slowly increase due to using the tongue twister technique.

4. How was the students' enthusiasm toward the lesson?

In this section, the researcher will explain how the responses of class VIII C students at SMP Muhammadiyah 06 Dau whether they are enthusiastic or not towards learning English activities, especially when learning speaking skills or pronunciation using the tongue twister technique as stated by Mrs. Komariyah when interviewed.

"When I first introduced the tongue twister technique to class VIII C students, at first they were still confused, maybe because they had never heard the term. But after the second meeting, they were very enthusiastic about learning speaking or pronunciation using this technique. a competition among friends to read the sentence that I have written before using the tongue twister technique and at a slightly higher speed". (int. May, 17th 2022)

Based on the description of the answers from the KR interviewees, it can be seen that the students are very enthusiastic about learning English, especially learning speaking or pronunciation using the tongue twister technique. they are very enthusiastic and enthusiastic in pronouncing a sentence or even a few sentences quickly and using the tongue twister technique.

5. How was the language used between the students and teacher?

In this section the researcher will explain about how the language used between the teacher and students during the process of learning activities takes place which will be explained by the interviewees KR

"During teaching in class or during the process of learning activities, I always use simple language so that students can understand everything I say easily and right on target or what I want. Likewise, students also use simple but simple language. stay in the line of politeness so that students can understand what I am saying and I also understand what the students want". (int. May,17th 2022).

Based on the description of the answers above, it can be concluded that during the process of learning English, the teacher and students both use simple types of language so that students can catch all the explanations that have been conveyed by the teacher and also the teacher can catch what is being said. the students want to convey so that the objectives of the learning process can be achieved more easily and in accordance with what is expected.

6. How was the students' attitude during the lesson?

In this section the researcher will explain about how the attitudes or attitudes of the students during the process of learning activities take place, this is the answer from Mrs. Komariyah when asked about it.

"During the learning process, almost all students behaved like students in general. Sometimes there are some students who often go to the bathroom, even though they don't actually go to the bathroom, there are also some students who are a little crowded or talking to themselves during the learning activities. going on, but the overall attitude of the class VIII C students can still be said to be good and not deviant". (int.May, 17th 2022)

Based on the explanation of these answers, it can be concluded that the attitude of the class VIII C students can be categorized as still

good because it is still appropriate for the attitude of other students who do not often disobey orders or violate rules and always try to be polite to their teachers.

7. How was the students' feeling toward the lesson?

In this section, the researcher will explain how the students feel during the learning activities as explained by Mrs. K in the form of a description of the answers below:

"During the learning activities, I saw the faces of the students emit an aura of happiness. Moreover, when I teach speaking or pronunciation they use a tongue twister technique, they seem to like it because I can see these signs from their facial expressions and the way they speak". (int. May, 17th 2022)

From the description or explanation of the answers, we can see and conclude that the students feel happy during the learning process. especially when they are taught speaking or pronunciation using the tongue twister technique, they look very happy which we can see from their facial expressions, expressions and attitudes.

8. How was the students' interest with tongue twister during the lesson?

In this section the researcher will explain whether the students are interested in learning speaking or pronunciation using the tongue twister technique as explained in the description of the answers below:

"Actually, sis, after I discovered the tongue twister technique to teach students speaking or pronunciation, I started to apply the technique in class VIII C. After that, I saw that the students were

interested and wanted to try this technique during future learning activities. On the other hand, there are still some students who find the tongue twister technique difficult and causes them to be less enthusiastic". (int. May, 17th 2022)

Based on the descriptions and explanations of the interview answers to the KR resource persons above, it can be concluded that indirectly most and even almost all students from class VIII C feel interested in learning English about speaking or pronunciation using the tongue twister technique so that during the learning process, they always gave a positive response to what was conveyed by Mrs. K.

9. Why you (teacher) choose the tongue twister technique as the method of teaching pronunciation?

From these questions, the researcher will find out why Mrs. K prefers the tongue twister technique over other techniques to teach students' speaking or pronunciation as explained by the interviewees in the description of the answers below:

"The reason why I prefer the tongue twister technique over other techniques for teaching students' speaking or pronunciation is because I want to try to create a new class atmosphere so that students don't get bored quickly. Besides that, I also think that the tongue twister technique is fun. , the sentences rhyme like a song so I am very sure that with this technique, students will be easily interested in learning speaking or pronunciation more actively". (int. May, 17th 2022)

From the description of the answer above, it can be concluded that Mrs. K chose the tongue twister technique to teach

students' speaking or pronunciation because she wanted to create a new or different class atmosphere than before, and to make students interested and think learning speaking or pronunciation was fun.

10. What do you think about how helpful tongue twister technique is?

From these questions, researchers will find out how helpful the tongue twister technique is to train and improve students' speaking or pronunciation skills based on the experiences that have been experienced or passed by Mrs. K. She said that:

"After I tried to introduce the tongue twister technique to students and use it to practice students' speaking or pronunciation skills, I feel that this technique is very helpful for students to speak or pronounce a sentence in everyday life. students really improved rapidly, some students who initially did not dare to speak up became more confident and fluent in pronouncing things ". (int. May, 17 th 2022)

Based on the explanation from the interviewees above, it can be concluded that according to Mrs. K, the tongue twister technique is very helpful and has an effect on the development of students, especially in terms of speaking skills or students' pronunciation which changes to become more fluent and more confident in speaking or pronounce something.

11. How is the implementation of the tongue twister technique in pronunciation class?

From these questions, the researcher will find out how Mrs. K practices the tongue twister technique in the pronunciation class or

speaking class in class VIII C SMP Muhammadiyah 06 Dau as explained in the description of the answers below:

"I use or practice the tongue twister technique to practice students' speaking or pronunciation by introducing and explaining to students what a tongue twister is, after that I try to see how they respond. If students respond well, then I will give a simple example of tongue twister. twisters such as the sentence "She sees cheese" then I will give an example of how to read it correctly and ask them to practice it. After the students are fluent in pronouncing the tongue twister example, I will give an example with a higher difficulty level such as "I scream, you scream, we all scream for ice cream" and give an example of how to read it correctly. Then I will ask them to read the example correctly. After they can do this, I will give students an example of an even more difficult tongue twister such as "A big black bug bit the big black bear but the big black bear bit the bug black", then I'll give it another example and ask them to practice the example. If students can practice the 3 examples of tongue twisters properly and correctly, then I can conclude that the technique has been successful in improving students' speaking or pronunciation skills". (int. May, 17th 2022)

Based on the description and explanation of the answers above, it can be concluded that Mrs. K applied the tongue twister technique in class VIII C of SMP Muhammadiyah 06 Dau by introducing the tongue twister technique first to students, then continued by giving examples of tongue twisters from the simplest level to the highest level. the most difficult level to hone students' speaking or pronunciation skills.

12. What are the strengths of the tongue twister technique?

From these questions, the researcher will find out what advantages Mrs. K got while applying or using the tongue twister technique to practice the speaking skills or pronunciation of class VIII C students as she explained.

"The tongue twister technique really helped me in practicing students' speaking or pronunciation skills. The tongue twister technique makes students more fluent in pronouncing, allows students to position their mouth or tongue correctly when pronouncing a word or sentence, can help identify students' weaknesses or deficiencies in pronouncing, train students' focus in every time they recite something, and make students feel happy and don't get bored quickly with learning English, especially when speaking or pronunciation lessons take place". (int. May, 17th 2022)

From the results of interviews with KR interviewees above, it can be seen that the tongue twister technique has many advantages such as making students' pronunciation more fluent, training students' focus on what is being said, being able to train students in positioning their tongue or mouth when pronouncing something or speaking properly and correctly, etc.

13. What are the weaknesses of tongue twister technique?

From these questions, the researcher will find out what weaknesses Mrs. K got while applying or using the tongue twister technique to practice the speaking skills or pronunciation of class VIII C students as she explained.

"In addition to having many strengths, the tongue twister technique also has several weaknesses, such as requiring more time or having to teach it to students repeatedly because not all students can immediately understand it with just one explanation or one example, making the tongue or mouth of students who New students using this technique feel that they are still convoluted and make students only focus on the sound or sound of pronunciation without paying attention to how it is written". (int. May, 17th 2022)

From the results of interviews with KR interviewees above, it can be seen that the tongue twister technique has several weaknesses,

such as making students only focus on the sound of pronunciation and not paying attention to how it is written, making the tongue or mouth feel convoluted and takes a long time to apply towards the students.

4.1.3 Observation Checklist

No	Learning Activities	Qualification		Description
		Yes	No	
1.	Teacher using an interesting and relevant introduction on the lesson.	V		The teacher always gives ice breaking before each learning activity begins, where the form of ice breaking is adjusted to the material to be taught at that time such as songs, games and others
2.	The goals of the lesson were set and defined.	V		Before doing the lesson, the teacher has made a lesson plan in which it has been stated what the

				objectives to be achieved from the learning process are clearly and structured
3.	Teacher using variety of activities to make students interested.	V		teachers always use various forms of learning activities to attract students' attention such as discussion activities between students, question and answer sessions and do not always use the lecture method which is usually done by most teachers.
4.	Encourages learners to engage in dialogue both with the teacher and other students.		V	teachers do not encourage students to actively engage in dialogue between students and teachers or vice versa, thus

				there are still some students who are still not brave enough to show up and rarely dare to talk to teachers or fellow students and just keep quiet.
5.	Clear understanding of the objectives and how it is delivered.	V		The purpose of learning can be understood easily and the teacher conveys these goals indirectly through several kinds of simple games so that at the end of the game, students can conclude the learning objectives to be achieved through the messages contained in the game.
6.	Students feel happy with the learning activities and	V		After being observed, almost all students of

	learning system.			class VIII C feel happy and enjoy the learning activities that have been set by the teacher in the form of learning activities that can be said to be fun and not boring quickly.
7.	Students understand what the tongue twister technique is in speaking or pronunciation.	V		After being given a little explanation about the use of the tongue twister technique for speaking or pronunciation, the students seemed to understand more and were interested in practicing the technique in class.
8.	Students respond to the teacher instruction.	V		Almost all students gave a positive response to all the

				instructions given by the teacher, such as when ordered to recite examples of simple tongue twisters to more difficult examples of tongue twisters with great enthusiasm.
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Based on the description of the answers obtained when the researcher conducted observation activities when the English lesson took place in class VIII C, the following explanation could be obtained:

Mrs. K always gives an interesting opening before every English lesson takes place, such as when learning speaking or pronunciation, the students are given an ice breaker related to the material to be delivered, namely ice breaking in the form of a song where some of the lyrics are replaced with tongue twister sentences, and others so that it can make the enthusiasm of the students increase and be interested in learning speaking or pronunciation.

In addition to preparing an interesting ice breaker or opening lesson, before learning begins, the teacher has also prepared a set of lesson plans in which it has been explained clearly about the learning

objectives to be achieved, the techniques to be used, a set of learning support tools to be used and the steps involved. the steps of how the learning activities will take place so as to make learning activities clearer and more structured.

During the process of learning activities, the teacher also uses a variety of activities that will be given to students who have been prepared and designed well and carefully in advance. By using these various activities, the students feel more interested in learning speaking or pronunciation, because they think that through these techniques or activities, they can make learning speaking or speaking more exciting and not boring.

Unfortunately, although Mrs. K has prepared interesting learning activities, she does not encourage and convince students that they must always be brave and confident, such as daring to create conversations with the teacher or with other friends so that reciprocal relationships between students and teachers can be established or vice versa. well which will make learning activities more successful and in accordance with the previous learning objectives. Therefore, the lack of teacher encouragement to students in terms of interaction with teachers or fellow students makes some students in the class less confident and feel inferior to show up.

In addition to the slight shortcomings of Mrs. K in carrying out these learning activities, she has succeeded in creating and making the

objectives of the learning easy to understand and creating various kinds of activities to support the process of learning activities so that each student can capture and understand the learning objectives to be achieved effectively. precise and clear.

During the process of learning activities, the students seemed to feel happy with every learning activity given by Mrs. K. Thus, the students become more enthusiastic and more enthusiastic to participate in the whole series of learning activities and achieve the target according to what the teacher wants.

After receiving an explanation from the teacher regarding the understanding, examples and also the use of the tongue twister technique in order to support students in improving their speaking or pronunciation skills, students become more understanding and enthusiastically, they ask to always learn speaking or pronunciation using these techniques, because they feel the technique is very exciting and challenging to apply in class.

Besides the students being more enthusiastic because they wanted to learn speaking or pronunciation using the tongue twister technique, almost all students also gave a good response to all the instructions given by the teacher, such as when students were asked to learn to pronounce several types of sentences that had been written by the teacher using the tongue twister technique with different levels of difficulty between sentences, the students carried out the instructions

with enthusiasm and it seemed that they felt happy and enjoyed the instruction or activity.

4.2 Discussion of The Research

In this chapter, the researcher discussed the findings from the observation and interview that have been presented in the previous chapter. The results of the observation and interview are analyzed using the theory of Machackova (2012). The researcher divided the discussion into two parts based on the research questions of this research.

4.2.1 The Implementation of The Tongue Twister Technique In Pronunciation Skills

Based on the theory of Machackova (2012), teachers can practice or implement the tongue twister technique in pronunciation in several ways which will be explained by the researcher as follows.

The first way is students are divided into five or more groups for the tongue twister. The teacher presents a tongue twister video before splitting the students into groups. If the students have previously seen the movie, the teacher splits them into groups. The teacher assigns a tongue twister statement to each group and then invites the students to discuss it. Following that, the students will repeat the word tongue twister in groups until their tongues are accustomed with it, and then they will deliver their tongue twister in front of the class.

The second way is apply the tongue twister technique through steps like to deliver to students, write several English tongue twisters on the board or on sheets of paper. Request that they must read the tongue twisters aloud to you. Then move on to the next step. Then do it three times more. Some examples of the tongue twister that can be delivered to students are: *“She sells sea shells on the sea shore”*, *“A big black bug bit a big black bear”*, *“Susan sang a song at the seaside on the 6th of September because she saw some sunshine”*, etc

Based on these two ways, the tongue twister technique is applied in almost the same way, only in the first method using video as a medium, while in the second way using a whiteboard. However, the form of instruction given to students is almost the same and has almost the same impact, namely making each student's pronunciation smoother and more fluent than before. Besides, Machackova (2012) said that the tongue twister can be used to increase students' motivation and classroom conditions, as well as their ability to pronounce words correctly.

While teachers at SMP Muhammadiyah 06 Dau prefer to apply and choose to use the first and second type of method, namely by giving several examples of tongue twisters that have a low level of difficulty to examples of tongue twisters that have a high level of difficulty which have been written by the teacher on the blackboard. then students are asked to read several examples of tongue twisters aloud repeatedly. When students

pronounce each example of the tongue twister, the teacher will observe which part there are still errors and immediately correct it by giving the correct example to the student, so that students will pronounce the example of the tongue twister for the umpteenth time more precisely and more fluently. Thus, after applying the tongue twister technique properly, the students' speaking or pronunciation skills will improve. Even though tongue twister is tough to pronounce, it will be entertaining to use it as a strategy to enhance pronunciation and strengthen the tongue (Machackova, 2012).

4.2.2 The Advantages and Disadvantages of Using The Tongue Twister Technique in Developing Pronunciation Skills

Based on the findings of the interview, The application of the tongue twister technique in order to improve students' pronunciation skills has several advantages, including helping students realize the importance of accurate pronunciation of everything we say through fun activities. According to Well (2012), tongue twister technique allowing children to practice their language skills without fear of making a mistake, as everyone, including teachers, makes mistakes when using tongue twisters. In addition, tongue twisters allow students to practice the language without fear of making mistakes. Tongue twisters are not only suitable for young learners but also adult learners. Apart from improving pronunciation skills, students can also improve their vocabulary. This is because the repetition of sounds coupled with rhyme, rhythm and

gibberish makes this pronunciation lesson an enjoyable time for everyone. Besides the students can learn with fun, through the tongue twister technique students can also focus more on everything that is said. This is because the form of the word that must be pronounced is a difficult and convoluted word so that students are required to stay focused on what they are going to pronounce or what they are going to listen to.

Nirwana (2020) said that the use of a tongue twister can help motivate and stimulate students to be more engaged in obtaining materials from the teacher. The tongue twisters technique, depending on the treatment, can pique students' interest and motivation. As a result, students will have no trouble comprehending the material. It can help students pronounce English with fluency and precision, as well as perform well in oral tests, if they are well-prepared in its use. Rodney (2012) said that tongue twister technique can encourage students to participate in class and memorize English terms, such as vocabulary and grammar.

On the other hand, based on the findings of the interview, the tongue twister has several weaknesses or disadvantages. First, it is boring when applied in class and has different pronunciation problems. Each student has different problems in pronunciation which makes the teacher a little difficult to direct the students. Second, the application of tongue twisters requires a lot of patience and repetition from the teacher. Moreover, if the students who are taught pronunciation skills using the tongue twister technique have never known or used the technique before,

the teacher has to work hard to give students a better understanding. Third, it takes a lot of time to practice in class. if the use of the tongue twister technique in pronunciation skills is only done a few times, it can make students understand the use of the technique to the maximum which will then hinder students in learning pronunciation skills in the next time. Fourth, sometimes students lack awareness of the meaning and only focus more on how to articulate words correctly, so that students will be able to pronounce a tongue twister sentence even though they do not understand the meaning contained or the meaning of each sentence. And lastly, students can focus more on the pronunciation of the word but ignore the context. In this case it can cause students to only be able to pronounce words or sentences without knowing the position or function that each word has. Rodney (2012) said that the tongue twister technique of assessing speaking or pronunciation ability is ineffective since not all students will be given the opportunity to speak due to time constraints. Sitoresmi (2016) said that while assisting the pupils practicing tongue twisters, the lecturer need additional time and energy. Each learner may have various issues with pronouncing words. As a result, the professor will have to put in more effort to examine the problems and come up with the appropriate solution.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and suggestion from this research entitled the implementation of the tongue twister technique to enhance students pronunciation of English consonants sounds.

5.1 Conclusion

Based on the results of the discussion, the researcher found that the teacher at SMP Muhammadiyah 06 Dau used several ways to implement the tongue twister technique in pronunciation. Based on the theory of Machackova (2012), teachers can practice or implement the tongue twister technique in pronunciation in several ways are students are divided into five or more groups for the tongue twister. The teacher presents a tongue twister video before splitting the students into groups. If the students have previously seen the movie, the teacher splits them into groups. The teacher assigns a tongue twister statement to each group and then invites the students to discuss it. Following that, the students will repeat the word tongue twister in groups until their tongues are accustomed with it, and then they will deliver their tongue twister in front of the class. The second way is apply the tongue twister technique through steps like to deliver to students, write several English tongue twisters on the board or on sheets of paper. Request that they must read

the tongue twisters aloud to you. Then move on to the next step. Then do it three times more.

There are some advantages and disadvantages in applying the tongue twister technique to improve students' pronunciation skills. The advantages are can help students to realize the importance of accurate pronunciation of everything we say through fun activities, can improve students' vocabulary, make the pronunciation lesson more enjoyable, and can help motivate and stimulate students to be more engaged in obtaining materials from the teacher. While the disadvantages are it is boring when applied in class and has different pronunciation problems, it requires a lot of patience and repetition from the teacher, it takes a lot of time to practice in class, sometimes make students lack awareness of the meaning and only focus more on how to articulate words correctly, and students just can focus more on the pronunciation of the word but ignore the context.

5.2 Suggestion

Based on the result of this research about the implementation of the tongue twister technique for students' pronunciation of English consonant sounds at SMP Muhammadiyah 06 Dau, the researcher hope that this study can be useful for:

1. For Students: The researcher hopes that students can further improve their pronunciation by using the tongue twister technique in more depth.
2. For Teacher: The researcher hopes that the future teacher can gain more strategy, method, and technique or developing them to make it easier to teach pronunciation and also for the students as well.
3. For Curriculum Developer: the researcher hopes that curriculum developers will include the tongue twister technique in student books to support their pronunciation learning processes.

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APPENDICES

Appendix 1 Letter of permission for doing the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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Nomor : 1000/Un.03.1/TL.00.1/04/2022
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

18 April 2022

Kepada
Yth. Kepala SMP Muhammadiyah 06 Dau
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Misti'ah
NIM : 18180027
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2021/2022
Judul Skripsi : **The Implementation of The Tongue Twister Technique to Enhance Students Pronunciation of English Consonant Sounds**

Lama Penelitian : Mei 2022 sampai dengan Juli 2022 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan,
Wakil Dekan Bidang Akademik
Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 The result of observation checklist

Observation Checklist

No	Learning Activities	Qualification		Description
		Yes	No	
1.	Teacher using an interesting and relevant introduction on the lesson.	V		The teacher always gives ice breaking before each learning activity begins, where the form of ice breaking is adjusted to the material to be taught at that time such as songs, games and others
2.	The goals of the lesson were set and defined.	V		Before doing the lesson, the teacher has made a lesson plan in which it has been stated what the objectives to be achieved from the learning process are clearly and structured
3.	Teacher using variety of activities to make students interested.	V		teachers always use various forms of learning activities to attract students' attention such as discussion activities between students, question and answer sessions and do not always use the lecture method which is usually done by most teachers.
4.	Encourages learners to engage in dialogue both with the teacher and other students.		V	teachers do not encourage students to actively engage in dialogue between students and teachers or vice versa, thus

				there are still some students who are still not brave enough to show up and rarely dare to talk to teachers or fellow students and just keep quiet.
5.	Clear understanding of the objectives and how it is delivered.	V		The purpose of learning can be understood easily and the teacher conveys these goals indirectly through several kinds of simple games so that at the end of the game, students can conclude the learning objectives to be achieved through the messages contained in the game.
6.	Students feel happy with the learning activities and learning system.	V		After being observed, almost all students of class VIII C feel happy and enjoy the learning activities that have been set by the teacher in the form of learning activities that can be said to be fun and not boring quickly.
7.	Students understand what the tongue twister technique is in speaking or pronunciation.	V		After being given a little explanation about the use of the tongue twister technique for speaking or pronunciation, the students seemed to understand more and were interested in practicing the technique in class.
8.	Students respond to the teacher instruction.	V		Almost all students gave a positive response to all the

				instructions given by the teacher, such as when ordered to recite examples of simple tongue twisters to more difficult examples of tongue twisters with great enthusiasm.
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Appendix 3 Interview guidelines

Interview Item Specification

For Teacher: (Mrs. K)- 17th May 2022

No	Question	Answer
1.	How was the students' attention toward the lesson?	"When I entered the classroom, the students' attention began to fall on me. I tried to attract their attention by doing ice breaking first, namely by luring them to use a song that the majority of them really liked and by changing some of the lyrics of the song so that more able to melt the atmosphere that is usually still tense".
2.	How was the students' participation during the lesson?	"I'm very happy and relieved, Miss. Because during the English learning activities the students can participate actively and according to what I expected. especially when I teach speaking or pronunciation using the tongue twister technique to students, the students are very excited and look very happy, So that when asked about the subject matter being taught at that time, almost all of them could answer and practice the knowledge they got correctly".
3.	How was the students' response toward teacher instruction?	"During the process of learning activities, I felt that the students could carry out all the orders or instructions that I gave almost perfectly. In other words, the students of class VIII C could be said to be obedient and

		obedient students to all the teacher's instructions. that they must read the sentences that I have written on the blackboard using the tongue twister technique as I have shown, slowly they continue to try to pronounce sentences that each word is practically the same or similar".
4.	How was the students' enthusiasm toward the lesson?	"When I first introduced the tongue twister technique to class VIII C students, at first they were still confused, maybe because they had never heard the term. But after the second meeting, they were very enthusiastic about learning speaking or pronunciation using this technique. a competition among friends to read the sentence that I have written before using the tongue twister technique and at a slightly higher speed".
5.	How was the language used between the students and teacher?	"During teaching in class or during the process of learning activities, I always use simple language so that students can understand everything I say easily and right on target or what I want. Likewise, students also use simple but simple language. stay in the line of politeness so that students can understand what I am saying and I also understand what the students want".
6.	How was the students' attitude during the lesson?	"During the learning process, almost all students behaved like students in general. Sometimes there are some students who often go to the bathroom, even though they don't actually go to the bathroom, there are also some students who are a little crowded or talking to themselves during the learning activities. going on, but the overall attitude of the class VIII C students can still be said to be good and not deviant".
7.	How was the students' feeling toward the lesson?	"During the learning activities, I saw the faces of the students emit an aura of happiness. Moreover, when I teach speaking or pronunciation they use a

		tongue twister technique, they seem to like it because I can see these signs from their facial expressions and the way they speak".
8.	How was the students' interest with tongue twister during the lesson?	"Actually, sis, after I discovered the tongue twister technique to teach students speaking or pronunciation, I started to apply the technique in class VIII C. After that, I saw that the students were interested and wanted to try this technique during future learning activities. On the other hand, there are still some students who find the tongue twister technique difficult and causes them to be less enthusiastic".
9.	Why you (teacher) choose the tongue twister technique as the method of teaching pronunciation?	"The reason why I prefer the tongue twister technique over other techniques for teaching students' speaking or pronunciation is because I want to try to create a new class atmosphere so that students don't get bored quickly. Besides that, I also think that the tongue twister technique is fun. , the sentences rhyme like a song so I am very sure that with this technique, students will be easily interested in learning speaking or pronunciation more actively".
10.	What do you think about how helpful tongue twister technique is?	"After I tried to introduce the tongue twister technique to students and use it to practice students' speaking or pronunciation skills, I feel that this technique is very helpful for students to speak or pronounce a sentence in everyday life. students really improved rapidly, some students who initially did not dare to speak up became more confident and fluent in pronouncing things ".
11.	How is the implementation of tongue twister technique in pronunciation class?	"I use or practice the tongue twister technique to practice students' speaking or pronunciation by introducing and explaining to students what a tongue twister is, after that I try to see how they respond. If students respond well, then I will give a simple example of tongue twister. twisters such as the

		<p>sentence "She sees cheese" then I will give an example of how to read it correctly and ask them to practice it. After the students are fluent in pronouncing the tongue twister example, I will give an example with a higher difficulty level such as "I scream, you scream, we all scream for ice cream" and give an example of how to read it correctly. Then I will ask them to read the example correctly. After they can do this, I will give students an example of an even more difficult tongue twister such as "A big black bug bit the big black bear but the big black bear bit the bug black", then I'll give it another example and ask them to practice the example. If students can practice the 3 examples of tongue twisters properly and correctly, then I can conclude that the technique has been successful in improving students' speaking or pronunciation skills".</p>
12.	<p>What are the strengths of the tongue twister technique?</p>	<p>"The tongue twister technique really helped me in practicing students' speaking or pronunciation skills. The tongue twister technique makes students more fluent in pronouncing, allows students to position their mouth or tongue correctly when pronouncing a word or sentence, can help identify students' weaknesses or deficiencies in pronouncing , train students' focus in every time they recite something, and make students feel happy and don't get bored quickly with learning English, especially when speaking or pronunciation lessons take place".</p>
13.	<p>What are the weaknesses of tongue twister technique?</p>	<p>"In addition to having many strengths, the tongue twister technique also has several weaknesses, such as requiring more time or having to teach it to students repeatedly because not all students can immediately understand it</p>

		with just one explanation or one example, making the tongue or mouth of students who New students using this technique feel that they are still convoluted and make students only focus on the sound or sound of pronunciation without paying attention to how it is written”.
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For Students:

Student 1: IMA(May, 18th 2022)

No	Question	Answer
1.	Are you interested in the learning method provided?	“I am very interested in the method used by the teacher in teaching English in the classroom. I think learning English using the tongue twister technique is very challenging because we are required to recite a sentence that has the same rhyme with an unusual speed. however, through this technique, I feel that my speaking or pronounciaton skills can be improved more easily.”
2.	Do you like with learning pronunciation using the tongue twister technique?	"I really like learning speaking or pronunciation using the tongue twister technique, sis. Even though I'm new to this technique, I really like it because I think this technique is easier to apply and easier to get into our brains".
3.	How do you feel about learning pronunciation using the tongue twister technique?	"Sis, can we always use the tongue twister technique whenever and wherever, sis. Because if we arrive later we can learn speaking and pronunciation using that technique, we will definitely be smarter in speaking English, being able to talk to tourists more easily"
4.	What are the advantages that do you get when	"Learning speaking or pronunciation using the tongue twister technique allows us to

	learning pronunciation using tongue twister technique?	Speak or recite an English sentence quickly and the sentences or words we say become better and pleasant to hear because they rhyme or have the same rhyme".
5.	What are the disadvantages that do you get when learning pronunciation using tongue twister technique?	"Sis, sometimes when learning speaking or pronunciation using the tongue twister technique, I still often find it difficult, maybe it's because of the way the tongue twister is pronounced which has to be fast, while my tongue is still not used to it so it's often convoluted".

Student 2: HMN (May, 19th 2022)

No	Question	Answer
1.	Are you interested in the learning method provided?	"I think the learning method used by Mrs. K is very unique because to my knowledge there has never been an English teacher who has used this kind of learning method. Therefore, I think that I should try to learn English using this method so that I can speak or my pronunciation can improve".
2.	Do you like with learning pronunciation using the tongue twister technique?	"It's true sis, I've never heard the words tongue twister before, let alone learn English using the tongue twister technique. But I really like this technique, because learning speaking or pronunciation becomes fun, every sentence we say becomes beautiful and delicious heard because they have similar or even almost the same rhymes or pronunciations".
3.	How do you feel about learning pronunciation using the tongue twister technique?	"It turns out that learning speaking or pronunciation using the tongue twister technique is a bit difficult, sis. Is it because this is the first time I've tried it? So my tongue still feels stiff and

		convoluted. But if I try it more often, maybe later it will be easier automatically".
4.	What are the advantages that do you get when learning pronunciation using tongue twister technique?	"Since a few months ago, Mrs. Komariyah has been teaching English in our class using the tongue twister technique. She said that this technique is very useful for practicing our speaking and pronunciation skills. Now I just feel that through this technique, I can quickly catch and understand things. the meaning of every sentence uttered by Mrs. Komariyah, besides that I can also learn to pronounce the sentence better and more easily".
5.	What are the disadvantages that do you get when learning pronunciation using tongue twister technique?	"Yes, Sis. I also find it a little difficult to pronounce the tongue twister sentence properly and correctly because I am still a beginner and have never tried it before".

Student 3: ABV (May, 20th 2022)

No	Question	Answer
1.	Are you interested in the learning method provided?	"Learning English turns out to be easy, sis, not as difficult as I thought. If learning English always used a method like Mrs. K, I would definitely like to learn English from the first".
2.	Do you like with learning pronunciation using the tongue twister technique?	"I and my friends in class really like learning English for speaking or pronunciation using a technique like the one used by Mrs. K, namely the tongue twister technique. With this technique, my friends and I can learn speaking or pronunciation more easily, more fun because when we pronounce a sentence using the tongue twister

		technique, the sentence will be like a song that has some of the same letters or rhymes like a rhyme".
3.	How do you feel about learning pronunciation using the tongue twister technique?	"It turns out that learning speaking or pronunciation is easy, sis. Moreover, we learn pronunciation using the tongue twister technique to be more memorable and the words we say are more easily embedded in our brains. Besides that, I can also talk to my friends in class with more fun as if we were playing".
4.	What are the advantages that do you get when learning pronunciation using tongue twister technique?	"I think, sis, we can make it easier to speak or pronounce a word or sentence if we often study or practice speaking or pronunciation using the tongue twister technique. Because in my opinion, this technique makes every word or sentence that we are or will be saying easier to remember in our brains or our minds".
5.	What are the disadvantages that do you get when learning pronunciation using tongue twister technique?	"Actually, learning speaking or pronunciation using the tongue twister technique is very fun. However, on the other hand, I also feel that sometimes it is still a little difficult to pronounce words or sentences properly and correctly because the writing or pronunciation is very similar".

Student 4: NRR (May, 23th 2022)

No	Question	Answer
1.	Are you interested in the learning method provided?	"At first, I was a little confused by the teaching method given by my English teacher. But after several meetings of English subjects, I felt that the teaching method used by the English teacher was very different, very interesting and very fun to use.

		at the next meeting or learning English".
2.	Do you like with learning pronunciation using the tongue twister technique?	"Why, sis, we don't learn English using the tongue twister technique like we used to. We should now be more proficient in speaking and pronouncing every word and even every sentence clearly and correctly more easily".
3.	How do you feel about learning pronunciation using the tongue twister technique?	"Learning to use a tongue twister is fun, sis. I feel that I like English now. Especially after learning speaking or pronunciation, I can pronounce sentences or words that are very similar when spoken more correctly and don't just say it".
4.	What are the advantages that do you get when learning pronunciation using tongue twister technique?	"In the past, when I was taught English about speaking or pronunciation by other teachers and using other techniques, I felt it was not suitable and made me feel bored with English. But after my friends and I were introduced to the tongue twister technique by Mrs. K, I felt I more quickly understand and understand every meaning of sentences spoken by other people".
5.	What are the disadvantages that do you get when learning pronunciation using tongue twister technique?	"Maybe it's because I'm still a beginner and just trying this tongue twister technique and we are told to read the sentence or it quickly, so I still find it a little difficult. But its okay I'll still try to learn speaking or pronunciation using that technique".

Student 5: ZND (May, 24th 2022)

No	Question	Answer
1.	Are you interested in the learning method provided?	"Sis, it turns out that learning English is fun. I feel that my English skills are now

		improving, especially in terms of my speaking skills or pronunciation because every time I learn English, Mrs. K always uses a different learning method. The learning method used is always interesting and interesting. according to my talents and abilities”.
2.	Do you like with learning pronunciation using the tongue twister technique?	"Has the tongue twister technique been around for a long time, sis? If so, why don't all teachers teach English using this technique so that their students can now be proficient in speaking or in pronouncing every word and even every sentence in daily activities".
3.	How do you feel about learning pronunciation using the tongue twister technique?	"After being taught speaking or pronunciation by Mrs. Komariyah, I feel that I can speak or my pronunciation skills become more fluent. We are taught pronunciation by Mrs. K using a tongue twister technique which is very cool and can create a different atmosphere than before".
4.	What are the advantages that do you get when learning pronunciation using tongue twister technique?	"For some reason, since Mrs. Komariyah taught speaking or pronunciation in our class using the tongue twister technique, I feel now more skilled and fluent in speaking or pronunciation, sis and I have become more challenged to speak in English".
5.	What are the disadvantages that do you get when learning pronunciation using tongue twister technique?	"Although I feel that learning speaking or pronunciation using the tongue twister technique is fun, but I feel that sometimes I still find it difficult to write the words or sentences that have been spoken. So, I cannot write the words or sentences properly and correctly according to the rules".

Students 6: APU (May, 25th 2022)

No	Question	Answer
1.	Are you interested in the learning method provided?	"In my opinion, the English learning method used by Mrs. komariyah while teaching English in class. So now my friends and I feel that we can speak English, we become more confident and able to speak English, although sometimes there are still some words or sentences that we don't understand the meaning of. but now I think that learning English is not as difficult as I imagined".
2.	Do you like with learning pronunciation using the tongue twister technique?	"I used to hear the word tongue twister from my sister, but at that time I didn't understand what a tongue twister was. And now, it turns out that I met that word again when I was learning English and speaking or pronunciation skills with Mrs. K. I like this technique and feel that I am now more able to speak English".
3.	How do you feel about learning pronunciation using the tongue twister technique?	"When learning English began, I was very happy, Sis, because Mrs. K taught us to use the tongue twister technique. With this technique, I feel that learning becomes more exciting, and more challenging because through this technique I can learn to pronounce words or sentences that the writing and the way to read it are similar but have different meanings so that my pronunciation or speaking skills are better because we are taught to pronounce sentences or similar words with the correct spelling and rather quickly".
4.	What are the	"Actually, Sis, we learn English,

	<p>advantages that do you get when learning pronunciation using tongue twister technique?</p>	<p>especially in terms of speaking or pronunciation using the tongue twister technique, it is very helpful and very useful for us in the future, including through the tongue twister technique, we can quickly understand the meaning of the words or sentences we say Besides that, we can also know and practice how to pronounce the word or sentence more correctly and precisely according to the rules of how to pronounce the actual pronunciation”.</p>
5.	<p>What are the disadvantages that do you get when learning pronunciation using tongue twister technique?</p>	<p>"Maybe the weakness of learning speaking or pronunciation using the tongue twister technique is that Mrs. K has to be more patient in teaching us, because to be able to use these techniques we must be taught and trained repeatedly. In addition, learning speaking or pronunciation using the tongue twister technique, sometimes it makes us feel careless and only focus on the sound of the sentence, without paying attention to how it is written properly and correctly".</p>

Appendix 4 The validation sheet of the instrument of research

Validation Sheet

Blueprint of interview and questionnaire guide
The Implementation of Tongue Twister Technique To Enhance Students Pronunciation of English Consonant Sounds

Validator	:	Wahyu Indah Mala Rohmana, M.Pd
NIP	:	199210302019032017
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date	:	20 April 2022

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

- In this part, please give a score on each item with sign (✓) in the following columns below:
 1 = Very poor
 2 = Poor
 3 = Average
 4 = Good
 5 = Excellent
- Please give your feedback and suggestion in the columns.

C. Assessment Rubric

- The construction of research instrument**

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives					✓	
2	Research instrument formulated as well				✓		
3	Research instrument based on the previous study			✓			
- The language used in the research instrument**

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instruments use excellent and correct language				✓		
2	Research instrument clear and easy to understand				✓		
3	Research instrument interactive and communicative				✓		

3. The effectiveness of the research instrument

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	The research instrument can help the researcher examine detail about the implementation and the procedure tongue twister technique in pronunciation skills at SMP Muhammadiyah 06 Dau					✓	
2	Research instrument can describe about the advantages and disadvantages of tongue twister technique					✓	

D. Feedback and suggestion

E. Conclusion

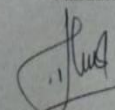
Based on the assessment, it can be concluded that:

You can give a strikethrough on the answer that does not relate or match with your opinion.

1. Suitable to be used to collect data without revision
2. ~~Suitable to be used to collect data in revision~~
3. ~~Not suitable to use collect data~~

Malang, April 20th, 2022

Validator,



Wahyu Indah Mala Rohmana, M.Pd

Appendix 5 The result of documentation of this research



The documentation of the class observation



The documentation of the student interview (1)



The documentation of the student interview (2)



The documentation of the student interview (3)



The documentation of the student interview (4)



The documentation of the student interview (5)



The documentation of the student interview (6)

Appendix 6 The certificate of completion of research



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
Pimpinan Cabang Muhammadiyah Dau
SMP MUHAMMADIYAH 06 DAU MALANG
Intellectual and Religious Basic
STATUS : TERAKREDITASI "A"
NSS : 204051808141 ; NDS : E18082006 ; NPSN : 20517347
Jl. Margobasuki 48 Jetis Dau - Malang. Telp.(0341) 460972


SURAT KETERANGAN
Nomor : III.A/5.a/88/V/2022

Yang bertandatangan di bawah ini Kepala SMP Muhammadiyah 06 Dau - Malang,
menerangkan bahwa :

Nama : MISTI'AH
NIM : 18180027
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Institusi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melakukan penelitian pada tanggal 17 - 20 Mei 2022 di SMP Muhammadiyah 06 Dau dalam rangka untuk memenuhi penyusunan tugas akhir (skripsi) dengan judul "The Implementation of The Tongue Twister Technique to Enhance Students Pronunciation of English Consonant Sounds"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Malang, 31 Mei 2022
Kepala Sekolah

Khoirul Iskak HRP, S.Pd

Appendix 7 Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap : Misti'ah
Tempat, tanggal Lahir : Malang, 05 Februari 2000
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. Melati No. 38, RT. 03 RW. 11, Ngajum, Kecamatan Ngajum, Kabupaten Malang, 65164
No. HP/Telepon : 0895414577395
Alamat E-mail : mistiah522@gmail.com
Nama Wali : (alm) Samin



Riwayat Pendidikan

1. 2004 – 2006 RA Tarbiyatul Athfalayah
2. 2006 – 2012 MI Tarbiyatul Athfalayah
3. 2012 – 2015 MTs. NU Wahid Hasyim Patuksari
4. 2015 – 2018 MAN GONDANGLEGI
5. 2018 – 2022 UIN Maulana Malik Ibrahim Malang

Malang, June 6th, 2021
Mahasiswa,

Misti'ah
NIM. 18180027