

**THE APPLICATION OF TONGUE TWISTER TO IMPROVE STUDENTS'
PRONUNCIATION
(MTsN I Aceh Besar)**

THESIS



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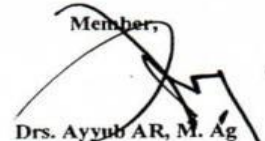
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ABSTRACT

The purposes of this research are to find out the effect of tongue twister technique in learning pronunciation and to find out whether students are interested in learning pronunciation by using tongue twister technique. The subject of this research was the students of the second grade of MTsN1 Aceh Besar in the academic year of 2017/2018 consisting of 50 students. This research used quasi-experimental research with pre-test, post test and questionnaire design. The researcher used two instruments. There were tests including pre-test, post-test and questionnaire. Based on the results of test the writer concludes that the mean score of post-test is higher than pre-test ($72 > 52$) and ($61 > 55$). It indicates that there is a significant difference in score between the two mean. It can be concluded that the students get improvement in learning pronunciation through tongue twister. The result of the questionnaire proved that most of the students were interested in using tongue twister (95 %) in learning pronunciation.

Key words : *Pronunciation, Tongue Twister*

CHAPTER I

INTRODUCTION

This chapter discusses about introduction which includes the explanation the background of study, research question, the aim of study, significance of study, hypothesis, and terminology.

A. The Background of Study

Laidlaw (2006) states that language is a tool of communication. Language is the most important communication tool used by people to express their feelings, thoughts, wishes, and desires. It is a natural means that allows people to understand each other. In our everyday life, the most common and easiest way to communicate is through speaking and speech. From time immemorial, people have always preferred speech to other means of communication to express their ideas and feelings and successfully interact in their communities. Any communication process requires that the speaker and the listener understand each other, otherwise it breaks down.

Meanwhile discussing about the language as a means of communication, English has been used globally by non-native speakers as an international language. As an international language, English has been used by people all around the world with different native languages. In Indonesia, English as foreign language is formally taught from elementary school to university in order to prepare students to face globalization era. In the school, students study English but most of them still cannot

use the language maximally. It is difficult for them to use English because they are lack English language learning hours and also they use their mother tongue all the time.

In Indonesia, students have been taught four main skills of English, those are speaking, listening, reading and writing. In speaking, the most important thing to be considered is pronunciation, since it conveys the speaker's message or intention in speaking. The ability to speak using intelligible pronunciation is very important because it can produce something clear an expression of idea what speaker talk about. Burns and Claire (2003) state that pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener. Intelligible pronunciation is essential in communication because by that native speakers or non-native speakers can effectively get the intended meaning. If speaker unintelligibly pronounce words while speaking, it will cause problems for listeners to understand what speaker are talking about.

However many students in Indonesia feel confused and difficult to pronounce some English words when they speak or read because the sounds of English words are mostly different from their written form. Pronunciation problems are caused by many factors. One of the factors is the non existence of particular English sounds in their mother tongue. For students in Indonesia, pronouncing words in Bahasa Indonesia is easier than saying words in English. It is because the sounds in Bahasa Indonesia exist in their daily life and their tongue has already been trained and familiar with sounds in their mother tongue since they were babies. Another reason is

that words in Bahasa are pronounced as they are spelled or written. In addition, English is a foreign language that is rarely used by students and is not used in daily communication. The difference in pronunciation and writing of English words makes it worse.

Based on the researcher's experience while doing teaching practicum at MTsN Indrapuri Aceh Besar, when students read or speak some English words they often got difficulties in pronouncing words. They often had problems in pronouncing or understanding the correct sounds, such as (/ʌʊ/, /ə/, /æ/, /i:/, /ɑ:/, /æ/, /θ/.) ([ei], [ai], [au], [oi], [ou]). It happened because students did not understand how to spell and to differentiate between the phonetic alphabet. Moreover, students rarely communicate using English in daily life. They use Bahasa for the first language and Atjeh as mother tongue, so that students will get unintelligible pronunciations that are difficult to understand when reading or speaking in English.

Therefore in this research, the researcher focused on improving the students' English pronunciation. As a facilitator and model in teaching learning process, teacher should be able to use various techniques or teaching strategies in order to boost students' ability in pronunciation. To solve the problems above the researcher tries to apply an alternative technique of teaching to teach them called tongue twister. Tongue twisters have been used by teachers in several countries in which English is second language for the citizen. This method is also popular as it is fun and interesting not only for young but also adult learners (Well-Smith Partners, 2012). Tongue Twister consists of some similar sounds of words but they often are different

in meaning. This method is fun to do for students because it is unique to be spoken. It can improve the students' motivation in learning pronunciation. Through Tongue Twister, students are hoped to feel easy in imitating and remembering the English phonemes.

The researcher picks Tongue Twister technique because there are some researchers who have implemented tongue twisters as a method of teaching pronunciation, and they have proven that it works. Tri Iryani (2015) used tongue twisters as a learning method to teach pronunciation to elementary school students Mojoagung 01 Trangkil-Pati. Her study focused on finding out how students pronounce consonants which do not exist in Indonesian such as /ʒ/, /ʃ/, /ð/, and /θ/.

There is also a study on the implementation of tongue twisters conducted by Miftahur Rohman (2016). He also used tongue twisters as a technique of teaching pronunciation to the students of senior high school Unggulan Nurul Islami Semarang. His study focused on finding out how the implementation of Tongue Twister technique can improve EFL students' pronunciation. Another study on the implementation of tongue twisters was conducted by Lailatul Maulida (2015). She also used the Tongue twister as a technique of teaching pronunciation to the students of Junior High School Ma'arif Ponorogo 1 in academic year of 2014/2015. Her study focused on revealing that tongue twister can improve the students' ability to pronounce fricative consonants.

Given some findings of the previous researchers who have successfully used this technique to improve students' pronunciation, the researcher attempted to use this

technique in teaching pronunciation at MTsN Indrapuri in Aceh Besar. This technique has never been applied in MTsN Indrapuri. The researcher focused on the pronunciation of common and familiar English words for the students in the school because the students still have very low ability in terms of English pronunciation.

B. Research Question

This study investigated two research questions, there are

1. To what extent does tongue twister improve Students' pronunciation?
2. What are the students' perception toward the application of tongue twister in improving their pronunciation?

C. The Aim of Study

Based on the research questions, the aims of this research are:

1. To investigate to which extent the application of tongue twister improves Students' Pronunciation.
2. To find out the students perception toward the application of tongue twister in improving their pronunciation.

D. Hypotheses

Based on the background of study, hypotheses of the research are as follows :

Ho : If the tongue twister is implemented for the students of MTsN 1 Aceh Besar, then the students' pronunciation ability will not improve. Therefore, the tongue twister should not be implemented for them.

Ha : If the tongue twister is implemented for the students of MTsN 1 Aceh Besar, then the students' pronunciation ability will improve. Therefore, the tongue twister should be implemented for them.

E. Significance of Study

The result of the study is expected to be useful for the researcher, as it would enrich the researcher knowledge in teaching pronunciation. Besides, it can also be the reference for all English teachers on how to use tongue twister to enhance their students' pronunciation of English.

F. Terminology

This section focuses on several explanations related to this research. the word will be explained in a more understandable sense to aim for a general understanding of the study. Those terms are defined in this sub-chapter and further explanations are discussed in Chapter II.

1. Tongue Twister

According to Machackova (2012), Tongue Twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice. Vas (2007) added that Tongue twister is a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound. Thus, Tongue twister means twisting the tongue with some similar sounds that are repeated continuously and sometimes have to be repeated correctly in fast speed.

2. Pronunciation

Based on Merriam Webster the meaning of pronunciation is the act or manner of pronouncing something. Hornby (1995) says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. Pronunciation is the act of giving the true sound of letters in words and the true accent and quantity of syllables. In this research, pronunciation means the process of producing sound and how to pronounce a good word that can be understood by the listener. So that, the idea or thing conveyed by the speaker is not misinterpreted by the listener.

CHAPTER II

LITERATURE REVIEW

This chapter explains some theories and previous research findings relevant to this research. There are three parts of this chapter consisting of pronunciation, tongue twister, and previous studies.

A. Definition of Pronunciation

Rebecca (1993) states that pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds. Meanwhile, Ur (1996) assumed pronunciation is to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable.

In Oxford Dictionary (2008) pronunciation is defined as the way in which a language or a particular word or sound is spoken. If someone is said to have correct pronunciation then it refers to both within a specific dialect. A word can be spoken in different ways by various individuals or groups depending on many factors such as the area where someone growing up, the area where someone now live, if they have voice disorder, their ethnic group, their social class, or their education.

The aforementioned definitions have already covered the whole meaning of pronunciation. In general pronunciation is the act of giving the true sound of letters in

words, and the true accent and quantity of syllables. More precisely, pronunciation means the process of producing sound and how to pronounce a good word that can be understood by the listener. So that, the idea or thing conveyed by the speaker is not misinterpreted by the listener.

Fraenkel (1984) states that there are two main steps to learning how to pronounce a language from receptive/list stage and productive/speaking stage. Receptive list stage students learn to differentiate the significant sounds and pattern by listening to the language while productive/speaking stage students learn to speak or to produce what students have learned before.

1. Segmental Features and Supra-Segmental Features

Ramelan (2000) divides the elements of English pronunciation into two parts namely segmental and supra-segmental features. The first is segmental features, which refer to sound units arranged in a sequential order such as vowels, consonants, and diphthongs. The other one is supra-segmental features, which refer to such features as stress, intonation, length, pause, rhythm and pitch. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when student speak, and therefore usually best learned as an integral part of spoken language.

a. Segmental features

1. Vowels

According to Jones (1958) vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any

frictional noise. Jones classifies the vowels into 5 based on the position of the tongue for example:

- 1) Front vowels, in the production of which the „front“ of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.
- 2) Back vowels, in the production of which the „back“ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.
- 3) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.
- 4) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
- 5) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ðə / father.

2. Consonant

Consonant is a term derived from two Latin words, CON means together and SONANS means sounding. Sweet in journal English Phonological analysis chapter II (2013) has defined a Consonant as Consonants are the result of audible friction or stopping of the breath in some part of the mouth or throat. In simple terms a consonant is defined as a sound

which cannot be produced clearly without the aid of a vowel. The shorthand sign made for a consonant is called a character or a stroke. The place and manner of articulation refer to where and how the airflow is obstructed during the production of the consonant.

There are four major places of articulation: labial (involving a lip or both lips), coronal (involving the blade of the tongue called the corona), velar (the back of the tongue moving towards the soft palate or velum), and glottal (involving some kind of manipulation of the opening between the vocal cords in the larynx called glottis).

3. Diphthongs

According to Kelly (2000), diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: “lay”, “how”, “hair”, “boy”, “poor”, etc. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, and centering diphthongs.

- 1) Raising or Closing Diphthongs. The position of the tongue when the second vowel is pronounced higher than the first one; /ai/, like in time /taim/, fine /fain/, /ei/, like in make /meik/, take /teik/.

2) falling Diphthongs. The position of the tongue when utters the second vowel is lower than the first one; /i ə/, like in fear /fiə(r)/, /ə/, like in pure /pjə(r)/.

3) Centering Diphthongs. The position of the tongue when utters the second vowel is at the id central; more /mə(r)/, / ə ə /, like in there /ðeə /.

b. Supra-segmental features

1. Stress

According to Trask (1996), stress is a certain type of prominence, which in some languages, is present upon certain syllables. Native speakers and phoneticians usually find it easy to determine which syllables bear stress, and even to distinguish varying degrees of stress is variously associated with greater loudness, higher pitch and greater duration, any of which may be more important in a given case, and sometimes also with vowel quality. Earlier attempts to identify stress with greater intensity of sound are now discredited, and current thinking holds that stress is primarily a matter of greater muscular effort by the speaker, and that hearers take advantage of several types of information to identify that effort.

Stress actually refers to perception. When a syllable is perceived as more prominent, that syllable is said to be stressed. There is a combination of factors in making a syllable stressed; greater loudness, higher pitch and greater length contribute to this perception of stress. In English, stress is

actually gradual which means a stressed syllable in English can show some or all of these characteristics, which results in different levels of stress.

2. Intonation

According to Kelly (2004) intonation refers to the way voice goes up and down in pitch when student are speaking. While AMEP Research Center stated that intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. So, intonation is sound that voice out in rise and fall.

3. Pause

Pause is the silent between parts of an utterance. There are two kinds of pauses, a short one and a final one.

4. Pitch

Pitch is the height and or direction (up-down contrast level of pitch can distinguish word). That is given the same amount of time the vocal folds show more cycles of vibrations. Pitch can be seen as a synonym of tone: for example the pitch at the end of the question “are you telling me you’re not coming?” when pronounced showing discredit and anger, is higher than it is at the beginning of the question.

5. Length

Length is the long or short a phoneme should be pronounced. a close connection between sonority and stress. Both sonority and stress have to do with prominence. The difference is that, while sonority is related to the

inherent characteristics of a sound, stress has to do with temporary qualities enhanced for a specific sound. Stress as being prominent is perceived when there is a contrast what the listener expects to hear and what they really get. That is an already prominent sound like a vowel can be enhanced to produce a stressed version which is perceived as being specifically highlighted in a particular context.

6. Rhythm

Rhythm is the beat of language. It is the stress-time. Meaning between two primary stresses is the same.

2. The Importance of Pronunciation

Pronunciation would help learners overcome the anxiety in oral communication that mostly derives from the lack of correct pronunciation. Nakazawa (2012 as cited in Baytar 2014) states that especially university level learners feel anxious and they are afraid of making mistakes while pronouncing the words, and they mostly confess that they get embarrassed when speaking because of the possibility of making mistakes in pronunciation. However, pronunciation will help learners' motivation as well like the expert stated that the learners' motivation can be seen as the strongest factor contributing to the success or failure of learning a second or foreign language. It is the driving force encouraging a learner to pursue a course of action, initiating the learning, and finally sustaining the learning process (Dornyei, 2001). Basically, if the learners' motivation is high, then they will be willing to

improve their abilities by themselves. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well.

3. Teaching pronunciation

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking and reading. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students especially in Aceh seldom using English.

There were many techniques discovered by many linguists, such as drilling, pronunciation and spelling activities, taping students’ English, learn through song, learn through movie, and etc. In this research, researcher used tongue twister technique in teaching pronunciation. Learning pronunciation with teaching media like tongue twister technique will bring students easy to learn and make students interested in learning. This technique is a good for teaching pronunciation because there are many words in English with same sound and with tongue twister will help the students to improve their pronunciation.

B. Definition of Tongue Twister

Carmen (2010) states that a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly. In line with the previous definition, Vas (2007) writes that tongue twister is a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound. The activity in tongue twisting is done orally and repeated many times to train the tongue with particular sounds. Meanwhile, according to Cambridge Advance Learners Dictionary, tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often. It usually consists of words that have close sounds. The words are listed altogether in a sentence and pronounced continuously.

In short, tongue twister is group of words which is designed to emphasized the language learners in articulating the words correctly. Tongue twisters are useful in understanding how speaker process language. It is clear that there are certain sound sequences that are difficult to alternate because of the changing position of tongue in the mouth. Besides, tongue twister also used to create humor by challenging someone to repeat them very fast and listening to the funny result. However, tongue twisters are not only for lighthearted linguistic fun and games. It serve a practical purpose in practicing pronunciation by using a combination of alliteration (repetition of sound) and rhyme.

1. Types of Tongue Twister

There are some types of tongue twisters which can be used in the class room in process teaching learning to improve students pronunciation. Those are as follows:

a. Sentence types

Sentence type is group of words with same sound that is complete in itself.

- a. He threw three balls
- b. While we were walking, we were watching window washers wash Washington's windows with warm washing water.
- c. The robot systems need to rebooting

b. Story types

Story type is group of words consisting of the word repetition and have same sound and become a short or long story.

1. Dr. Johnson and Mr. Johnson, after great consideration, came to the conclusion that the Indian nation beyond the Indian Ocean is back in education because the chief occupation is cultivation.

2. The Application of Tongue Twister

Tongue twister is the techniques that can help the teachers improving the students' pronunciation on difficult sounds. Tongue twisters are very useful in all stages of teaching foreign language because of their shortness, capacity and full

sense. Beside, tongue twister can be used as perfect exercises to check up how the pronunciation rules were learnt. Moreover, it is a gymnastic for lips and tongue. According Miftahul Rohman (2016) In teaching pronunciation using tongue twister, tongue twister can be combined with some activities in order to be more interesting and able to gain students' attention.

a. Chain reading

Chain reading is very communicative activity because it can involve all students in class and good cooperation in group work is so much needed by them. The first step, teacher starts the activity by grouping students and asks them to stand up making some lines facing whiteboard. After that, every member of the group have to read a word of tongue twister one by one. The group who finish the reading more quickly become the winner. Then, teacher and students discuss the result together.

b. Whispers tongue twister

This activity is very interactive and challenging because students must memorize a tongue twister sentence and whisper it to the next member of their group. The result of students' whisper will be varied depend on the listening ability and language competences they have.

3. The advantages and Disadvantages of Tongue Twister

Ulupi Sitoresmi (2016) states that the advantages and disadvantages using tongue twister are can be seen as below:

1) Advantages of Tongue Twisters:

- a. Helping students focus on and take the problems which lead to quick improvement.
- b. Tongue twisters is great for new language learners who have trouble articulating the sound of the new language that are different to those of their own language.
- c. Tongue twisters improve students motivation and pronunciation.
- d. Students learn in more exciting.
- e. Students become more self confident.
- f. Tongue twister make student in the class relax in learning process.

2) Disadvantages of Tongue Twisters:

- a. Still difficult to pronounce tongue twisters several times fast.
- b. Still hard for students to move their mouth and tongue appropriately.
- c. Using tongue twisters need more time.
- d. Using tongue twisters need more energy.

C. Previous Studies on Using Tongue Twister in Teaching Pronunciation

A researcher named Miftahul Rohman, in his research entitled “*The use of Tongue twister technique to Improve EFL Students’ pronunciation*” has discussed how to improve pronunciation by using tongue twister. The purpose of this research is to describe the implementation of Tongue Twister technique in improving EFL students’ pronunciation. This research was classroom action research done through

two cycles. The participants of this research were the tenth grade students of SMA Unggulan Nurul Islami Semarang in the academic year of 2015/2016. The data were obtained by interviewing teacher, observation, test, and documentation. The result of the study showed that there was improvement of students' pronunciation after being taught by using Tongue Twister technique

Lailatu Maulidia did a research entitled "*The Implementation of Tongue Twister to Improve the Students' Pronounce Fricative consonants and long vowels*". The aims of this research are to reveal tongue twisters can improve the students' ability to pronounce long vowels, to reveal tongue twisters can improve the students' ability to pronounce fricative consonants, to reveal the problems related to the implementation of tongue twister in teaching pronunciation. This research is classroom action research dealing with the implementation of tongue twisters to improve the students' ability to pronounce fricative consonants and long vowels. This research was conducted at the eighth grade of SMP Ma'arif 1 Ponorogo. The data are collected quantitatively and qualitatively. Quantitative data are analyzed by using descriptive statistics. While qualitative data are analyzed through three steps which are proposed by Huberman, those are data reduction, data presentation, and conclusion/verification.

Tri Iryani also did a research entitled is "*Improving Fifth Graders' Pronunciation of "Th" by Using Tongue Twisters*". This is a classroom action research aiming at finding out how effective *Tongue Twisters* in helping fifth graders improve their pronunciation of /ð/ and /θ/. Based on the observation, I found that one

of students' problems in learning English was pronunciation and one of useful methods in teaching pronunciation is by providing oral exercises. The participants of the research were 23 fifth graders of SDN Mojoagung 01 Trangkil-Pati in the academic year of 2014/2015. The method for collecting data in this research was mixed-method using both quantitative and qualitative data. The instruments used in this research were test (students' oral performance), field note, and questionnaire. The research design was adopting Kemmis and Taggart design (1988). This research contained two cycles. The cycles covered seven meetings; in which each meeting lasted for 2x35 minutes. The activities done in this research were pre-test, treatments (1 and 2), quizzes (1 and 2), post-test, and followed by filling questionnaire.

In conducting this research, the researcher was inspired from their previous research above, but in different way, the researcher measure students pronunciation ability in common words, not vocabulary or others. The researcher wants to know whether tongue twister is an effective technique in teaching pronunciation, and also what is students perception toward using this technique in teaching learning process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of this research which includes the explanation on brief description of research location, research design, population and sample, techniques of data collection, instruments for data collection, and techniques of data analysis.

A. Brief Description of Research Location

In this section, the researcher described about the location and object of the study. In an effort to get the data for this thesis, the study was conducted at MTsN 1 Aceh Besar. The following below was brief information of MTsN 1 Aceh Besar.

1. The School

MTsN 1 Aceh Besar is a school located in makam Tgk.Chik Ditiro Street, Pasar Indrapuri, Aceh Besar. Since it has been established until now, MTsN 1 Aceh Besar had led by the best principles which under their leadership and best effort had brought MTsN 1 Aceh Besar achieved a good advancement and development. Now, MTsN 1 Aceh Besar has been led by Drs. Junaidi.

2. The Facilities

MTsN 1 Aceh Besar has many facilities to support the instructional process. The facilities are essential for students and teachers. Those probably used for students and teachers' needs. The area of MTsN1 Aceh Besar is 8.634

m². It is considered a big area to have enough facilities in order to support teachers and students in teaching learning process. They are as follows:

No	Facilities	Unit
1	Headmaster Room	1
2	TU Room	1
3	Teacher's Office	1
4	BP Room	1
5	Classrooms	18
6	Osis Room	1
7	Clinic	1
8	Library	1
9	Computer Laboratory	1
10	Art room	1
11	Science Laboratory	1
12	Basket Ball Field	1
13	Volley Ball Field	1
14	Badminton	2
15	Mushalla	1
16	Student Toilets	6
17	Teacher Toilets	4
18	Canteen	2

Table.3.1.The Facilities of MTsN 1 Aceh Besar

3. The Teachers

MTsN 1 Aceh Besar has 51 total number of teacher who are not only teaching the lesson but also guiding them to develop good students, besides, also motivated student and being able to make the students understand English. The teachers were from different educational background and graduated from different university. Thus, the teachers play the important role to help the students to be qualified based on the teaching goal. The following table shows about the total number of teachers in MTsN 1 Aceh Besar:

No	Degree Level	Civil Servant	Non-Civil Servant
1	S1	25	26
2	DIII/ Fresh-Graduate	0	0
Total		51	

Table.3.2.The number of Teachers at MTsN 1 Aceh Besar

4. The Students

MTsN 1 Aceh Besar has been a favorite junior high school in Aceh Besar especially in region Indrapuri. It is no wonder if many teenagers and parents choose MTsN 1 Aceh Besar as their educational institution. This happened because the school has good qualities in many sides. The truth is this school frequently wins the extracurricular competitions, such as sport, art and etcetera. Thus, many of students compete to be a student in this school. In addition, based on the data obtained at MTsN 1 Aceh Besar, the total number of student in academic year 2017/2018 are 475 students, 211 male and 264 female. The following table shows more details about the number of classes and the students of MTsN 1 Aceh Besar:

No	Class	Amount of Class	Male	Female	Total
1	VII	6	61	89	150
2	VIII	6	69	79	148
3	IX	6	81	96	177
Total		18	211	264	475

Table.3.3.The number of Students at MTsN 1 Aceh Besar

5. The Curriculum

Curriculum has an essential role in education. It refers to plans made for guiding the learning process in the schools and targeting what would be achieved in accordance with the school vision and mission. Besides, it will also determine or instruct the teachers in accomplishing the way of teaching, understanding the steps of teaching programs, and providing the materials of teaching learning. Precisely, curriculum can guide the teachers in learning process and selecting the materials for teaching, preparing for the lesson plans, allocating the time, arranging the lesson, and determining the test for the students. Therefore, the teachers and students can easily achieve the educational goal based on the data obtained at MTsN 1 Aceh Besar, MTsN 1 Aceh Besar used curriculum based on K13 revision. K13 revision is a curriculum that expects the students to be more active in terms of study and setting a higher standard for the education in Indonesia.

B. Research Design

This research uses a quantitative approach. According to Leedy (1993), quantitative methods deal with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon. In addition, quantitative research is an approach that involves a statistical or numbers or quantity (Moleong 2007).

In this research, the researcher applies a quasi-experimental research design, involving pre-test and post-test to measure students' ability in pronunciation. A quasi-experiment is an empirical study used to estimate the causal impact of an intervention on its target population without random assignment. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition but using some criterion other than random assignment Dinardo, J (2008). The following table shows the types of experimental research.

Types of experiments	Random	Pre and post test	Type group
True experiments	✓	✓	✓
Quasi experiments	X	✓	✓
Pre-experiment	X	✓	One group only

Table.3.4 Types of Experimental Research

Many second language research studies involve a comparison between two or more groups. This is known as a between-groups design. This comparison can be made in one of two ways: two or more groups with different treatments; or two or more groups, one of which, the control group, receives no treatment,(Alison and Susan 2005). Clearly, quasi-experimental is a comparison of two groups. The group that receives treatment is called experimental group, while the other one which does not receive treatment is the control group. In addition, according to White and

Sabarwal (2014), quasi-experimental is a method that involves the creation of a comparison group which is most often used when it is not possible to randomize individuals or groups to treatment and control groups. The aim of quasi-experiments is to demonstrate causality between an intervention and an outcome. The researcher used quasi-experimental in this study to compare two classes which used a different method in teaching, conventional technique and tongue twister technique. Also, the researcher wants to know how effective tongue twister technique in teaching learning pronunciation.

C. Population and Sample

1. Population

According to Barker, Pistrang & Elliot (2002), population is the defined group from which the participants in the study are to be selected. Based on definition, the population of this study are the second year students of MTsN Indrapuri.

2. Sample

Prabhat and Meenu (2015) stated that a sample is a small proportion of a population selected for observation and analysis. The sample is selected by using purposive sampling. Patton (1990) added that purposive sampling is composed of individuals or groups that provide information about issues of central importance to the purpose of the research. In this study, the sample is the students of class VIII⁴ as an experimental class and class VIII⁵ as control

class. The researcher chooses these class because the students were still less able to say words that are basic and commonly used. In addition, students who master pronunciation skills are very few between class VIII⁴ and class VIII⁵. Therefore, the researcher chose these classes to be used as samples in this research.

D. Techniques of Data Collection

Concerning to the procedure of data collection in this research, they are explained as follow:

1. Teaching experiment and its procedure

In this research, teaching experiment is one of the technique used by the researcher to obtain the data needed and provide explanation to the students about tongue twisters technique only for treatment class. The researcher only used experiment teaching for the experimental class and conventional method for the control class because the researcher wanted to find out which technique is effective to improve students' ability in pronunciation. There were five meeting, the first meeting and fifth as pre-test and post-test, the second meeting until fourth the researcher was taught pronunciation for both classes but different explanation and technique.

a. Experimental class

1. The First Meeting as Pre-Test

This meeting was conducted on Thursday, 19th July 2018. It took 90 minutes of time allotments. The class started at 12:00 PM and ended at 13:30 PM. The researcher began the class by giving the pre-test. It was conducted to have an understanding of students' pronunciation ability before the researcher run a teaching-learning process. In the pre-test, the students asked to read a short text. After that, the researcher gave scored for each student. After the pre-test done, the researcher taught the students by delivering a brief explanation about the purpose of the study pronunciation by applying tongue twister technique in remaining time.

2. The Second Meeting

The second meeting was held on Tuesday, 24th July 2018. The class started at 12:00 PM and ended at 13:30 PM. This session was considered as a treatment. It was conducted for students to get deep understanding toward treatment and result from a good achievement in the post-test. At this meeting, the researcher began the teaching process by starting with the explanation of the tongue twister technique. It was begun by delivering a handout for each student about several sentences of a tongue twister. Then, the researcher asked the students to make a line. Each line consisted of eight or nine students. The students read the several sentences tongue twister alternately. It called chain reading method collaboration with tongue twister

technique. After that, the researcher explained about four part of pronunciation such as; word stress, stress, consonant, and vowel. With guidance and feedback by the researcher, the students got a deeper understanding of how to pronounce words use tongue twister. In the last five minutes before the class ended, the researcher asked the students to explain what tongue twister is and four part of pronunciation.

3. The Third Meeting

The third meeting was held on Thursday, 26th July 2018. The class started at 12:00 PM and ended at 13:30 PM. This session was considered as a treatment. At this meeting, the researcher began the teaching process by delivering a handout for each student about several stories tongue twister. Then, the researcher asked the students to make a line. The students read the several stories alternately. After that, the researcher explained about word stress, stress, consonant and vowel and given an example for each part of pronunciation. In the last five minutes before the class ended, the researcher asked the students to explain what tongue twister is and four part of pronunciation.

4. The Fourth Meeting

The fourth meeting was held on Tuesday, 31th July 2018 the class started at 12:00 PM and ended at 13:30 PM. This was the last meeting of treatment. Before starting the main activity in this meeting, the researcher asked students to explain what is a tongue twister. After all, the researcher ordered the students to make a line. The researcher begins delivered a handout for each student about several tongue twisters, stories type, and sentences type. The researcher distributed a random composition of tongue twister. Then, the researcher asked the students to read the alternately. After that, the researcher explained word stress, stress, consonant, and vowel and given an example for each part of pronunciation. In the last five minutes before the class ended, the researcher asked the students to explain what tongue twister is and four part of pronunciation. With guidance and feedback by the researcher, the students have finished their work. After all, had finished, the researcher and the students gave feedback toward their performance.

5. The Fifth Meeting as Post-Test

This meeting was held on Thursday, 2th August 2018. At this meeting, the researcher held post-test. The post-test was given in the last day of meeting in order to know students' improvement in learning pronunciation. In the post-test, the researcher expected that the students gave an improvement after getting a profoundly

understand the treatment. The procedure of post-test was the same as the pre-test. The students were asked to read a short text. The researcher gave the score to each student who had finished reading the short text. Then, after post-test completely done, the researcher distributed questionnaires to be answered by students. After all of the students collected the questionnaires, the researcher appreciated all of the students after joining sincerely in this research and end the session.

b. Control class

1. The First Meeting as Pre-Test

This meeting was conducted on Saturday, 21st July 2018 the class started at 09:30 AM and ended at 11.00 AM. The researcher gave the student pre-test. In the pre-test, the students asked to read a short text, then the researcher gave score for each student. After the pre-test done, the researcher taught the students by delivering a brief explanation about pronunciation in the remaining time.

2. The Second Meeting

In this meeting, the researcher gave a brief explanation about Pronunciation and gave them some advice on how to pronounce words and analyzed the mistakes they had in the pre-test. After that, the researcher asked the students to read every story in the textbook. The method used by the researcher was a conventional method. This

meeting was conducted on Monday, 23rd July 2018. The class started at 08:00 AM and ended at 09:30 AM.

3. The Third Meeting

The third meeting was conducted on Saturday, 28th July 2018 the class started at 09:30 AM and ended at 11.00 AM. In this meeting, the researcher did a similar activity as the second meeting. The researcher asked the students to read every story in the textbook. After that, the researcher explained four-part pronunciation such as; stress, word stress, consonant, vowels, and given an example for each part pronunciation. The class ended by giving feedback.

4. The Fourth Meeting

The fourth meeting was conducted on Monday, 30th July 2018 the class started at 08:00 AM and ended at 09:30 AM. This was the last meeting of treatment. Before starting the main activity in this meeting, the researcher asked students to explain what is a tongue twister. Then, the researcher asked the students to read every story in the textbook. After that, the researcher explained four-part pronunciation such as; stress, word stress, consonant, vowels, and given an example for each part of pronunciation. In the last five minutes before the class ended, the researcher asked the students to explain what tongue twister is and four part of pronunciation.

5. The Fifth Meeting as Post-test

This meeting was held conducted on Saturday, 4th August 2018 the class started at 09.30 AM and ended at 11.00 AM. The researcher gave the students post-test. The students were asked to read a short text. The researcher gave scored to each student who had finished reading the short text. The researcher did not distribute questionnaires to control class student. After post-test completely done, the researcher appreciated all of the students after joining sincerely in this research and end the sessions.

E. Instrument for data collection

According to Arikunto (2003), research instrument is a tool used by a researcher by collecting data to get better result, complete and systematic in order to make the data easy to be processed. The instrument could be test, and questionnaire. In this research, the researcher used test and questionnaire.

1. Test

Test is the most important instrument to collect the data. Richard (1985) states that test is procedures for measuring ability, knowledge, or performance of an individual. In this research, the test will be divided into two categories; Pre-test and Post-test. The aim of pre-test is to find out the students' ability toward their pronunciation skill before the treatment is conducted. On the other hand, post-test is to find out whether their pronunciation skill improved

or not after the treatment. The test is conducted by using reading aloud to assess students' ability in pronunciation according to Janet Goodwin, Donna Brinton and Marianne Celce-Murcia in book Pronunciation Pedagogy and Theory (1994).

The tests are checked by using rubric adapted from Brown (1988) to measure their specific improvement, as seen in the following table:

Category	Vowels	Consonants	Word stress	Sentence stress
5	Pronounces vowels correctly all the time.	Pronounces consonants correctly all the time.	Places stress on the right syllable of multisyllabic words all the time.	Places stress on focus words and other key words all the time.
4	Pronounces vowels correctly most of the time.	Pronounces consonants correctly most of the time.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on a few words.	Places stress on focus words and other key words most of the time.
3	Makes inconsistent vowel errors.	Makes inconsistent consonant errors.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on certain words.	Places stress on focus words and other key words sometimes.
2	Pronounces some vowels incorrectly consistently.	Pronounces some consonants incorrectly consistently.	Places stress on the right syllable of multisyllabic words most of the time, but miss places it on a large number of words.	Frequently misplaces stress on focus words and other key words.
1	Vowel errors are frequent.	Consonant errors are frequent.	Frequently miss places stress on multisyllabic words.	Sentence stress is rarely identified.

Table.3.5. Pronunciation Rubric

In addition, the criteria of students' pronunciation skill rate grouped into five categories, they are:

Scores	Categories
85-100	Very good
75-84	Good
60-74	Fair
40-59	Bad
0-39	Very bad

Table.3.6.The Criteria of Students' Pronunciation Skill Rate

2. Questionnaires

Alison and Susan in Brown book entitle "English language research 2" (2001) defined questionnaires (a subset of survey research) as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer. Questionnaires allow researcher to gather information that learners are able to report about themselves, such as their belief and motivations about learning or their reactions to learning and classroom instruction and activities information that is typically not available from production data alone.

In this study, the researcher focus on closed-item questions because the researcher want to focus on important concept depending on the purpose of study and the questionnaires are written in *Bahasa Indonesia* to avoid misunderstanding of students. The questionnaires consisted of 10 closed-item

questions which covered some aspect of the advantages and disadvantages of tongue twister according to Ulupi Sitoresmi (2016).

F. Technique of Data Analysis

1. SPSS 22

To find out the differences between pre-test and post-test, the researcher would quantify score by using SPSS 22.

2. In analyzing the questionnaire, the researcher used this formula:

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

Explanation : P = Percentage

 F = Frequency

 n = The number of respondent

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher presents the data analysis of the research which was conducted from 19th July to 4th August, 2018. The analysis of test results and questionnaires are addressed in the first section. The findings of the analyses are then brought into further discussions.

A. Analysis of Test Results

Teaching experiment as it was explained before, there were two class selected as sample in this experiment in which the students participated in two types of tests; pre-test and post-test. The two tests were designed to measure the students' ability in pronunciation before and after treatment. The researcher analyzed the data by using SPSS 22 to figure out whether there was a significant different between the pre-test and post-test result after the treatment was given. The analysis was used in order to find out the students' ability in improving pronunciation using tongue twister technique.

The following parts show the general description of students' scores in experimental class and control class. The description is divided into some sections: pre-test scores and post-test scores.

1. The pre-test scores

There were originally 25 students engaged in either the experimental

class or the control class. All of them attended the day of pre-test and post-test. So the number of students who participated in this study was 50 students.

The results of pre-test could be seen as follows:

Students Attendee's Number	The pre-test score of experimental class VIII/ 4	The pre-test score of control class VIII/ 5
1	20	25
2	40	50
3	50	55
4	50	53
5	52	56
6	43	45
7	54	60
8	51	74
9	52	55
10	45	20
11	65	60
12	75	60
13	62	65
14	52	60
15	50	52
16	59	64
17	72	68
18	74	68
19	56	56
20	60	62
21	46	59
22	45	54
23	57	60
24	52	58
25	42	39
Σ	1324	1378
Mean	52,96	55,12

Table.4.1.The Pre-test scores of Students at MTsN 1 Aceh Besar

The table shows the students' pre-test scores of experimental class and control class. The lowest score for both class is 20. For highest score, experimental class is 75 while control group is 74. The mean score from the table shows that the control group is higher than experimental class.

2. The post-test scores

The following table reports the students' post-test scores of both experimental and control groups:

Students Attendee's Number	The post-test score of experimental class VIII/ 4	The post-test score of control class VIII/ 5
1	25	20
2	62	60
3	82	62
4	70	64
5	70	64
6	60	58
7	65	65
8	65	75
9	62	62
10	64	60
11	82	62
12	89	62
13	85	68
14	79	65
15	70	60
16	86	68
17	93	70
18	90	70
19	82	62
20	87	65
21	69	60
22	60	60
23	75	64
24	74	60

\sum ²⁵	60	58
	1806	1544
Mean	72,24	61,76

Table.4.2.The Post-test scores of Students at MTsN 1 Aceh Besar

As can be seen in the table, the lowest score of experimental class is 25 and that of the control class is 20. Meanwhile, the highest score of experimental class is 93 and that of the control class is 75. Therefore the mean of the experimental class is 72,24 and that of the control class is 61,76. It can be seen that experimental class has higher significant score than the control class.

In order to answer the research question and hypothesis. T-test was used to answer both of them by using SPSS 22.

The t-test of pre-test in the experimental class and control class

Group statistic

Class		N	Mean	Std. Deviation	Std. Error Mean
Experimental	experimental class	25	52.9600	11.74904	2.34981
	control class	25	55.1200	12.24854	2.44971

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental	Equal variance s assumed	.002	.968	-.636	48	.528	-2.16000	3.39451	-8.98511	4.66511
	Equal variance s not assumed			-.636	47.917	.528	-2.16000	3.39451	-8.98542	4.66542

Table.4.3.The t-test scores of Students at MTsN 1 Aceh Besar

The following table reports t-test analysis of pre-test experimental class and control class. T-test for equality of means is used to determine if two population means are equal, it means the each class has equal population. The table std. error difference shows score to measures the amount of variability or dispersion for a subject set of data from the mean, there is 3.39451. The score of mean difference is -2.16000. It to measures the absolute difference between the *mean* value in two different groups. The score for degrees of freedom is 48 and 47.917. It is the number of independent pieces of information that went into calculating the estimate F score shows is 0.002. the number of ratio of variance

of two samples. The score for The Sig(2-tailed) is 0.528. This is the two-tailed p-value evaluating the null against an alternative that the mean is not equal to 50. It is equal to the probability of observing a greater absolute value of t under the null hypothesis. If the p-value is less than the pre-specified alpha level (usually .05 or .01) it will conclude that mean is statistically significantly different from zero.

The t-test of post-test in the experimental class and control class
Group statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Experimental	experimental class	25	72.2400	14.47492	2.89498
	control class	25	61.7600	9.63189	1.92638

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental	Equal variance assumed	6.242	.016	3.014	48	.004	10.48000	3.47734	3.48835	17.47165

Equal								
variance	3.01	41.77				3.4613	17.4986	
s not	4	0	.004	10.48000	3.47734	1	9	
assumed								

Table.4.4.The t-test scores of Students at MTsN 1 Aceh Besar

The following table reports t-test analysis of post-test experimental class and control class. Sig (2-tailed) score shows that the post-test score is lower than 0.05. The hypothesis in this research is if Sig (2-tailed) score is higher than 0.05 there is no significant result between experimental class and control class. Therefore, the researcher concluded that the t-test of post-test scores of experimental class and control class are significant.

B. Analysis of Questionnaires

The researcher distributed the questionnaires to the students in order to get the data of the students' perception toward applying tongue twister technique to improve pronunciation development. It consisted of 10 questions in a closed form as mentioned in chapter III.

No	Statements		Students Responses		Total
			Yes	no	
1	Does tongue twisters technique boost your motivation in learning pronunciation?	<i>f</i>	25	0	25
		<i>%</i>	100,0	0	100
2	Does tongue twisters technique help you improve your pronunciation?	<i>f</i>	25	0	25
		<i>%</i>	100,0	0	100
3	Does learning pronunciation by using tongue twisters technique make you confident in learning process?	<i>f</i>	21	4	25
		<i>%</i>	84	16 %	100

4	Does learning pronunciation by using tongue twisters as a technique of learning pronunciation make you relax in the learning process?	<i>f</i>	25	0	25
		<i>%</i>	100,0	0	100
5	Does using tongue twisters technique in learning pronunciation make you understand that some words only differ in one sound?	<i>f</i>	24	1	25
		<i>%</i>	96	4%	100
6	Do you think using tongue twisters as technique In learning pronunciation make you easy to move your mouth and your tongue appropriately?	<i>f</i>	25	0	25
		<i>%</i>	100,0	0	100
7	Do you think using tongue twisters makes learning process more exciting?	<i>f</i>	25	0	25
		<i>%</i>	100,0	0	100
8	Do you think using tongue twisters technique in learning pronunciation takes less time to improve your pronunciation?	<i>f</i>	20	5	25
		<i>%</i>	80	20%	100
9	Do you like using tongue twisters technique in learning pronunciation?	<i>f</i>	25	0	25
		<i>%</i>	100,0	0	100
10	Is it more practical to learn pronunciation by using tongue twister technique?	<i>f</i>	24	1	25
		<i>%</i>	96	4%	100

Table.4.5.The analysis questionnaires of Students at MTsN 1 Aceh Besar

Following table shows that all of respondents agreed that tongue twister having been boosting students in learning English. It could be seen from the first statement that 100% of the respondent argued that the technique made students boosted in learning pronunciation. Therefore, the researcher concluded that tongue twister technique made students boosted in the learning process.

The second statement shows that all of the respondents agreed that students were helped in developing their pronunciation through tongue twister technique. It was described in the second statement that 100% of the respondent argued that tongue twister technique helps them in improving pronunciation.

Therefore, the researcher concluded that developing students' pronunciation through tongue twister technique is helped students improve their pronunciation.

The third statement gave the information about students confident in learning pronunciation through tongue twister. There were 21 of 25 students agreed that tongue twister technique makes students confident in the learning process. On the other side, 4 of 25 students disagreed that this technique makes students confident in the learning process. Therefore, based on the percentage level of agreed was higher than disagreed, it could be concluded that tongue twister technique makes students confident in the learning process.

The fourth statement shows that all of the respondents agreed that they were relaxed in the learn pronunciation through tongue twister technique. It was described in the fourth statement that 100% of the respondent argued that tongue twister technique made them were relaxed in the learn process. Therefore, the researcher concluded that developing students' pronunciation through tongue twister technique makes students relaxed in the learn process.

The fifth statement above indicated that almost all of the students emphasized that they understand some words are a difference in one sound through tongue twister technique. There were 24 of 25 students agreed that tongue twister technique makes students understand that some words are different in one sound. On the other side, there were 1 of 25 students disagreed that this technique makes students understand that some words are different in one sound. Therefore, based on the percentage level of agreed was higher than

disagreed, it could be concluded that tongue twister technique makes students that some words are different in one sound.

The sixth statement showed that all of the respondents agreed that students were easy to move their mouth and their tongue appropriately in learning pronunciation through tongue twister technique. It was described in the sixth statement that 100% of the respondent argued that tongue twister technique made them was easy to move their mouth and their tongue appropriately.

The seventh statement showed that all of the respondents agreed that tongue twister technique makes learning process exciting. It can be seen from the statement that 100% of respondent argued that the technique made them excited in the learning process. Therefore, the researcher concluded that tongue twister makes students excited in the learning process

The eighth statement above indicated that almost all of the students emphasized that tongue twister technique take less time to improve pronunciation. They were 20 of 25 students agreed that tongue twister takes less time to improve pronunciation. Meanwhile, 5 of 25 students disagreed with the statement. It could be concluded that tongue twister technique takes less time to improve pronunciation.

The ninth statement showed that all of the respondents agreed that students like to use tongue twister in learning pronunciation. It can be seen from the statement that 100% of respondent argued that students like the technique in

learning pronunciation. Therefore, the researcher concluded that students like the tongue twister technique in learning pronunciation

The last statement indicated that most of the students choose the tongue twister technique is more practical to use in learning pronunciation. Based on the statement, it described that there were 24 of 25 students choose agreed with the statement. Meanwhile, 1 of 24 students chooses disagree with the statement. It could be concluded that tongue twister technique is more practical in learning pronunciation.

In conclusion, according to the data questionnaires, it is proved that the application of tongue twister technique improved students' pronunciation.

C. Discussion

This research examined if the application of tongue twister improved students' pronunciation development. In this section the researcher discussed the findings of the research in relation to the two research questions. The research questions also related to the aim of this study: to find out to what extend the application of tongue twister improve students' pronunciation development and to investigate students' obstacles in tongue twister. The researcher is done collected the data using pre and post-tests, experimental teaching, questionnaire as instruments in order to answer the research questions. Based on the result that discovered after analyzing the series of data, the following section discusses about the findings of this study and answers the research questions.

The first research question was finding out to what extent the application of tongue twister improves students' pronunciation development. As it was mentioned above, a series of test (pre-test and post-test) had been conducted in experimental teaching. The researcher has analyzed the students' pre and post-test scores by emphasizing on four aspects of assessment, they were: vowel, stress, word stress, and consonant. The tests result indicated that tongue twister technique had improved students' pronunciation development. It could be seen from the result of pre-test and post-test showed different significant score.

The mean of each test had proven; mean of pre-test was 52,96 experimental class and 55,12 for control class. The result mean of post-test was 72,24 for experimental class and 61,76 for control class. At this stage, it showed the significant difference between experimental class and control class on pre-test and post-test score. The significance different is shows 004 in the table post-test. This result reports that the significance level of $t\text{-test}=.004$ is lower than $\alpha= 0.05$ ($.000<0.05$) there is the significance of the score. It could be concluded that the average score of post-test was higher than pre-test. It meant that the application of tongue twister technique to improved students' pronunciation development. Thus, H_0 refused and H_a received. It could be concluded that the average score of post-test was higher than pre-test. It meant that the application of tongue twister technique improved students' pronunciation.

Furthermore, the second research question aimed to investigate students' obstacles in tongue twister technique. The researcher distributed questionnaires to

students in order to know the students' perception toward the application of tongue twister technique. This questionnaire also had a purpose to support the data related to the students' improvement in developing pronunciation. Based on data from the questionnaire, most of students (20 of 25 students) revealed that they did not face the obstacles by using tongue twister in developing pronunciation. They asserted that the technique was understandable, and motivating students in developing pronunciation. Moreover, the learning process of using tongue twister technique was considered clearly with good explanation, exciting and pleasing learning process. However, (5 of 25 students) revealed that there were a few obstacles of using tongue twister. They revealed the obstacle of using tongue twister in developing pronunciation include; limited time, confident, practical and difficult understand sound words.

In addition, according to students responses toward questionnaire above, learning pronunciation by using tongue twister technique delivered a positive response from students. The result of questionnaire showed that most of the students (97,75%) in the class acknowledged that tongue twister technique helped the students in mastering pronunciation development. While a few of the students (2.25%) deliver a negative response toward the technique.

In summary, the researcher took a conclusion that tongue twister technique helped the students in mastering pronunciation development because they believed that the technique was simple and easy, interesting and understandable.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the researcher draws some conclusions and makes suggestions as follow.

A. Conclusions

Based on the data analysis about applying tongue twister technique to improve students' pronunciation at second grade of MTsN 1 Aceh Besar, it could be concluded that:

1. Tongue twister improved students' pronunciation. It was proved by the post-test score of the experimental class which has a sufficient improvement from 52,96 to 72,24.
2. Learning English pronunciation by using tongue twister technique receives positive responses from students. The result of questionnaire showed that most of the students (95.45%) in the class acknowledged that tongue twister technique helps the respondents in developing their pronunciation. The students seem excited and pleased in learning process with the technique. The students also did not feel bored and they were very enthusiasm to apply the technique. Only few students (4.55%) have not been able to recognize the benefits of learning pronunciation through tongue twister.

B. Suggestions

Based on the findings of the research, some suggestions are addressed to the teacher and future researchers.

1. Tongue twister technique can be used for the English teacher as an alternative in teaching pronunciation, because students also need interesting ways to learn English pronunciation. Thus, they can be motivated to memorize the words which later affect their English skill.
2. For researchers, it is necessary to continue another relevant research and it is still needed to establish further discussion related to the implementation of tongue twister technique in more diverse contexts. However, this research can be used as a reference for future research.
3. The technique is suitable to develop students' pronunciation at any education level. Then, teachers should consider to add this technique to their teaching.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN Indrapuri Aceh Besar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 10 x 45 menit (5x pertemuan)
Topik Pembelajaran : Expressions of giving praise
Pertemuan : I - V

I. KOMPETENSI INTI

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. KOMPETENSI DASAR

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian,

mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. INDIKATOR PENCAPAIAN KOMPETENSI

1. Membedakan informasi tentang vowel dan consonant.
2. Membedakan tentang word stress dan sentence stress.

IV. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Mengucapkan kata kata bahasa inggris umum dengan benar melalui pembelajaran technique tongue twister.
2. Menguasai pengucapan bunyi yang berbeda pada kata kata bahasa inggris.

V. METODE PEMBELAJARAN:

1. Chain reading.

Chain reading adalah kegiatan yang sangat komunikatif karena dapat melibatkan semua siswa di kelas dan kerjasama yang baik dalam kelompok yang sangat dibutuhkan oleh mereka. Langkah pertama, guru memulai kegiatan dengan mengelompokkan siswa dan meminta mereka untuk berdiri membuat beberapa

garis menghadap papan tulis. Setelah itu, setiap anggota kelompok harus membaca satu kata dari bahasa satu demi satu. Kelompok yang menyelesaikan pembacaan lebih cepat menjadi pemenang. Kemudian, guru dan siswa mendiskusikan hasilnya bersama.

VI. MATERI PELAJARAN

1. Tongue Twister.

Tounge twister adalah ungkapan yang dibuat atau dirancang untuk menjadi sulit di ucapkan atau dengan kata lain menguji kemampuan artikulasi seseorang. Kata-kata atau ungkapan tersebut biasanya tidak masuk akal dan tergantung pada pergantian antara suara yang sama. Seperti kata dari s dan sh atau pada urutan suara yang memerlukan reposisi lidah tanpa henti.

VII. SRATEGI PEMBELAJARAN

- a. Model : Communicative Approach
- b. Metode : Tongue twister
- c. Pendekatan : Communicative Approach

VIII. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<i>Pra Pembelajaran</i> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 	5 menit

	<ol style="list-style-type: none"> 4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran. 5. Gurumemperkenalkan diri dan menyampaikan tujuan dan langkah-langkah selama proses penelitian. 6. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung. 	
Pre test	<ul style="list-style-type: none"> • Membagikan kepada siswa soal pre test • Meminta siswa untuk membaca soal pre-test yang telah dibagikan. 	45 Menit
Inti	<ul style="list-style-type: none"> • Guru menanyakan terlebih dulu kepada siswa tentang pengetahuan tentang bagaimana mengucapkan atau membaca dalam bahasa inggris • Guru memperkenalkan kepada siswa tentang teknik Tongue Twister • Kemudian Guru menuliskan dipapan tulis tentang pengertian Tongue Twister teknik. • Guru meminta kepada beberapa siswa untuk merangkum pembelajaran hari ini. • Kemudian guru menyimpulkan materi. 	35 Menit
Penutup	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit

Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. Guru mengkondisikan kelas dalam keadaan kondusif untuk berlangsungnya pembelajaran. 5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran. 	5 menit
<p>Inti</p> <p>Membahas tentang vowel dan consonant</p>	<ul style="list-style-type: none"> • Guru mengulang kembali tentang teknik tongue twister kepada siswa. • Membagikan beberapa kata tongue twister kepada siswa. • Guru menjelaskan tentang vowel dan consonant secara umum dan contohnya. • Guru meminta siswa untuk membuat baris berhadap kedepan untuk melakukan aktivitas chain reading • Guru meminta kepada beberapa siswa untuk membaca kata tongue twister tersebut tersebut secara bergantian. • Guru menanyakan kesulitan yang masih belum dipahami oleh siswa. 	80 Menit

Penutup	<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik membuat kesimpulan pembelajaran. 2. Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit
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Tongue Twister
Gobbling gorgoyles gobbled gobbling goblins
Six slimy snails sailed silently
Rhys watched Ross switch his Irish wristwatch for a Swiss wristwatch
Eddie edited it
Dimensional analysis
It's a nice night for a white rice fight
No need to light a night-light on a light night like tonight
Excited executioner exercising his excising powers excessively
Pirates Private Property
When you write copy you have the right to copyright the copy you write
<p>To sit in solemn silence in a dull, dark dock,</p> <p>In a pestilential prison, with a life-long lock,</p> <p>Awaiting the sensation of a short, sharp shock,</p> <p>From a cheap and chippy chopper on a big black block</p>

Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<i>Pra Pembelajaran</i> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. Guru mengkondisikan kelas dalam keadaan kondusif untuk berlangsungnya pembelajaran. 5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran. 	5 menit
Inti Membahas tentang word stress dan sentence stress	<ul style="list-style-type: none"> • Guru mengulang kembali tentang teknik tongue twister kepada siswa. • Membagikan beberapa kata tongue twister kepada siswa. • Guru menjelaskan tentang word stress dan sentence stress secara umum dan contohnya. • Guru meminta siswa untuk membuat baris berhadap kedepan untuk melakukan aktivitas chain reading • Guru meminta kepada beberapa siswa untuk membaca kata tongue twister tersebut tersebut secara bergantian. • Guru menanyakan kesulitan yang masih belum dipahami oleh siswa. 	80 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru bersama-sama dengan peserta didik membuat kesimpulan 	5 Menit

	<p>pembelajaran.</p> <ol style="list-style-type: none"> 2. Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	
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Tongue Twister
Tie twine to three tree twig
Three short sword sheaths
Six slimy snails sailed silently
Seven slick slimey snakes slowly sliding southward
A slimey snake slithered down the sandy sahara
Gun sound is bang bang
Computer installation, computer communication, computer information
Work, word, world
Green glass globes glow greenly
The queen in green screamed
<p>If you understand, say "understand".</p> <p>If you don't understand, say "don't understand".</p> <p>But if you understand and say "don't understand".</p> <p>how do I understand that you understand. Understand!?</p>

Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. Guru mengkondisikan kelas dalam keadaan kondusif untuk berlangsungnya pembelajaran. 5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran. 	5 menit
Inti	<ul style="list-style-type: none"> • Guru mengulang kembali tentang teknik tongue twister kepada siswa. • Membagikan beberapa kata tongue twister kepada siswa. • Guru meminta siswa untuk membuat baris berhadap kedepan untuk melakukan aktivitas chain reading. • Guru menkolaborasikan vowel, consonant, word stress, dan sentence stress didalam aktivitas chain reading tongue twister. • Guru meminta kepada beberapa siswa untuk membaca kata tongue twister tersebut tersebut secara bergantian. • Guru menanyakan kesulitan yang masih belum dipahami oleh siswa. 	80 Menit

Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat kesimpulan pembelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit

Tongue Twister
Tie twine to three tree twig
Three short sword sheaths
Six slimy snails sailed silently
Seven slick slimey snakes slowly sliding southward
A slimey snake slithered down the sandy sahara
Gun sound is bang bang
Computer installation, computer communication, computer information
Work, word, world
Green glass globes glow greenly
The queen in green screamed
Dr. Johnson and Mr. Johnson, after great consideration, came to the conclusion that the Indian nation beyond the Indian Ocean is back in education because the chief occupation is cultivation

Pertemuan kelima

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1 Salam 2 Berdoa 3 Mengecek kehadiran siswa 4 Guru mengkondisikan kelas dalam keadaan kondusif untuk berlangsungnya pembelajaran. 5 Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran. 	5 menit
Inti	<p><i>Post Test</i></p> <ul style="list-style-type: none"> • Guru membagikan kepada siswa soal post test yang telah dipersiapkan. • Guru meminta siswa untuk membaca soal yang telah diberikan. <p><i>questionner</i></p> <ul style="list-style-type: none"> • Guru membagikan kepada siswa lembar questionner yang sudah disiapkan. • Guru menjelaskan kepada siswa tentang bagaimana cara mengisi kuestioner tersebut. • Guru meminta kepada siswa untuk menjawab tiap poin kuestioner tergantung kepada pendapat tiap individu. 	<p>50 Menit</p> <p>30 menit</p>

	<ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan lembar kuestioner yang sudah dijawab. 	
Penutup	<ol style="list-style-type: none"> 1. Guru menanyakan kesan siswa terhadap pembelajaran selama ini. 2. Guru mengucapkan terima kasih kepada siswa atas partisipasi mereka selama proses belajar mengajar berlangsung. 3. Guru mengakhiri pembelajaran dan mengucapkan salam. 	5 Menit

**INSTRUMENT
PRE TEST**

there is a house in the square, on the square there is a flat, in the flat there is a room. In the room there is a table, on the table there is a cage, in the cage there is a parrot, and the parrot is singing a song with flapping wings. The cat is watching the parrot singing outside the cage. The cat gets bored because the parrot's sing and finally fall asleep.

**INSTRUMENT
POST-TEST**

Says the network is connected to the button on your mouse, but your packets want to tunnel on another protocol, that's repeatedly rejected by the printer down the hall, and your screen is all distorted by the side effects of gauss, so your icons in the window are as wavy as a souse, then you may as well reboot and go out with a bang, cause as sure as I'm a poet, the sucker's going to hang.

QUESTIONNAIRE

The questionnaire design according Ulupi Sirotomi (2016) The advantages and disadvantages of tongue twisters

A. Students Profile

Name :

B. Learning Outcome

Put a check mark (√) on one of the columns.

No	Questions	Yes	No
Tongue Twisters as a technique of learning Pronunciation			
1	Does tongue twisters technique boost your motivation in learning pronunciation?		
2	Does tongue twisters technique help you improve your pronunciation?		
3	Does learning pronunciation by using tongue twisters technique make you confident in learning process?		
4	Does learning pronunciation by using tongue twisters as a technique of learning pronunciation make you relax in the learning process?		
5	Does using tongue twisters technique in learning pronunciation make you understand that some words only differ in one sound?		
6	Do you think using tongue twisters as technique In learning pronunciation make you easy to move your mouth and your tongue appropriately?		
7	Do you think using tongue twisters makes learning process more exciting?		
8	Do you think using tongue twisters technique in learning pronunciation takes less time to improve your pronunciation?		
9	Do you like using tongue twisters technique in learning pronunciation?		
10	Is it more practical to learn pronunciation by using tongue twister technique?		

GURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8843/UN.08/FTK/KP.07.6/09/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UIN.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang :**
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat :**
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 - Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan :** Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 02 Desember 2016

MEMUTUSKAN

- Menetapkan :**
- PERTAMA :** Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-2456/UN.08/FTK/KP.07.6/03/2018 tanggal 05 Maret 2018
- Menunjuk Saudara:
- | | |
|----------------------------|----------------------------|
| 1. Yuni Setianingsih, M.Ag | Sebagai Pembimbing Pertama |
| 2. Risdaneva, MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Rahmad Purnama**
- NIM : **231324223**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Application of Tongue Twister to Improve Students' Pronunciation**
- KEDUA :** Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA :** Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT :** Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- Mahasiswa yang bersangkutan;



Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018

An. Rektor
Dekan

Muslim Hazali



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 5496 /Un.08/TU-FTK/ TL.00/05/2018

28 Mei 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Rahmad Purnama
N I M	: 231 324 223
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: X
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Lingkar Kampus UIN Lr. Jepara No. 05, Darussalam Banda Aceh

Untuk mengumpulkan data pada:

MTsN I Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Application of Tongue Twister to Improve Students' Pronuntiation

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
MADRASAH TSANAWIYAH NEGERI INDRAPURI
KECAMATAN INDRAPURI KABUPATEN ACEH BESAR**

Alamat : makam Tgk. Chik Ditiro No.52 Pasar Indrapuri kode pos 23363, email. mtsnindrapuri@kemenag.go.id

SURAT KETERANGAN PENELITIAN

.B- 104 /MTs.01.04.4/PP.00.5/08/2018

Kepala Madrasah Tsanawiyah Negeri 1 Aceh Besar menerangkan bahwa :

Na m a	: Rahmad Purnama
N I M	: 231 324 223
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: X
Fakultas	: Tarbiyah Keguruan UIN Ar-Raniry Darussalam

Adalah benar ianya telah melakukan Penelitian dalam rangka Pengumpulan data untuk Skripsi yang berjudul “ The Application of Tonhue Twister to Improve Students’ Pronuntiation”

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya, terima kasih.



Indrapuri, 2 Agustus 2018
Kepala MTsN 1 Aceh Besar

[Signature]
Drs. Junaidi

NIP. 196306021999051001

AUTOBIOGRAPHY

Personal Identity

Name : Rahmad Purnama
 Place and Date of Birth : Meulaboh, March 28th 1995
 Sex : Male
 Religion : Islam
 Nationality : Indonesian, Acehnese
 Marital Status : Single
 Occupation : Student
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Parent

Father's Name : Rusli Sabil
 Mother's Name : Mariana
 Occupation : Entrepreneur
 Address : Jl. Purnama, Meulaboh, Aceh Barat.

Educational Background

Kindergarten : TK Al-Quran (2000-2001)
 Primary School : MIS Nurul Falah (2001-2007)
 Junior High School : MTsN Model Meulaboh 1 (2007-2010)
 Senior High School : MAN 1 Meulaboh (2010-2013)
 University : UIN Ar-Raniry (2013-2019)

Banda Aceh, January 26th, 2019

Rahmad Purnama