AN UNDERGRADUATED THESIS

**INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH
TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI
EAST LAMPUNG ACADEMIC YEAR 2021/2022**

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

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INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH

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EAST LAMPUNG ACADEMIC YEAR 2021/2022

Presented as a partial Fulfillment of The Requirement for The Degree of Sarjana

Pendidikan (S.Pd) in English Education Department

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Sponsor   : Dr. Widhiya Ninsiana, M. Hum

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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                                  THROUH TONGUE TWISTER GAMES AT THE GRADE
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                                  YEAR 2021/2022

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: **INCREASING STUDENTS'**
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vi

ABSTRACT

INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022

By:
FIQI FADILAH

The purpose of this study was to determine whether students' pronunciation skill could be increased by using the tongue twister games and also to find out how the application of this games could increase pronunciation mastery in eight grade students' of SMP PGRI 1 Pasir Sakti.

This research used Classroom Action Research (CAR). The CAR design used in this study was the Kemmis and Mc Taggart design. This research consists of for phase: planning, acting, observing and reflecting. This research, conducted in 2 cycles and each cycle consists of 3 meetings. Researcher took research sample in class VII 1 which consisted of 25 students'.

The findings of this research, it can be said that the application of tongue twister games to increase pronunciation skill is successful because the criteria for success are met. This is evidenced by the percentage score on the pre-test and post-test. On the pre-test is 20%, on the post-test 1 is 28% and in post-test 2 is 80%. The conclusion of the study was that there was a significant increase in the tongue twister games in pronunciation skill at Eight grade students of SMP PGRI 1 Pasir Sakti.

Keywords: Pronunciation Skill, Tongue Twister Games, Classroom Action Research

ABSTRAK

MENINGKATKAN KEMAMPUAN PENGUCAPAN SISWA MELALUI PERMAINAN TWISTER LIDAH PADA KELAS DELAPAN SMP PGRI 1 PASIR SAKTI TAHUN AJARAN 2021/2022

Oleh:

FIQI FADILAH

Penelitian ini bertujuan untuk mengetahui apakah keterampilan pengucapan siswa dapat meningkat dengan mengunakan permainan tongue twister dan untuk mengetahui bagaiamanakah penerapan dari game ini tersebut dalam meningkatkan kemampuan pengucapan siswa pada kelas delapan 1 di SMP PGRI 1 Pasir Sakti.

Penelitian ini menggunakan desain penelitian tindakan kelas (PTK). Desain PTK yang digunakan pada penelitian ini adalah desain oleh Kemmis dan Mc Taggart. Pada desain penelitian ini terdiri dari 4 fase yaitu: perencanaan, tindakan, pengamatan, dan pengayaan. Penelitian ini dilakukan dalam 2 siklus, 1 siklus terdiri dari 3 pertemuan. Sampel pada penilitian ini adalah kelas delapan 1 dengan jumlah 25 siswa.

Temuan peneliti menunjukkan bahwa penerapan permainan tongue twister bisa dikatakan berhasil dan menuingkatkan kemampuan pengucapan siswa karena kriteria keberhasilan telah tercapai. Hal ini dibuktikan oleh presentase nilai dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan. Presentase nilai dari pre-test adalah 20%, nilai dari post-test 1 adalah 28% dan dari pos-test 2 adalah 80%. Kesimpulan penelitian ini adalah terdapat peningkatan yang signifikan dengan digunakannya permainan tongue twister sebagai tekhnik pada kemampuan pengucapan siwa dikelas delapan SMP PGRI 1 Pasir Sakti.

Kata Kunci: Permainan Tongue Twister, Kemampuan Pengucapan, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Fiqi Fadilah

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States that this undergraduate thesis is originality the result of the writer's research, in exception of certain part which are excepted from the bibliographies mentioned.

Metro, 20 April 2022
The researcher

Fiqi Fadilah
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Fiqi Fadilah

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Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini merupakan hasil penelitian penulis, kecuali bagian

tertentu yang dirujukndari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 April 2022
Peneliti

Fiqi Fadilah
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x

MOTTO

وَلَا تَهِنُوا۟ وَلَا تَحْزَنُوا۟ وَأَنتُمُ ٱلْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ

" Don't be weak, and don't (also) be sad, even though you are the highest (degrees), if you are believers"

(Q.S. Ali Imran: 139)

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

1. My lord Allah SWT, for giving me the strength to finish this study.

2. My beloved parents Mr. Suyasto and Mrs. Lilik Maslikah who always support me powerful guidance in every problem until able to finish this script.

3. My beloved brother Muhammad Rizky Ramadan who always gives me more life.

4. My sponsor Dr. Widhiya Ninsiana, M. Hum thanks for guiding.

5. My best lovely friends Ria Andini and Devi Anggraini always teach me sense of friendship and togetherness

6. My beloved almamater of State Institute for Islamic Studies (IAIN) Metro

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In the name of Allah, the Most Gracious, the Most Merciful. All praise for Allah SWT, the Lord of the worlds without His mercy and blessings, none of this would be possible. Thank you also to our life idol, man perfection, Prophet Muhammad SAW, hi s family and companions. Finally researcher can complete this undergraduate thesis with the tittle "INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2022".

In connection with this undergraduate thesis, the researcher would like to express their deepest gratitude to Dr. Widhiya Ninsiana, M. Hum as a sponsor. May Allah SWT reward them better for the time they have taken to support and guide them during the undergraduate thesis writing process.

As human being, the researcher is fully aware that this undergraduate thesis still has many shortcomings. The researcher apologizes for any mistakes that have been made in writing and presenting the material. All constructive criticism and suggestions are highly expected to measure the quality of this undergraduate thesis. Hopefully this proposal can provide significant benefits for writes in particular and for our campus and all readers in general.

Metro, April, 2022
The Researcher

FIQI FADILAH
Npm.1701070097

TABLE OF CONTENT

CHAPTER I INTRODUCTION

CHAPTER V CONCLUSION AND SUGGESTION

BIBLIOGRAPY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

LIST OF FIGURES

xviii

LIST OF APPENDICES

1. Syllabus

2. Lesson Plan

3. Instrument Pre-Test

4. Instrument Post-Test 1

5. Instrument Post-Test 2

6. Observation Sheet

7. Kartu Bimbingan Proposal

8. Kartu Bimbingan APD

9. Kartu Bimbingan Skripsi

10. Suart Izin Pra-Survey

11. Surat Balasan Pra-Survey

12. SK Bimbingan Skripsi

13. Surat Bebas Pustaka Perpustakaan

14. Surat Bebas Pustaka Jurusan

15. Surat Izin Research

16. Surat Basalan Research

17. Surat Tugas

18. Hasil Turnitin

19. Documentation

20. Map Location

CHAPTER 1

INTRODUCTION

A. Background Of Study

Language is one of communication tool which shows arbitrary vocal people can communicate, interact, cooperate, and develop their idea to each other. Besides, being use as a communication tool, and a tool for human interaction around the world. English is becoming an international language. There are four things that new language students need to do; reveal it, understand its meaning, understand its form, and put it into practice.

In this era of globalization, English is an international language and is considered an important language in the world. Besides, English also considered as the second spoken in every country. In Indonesia, English is studied as a subject in elementary school, junior high school, high school up too university level.

In learning English, there are four skills must be mastered, Namely : listening, speaking, reading and writing. Besides that, we are also have to learn the language components to support the mastery of these four language skills. Based on the skills already mentioned, speaking is one of the most important skills in the language learning process. So, the students are expected not only to be able to   understand English but also to be able to use English to communicate with other people.

On this occasion, the researcher will discuss about pronunciation skills. Because, pronunciation is very important to use in terms of speaking and also

greatly affects the proses of communication with the interlocutor. Therefore, pronunciation is the key to understanding what is being said. When the pronunciation ability is good, the communication process there is no barriers between the interlocutors. Thus, the occurrence of errors in pronunciation should be minimized. For that it requires practice in every process that is owned.

The researcher thinks that there are many problems that occur in learning English, especially in the process of learning pronunciation. Furthermore, the researcher surveyed the research subject. There are many children who have an error about English words. The pre-survey had been conducted at SMP PGRI Pasir Sakti East Lampung. The pronunciation problems was obtained from the result of pre-survey conducted on March 10,2021 in SMP PGRI Pasir Sakti East Lampung. The problem of the eight grades student pronunciation SMP PGRI 1 Pasir Sakti East Lampung is illustrated in this table:

Table 1

The Data of Pre-Survey Result

Pronunciation at the Eight grade SMP PGRI 1 Pasir Sakti East

Lampung

NO	STUDENTS INITIAL	P/L	SCORES	EXPLANATION
1	AP	L	60	UNCOMPLETE
2	ANK	L	60	UNCOMPLETE
3	AZU	P	70	UNCOMPLETE
4	BPP	L	71	UNCOMPLETE
5	DU	L	60	UNCOMPLETE

6	DS	P	75	COMPLETE
7	DN	P	65	UNCOMPLETE
8	DA	P	65	UNCOMPLETE
9	DAP	L	75	COMPLETE
10	DD	L	50	UNCOMPLETE
11	ETW	P	60	UNCOMPLETE
12	FNAF	L	75	COMPLETE
13	FW	P	70	UNCOMPLETE
14	GP	L	75	COMPLETE
15	KA	L	75	COMPLETE
16	LZ	P	60	UNCOMPLETE
17	MA	P	50	UNCOMPLETE
18	MFA	L	75	COMPLETE
19	PAF	P	75	COMPLETE
20	RW	P	50	UNCOMPLETE
21	RD	L	60	UNCOMPLETE
22	RS	L	75	COMPLETE
23	THS	P	70	UNCOMPLETE
24	YW	L	60	UNCOMPLETE
25	YWS	L	50	UNCOMPLETE

Based on the result above. It can be seen that of the 25 students in one class there are 8 students whose grades are still insufficient. From this result, the researcher can be concludes that, there are still many students who have problems related to pronunciation skills. Their pronunciation skill can be said to be poor because the result they get on pronunciation test are below the KKM (75). Not only in pronunciation skills, but the researcher also found that many

of them face difficulties related to good pronunciation. They are still confused about how to pronounce English words clearly.

In the other hand, the method can be one level of success in the learning process. In teaching pronunciation, teachers can use various methods to increase students' enthusiasm for learning, one of which is the use of the tongue twister games. The tongue twister games can be one way to increase students' pronunciation skills. Some teachers have used this tongue twister game to learn English pronunciation in class. So that students are also more enthusiastic in the learning process because it uses a fun way to learn.

Tongue twister is a fun activity inside any language class. Practices the tongue twisters allow learning people to pronounce English to better master their speaking skills. If they pronounce these tongue twisters smoothly and quickly without slip so the better their English skills.[1]

By using tongue twisters as a learning games in English, students will be a fun when pronouncing words in English. In this case they have two or three sequences of sounds, then the same sequences of sounds exchanged for example " She sells sea shells on the seashore". This type of game is effectively used by students because students can practice and enjoy speaking English words.

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[1] Dewi Lutfiani and Indri Astutik, "Using Tongue Twister To Improve Students' Pronunciation, Universitas Muhammadiyah Jember," *Journal Of English Language, Literature, And Teaching* 02, no. 02 (November 2017).

By using the tongue twister games, the researcher expects students to increase their English pronunciation skills. Therefore, this research is attempted to correct the problem pronunciation student of the grade SMP PGRI Pasir Sakti.

Based on the illustration above, the researcher will examine using tongue twister games to help increase students' problem with pronunciation. Regarding the background above, the researcher took the tittle of this thesis, namely "INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022".

B. Problem Identification

Problem identification in this study, the researcher identified problems regarding pronunciation skills as follows:

1. Most students are afraid of being wrong try to pronounce words in English.

2. Students still have many difficulties in English pronunciation skills, one of which is in pronunciation fluency.

3. Students have difficulty in pronunciation almost the same words in English.

4. Students do not practice pronunciation skills in English.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem to students who have difficulty in pronunciation skills in English. So the researcher uses the tongue twister games to increase students' pronunciation skills.

D. Problem Formulation

Based on the discussion in problem limitation above, this research is aimed at the follows: "Can tongue twister games increase students' English pronunciation skills at the grade of SMP PGRI 1 Pasir Sakti East Lampung in academic year 2021/2022?

E. Objectives and benefit of study

From the problem formulation above, this research aims to increase students' pronunciation skills using the tongue twister games at the grade of SMP PGRI Pasir Sakti Lampung Timur in academic year 2020/2021.

1. Benefits of study

In addition, this research will discuss information about the tongue twister games for students':

a. For the Students'

1) As a way to increase students' interest in learning English, especially of pronunciation ability.

2) As a way to make students' fun and enjoy, so that students' do not bored in English learning process. Moreover, students' can speak well especially in their pronunciation.

b. For the Teachers

As information for English teachers at SMP PGRI 1 Pasir Sakti, if this research provides an explanation of one of the fun and creative methods used to solve problems in the classroom.

c. For Further Research

For further researchers who are interested in teaching pronunciation ability at the junior school level, can obtain basic information from the research for further research.

F. Prior Research

The researcher takes related researchers' reviews from other research journals as a comparison in this study. First, previous research conducted by Anik Kholisoh and Alief Noor Farida. This research is focused on finding out how Indonesian students pronounce the aspirated sound (ph) and the effect of the tongue twister to teach the pronunciation of the aspirated sound (ph) in students at SMP Negeri 12 Magelang in academic year 2016/2017. The results showed that the study showed that tongue twisters can help Indonesian students to improve the pronunciation of aspirated sound (ph).[2]

This study and previous studies have a similarities and differences. The similarity between previous research and this research lies in the learning technique. This research and previous research apply the tongue twister technique. While, the difference between this research and previous research is the difference in the research sample, the focus of teaching and the research method. The first difference is the sample studied from previous research, namely teachers and students. While the sample of this research is students at the grade SMP PGRI Pasir Sakti. The second difference lies in the purpose of the study where previous research focused on aspirated sounds (Ph) while this

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[2] Anik Kholisoh and Alief Noor Farida, "The Influence of Tongue Twister in Teaching Pronunciation of Aspirated Sound (Ph)," *Journal of English Language Teaching* 2, no. 7 (2018): 63.

study focused on pronunciation. And the last difference is the research method. In this study is a class action research (CAR) while the previous research method was a quasi-experimental pre-test post-test design.

Second, previous research was conducted by Fatchul Mu'in, Rosyi Amrina and Rizky Amelia. This study was focused to determine the effect of tongue twister technique on students' pronunciation skills in various learning styles in English majors who took intensive English courses at Lambung Mangkurat University. The result showed that there was no significant difference in pronunciation ability between groups. There is no significant difference in pronunciation ability between students with active learning styles and students with reflective learning styles. Apart from the insignificant result, tongue twisters were considered beneficial by students because they thought that practicing tongue twisters fostered pleasant learning and that it helped them improve their pronunciation, fluency, and motivation in learning English.[3]

This study and the previous two studies have a similarities and difference. The similarity between the previous two studies and this research lies in the teaching technique. But, the second previous study also used other technique as a comparison. The second study previously made two groups, namely the experimental group and the tongue twister technique and control group used the repetition technique. This study and the second previous research applied the tongue twister teaching technique. Meanwhile, the difference between this study and the previous two studies lies in the research method. This research

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[3] Fatchul Mu'in, Rosyi Amrina, and Rizky Amelia, "Tongue Twister, Students' Pronunciation Ability, and Learning Styles," *Arab Word English Journal (AWEJ)* 8, no. 4 (2017): 365.

method is classroom action research while the previous research used a 2x2 quasi-factorial quasi-experimental research design.

Third, previous research was conducted by Yollanda L. Turumi, Jamiludin, and Salehudin at SMP Negeri 4 Palu academic year 2014/2015. Design this study used a quasi-experimental research design. This research is focused on proving that the use of tongue twister can improve the pronunciation of the sound /Ө/ and sound /ð/. The research result shows that the research hypothesis is accepted. This meant that the use of a tongue twister can improve the pronunciation at the grade students of SMP Negeri 4 Palu.[4]

This study and the previous three studies have a similarities and difference. The similarity between the three previous studies and this research lies in the teaching technique. This research and the third previous research apply the tongue twister technique for teaching. Meanwhile, the difference between this study and the previous three studies lies in the improvement objectives, research sample and research method. This study aims to improve pronunciation skills while the third previous study aimed to improve students' pronunciation of /Ө/ and /ð/ sounds. The third previous research sample used purposive sampling technique while this sample studied at the grade of SMP PGRI Pasir Sakti Lampung Timur. This research method uses classroom action research (CAR) while the third previous research uses a quasi-experimental research design.

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[4] Yollanda L. Turum and Jamiluddin, Salehuddin, "Using Tongue Twister to Improve the Pronunciation of Grade VII Students," *E-Journal of English Language Teaching Society (ELTS)* 04, no. 02 (2016): 2.

Fourth, previous research was conducted by Rahmad Purnama at MTsNI Aceh Besar in 2017/2018. This study used a quasi-experimental research type with pre-test, post-test, and questionnaire designs. This study is focused on looking at the effect of tongue twister technique on learn pronunciation and see if students are interested in learning pronunciation using the tongue twister technique. The results of this study indicate that students have increased learn pronunciation through tongue twisters. The questionnaire results are proven that most students are interested in using a tongue twister (95%) in learning pronunciation.[5]

This study and the previous fourth studies have a similarities and difference. The similarity between the fourth previous studies and this research is the teaching technique. This research and the fourth previous research apply the tongue twister technique. Meanwhile, the difference between this study and the previous fourth studies lies in the sample and research method. The samples in the previous research were teachers and students, while the samples used in this study were at the Eight grade students of SMP PGRI Pasir Sakti. The method used in this study is classroom action research (CAR) while the method used in the previous fourth study is quasi-experimental research type with pre-test, post-test, and questionnaire designs.

And the last previous research was carried out by Asilfa in MAN 2 Jambi. This research used a quantitative approach with the type of quasi-experimental research. The data method is done by using test namely pre-test and post-test.

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[5] Rahmad Purnama, "The Application of Tongue Twister to Improve Students' Pronunciation" (Darussalam-Banda Aceh, Ar-Raniry State Islamic University, 2019), 50.

This research was conducted to discuss the effect of the tongue twister technique on the pronunciation ability of students at the MAN 2 Jambi. Based on the results of the test that have been carried out, it can be concluded if the technique this can have an effect on students pronunciation. This shows that the use of tongue twisters is effective for teaching students to improve students' pronunciation ability.[6]

This study and previous studies have a similarities and difference. The similarity between the fifth previous research and this research lies in the teaching technique. This study and the fifth previous study applied the tongue twister technique to increase pronunciation. While the difference between this study and the previous research lies in the differences in the research sample and research methods. The samples studied from the fifth previous research were teachers and students while the sample of this research is the Eight grade students of SMP PGRI Pasir Sakti Lampung Timur. This research method is classroom action research (CAR) while the last previous research used a quantitative research method.

Based on previous research it can be seen that the tongue twister games that is quite effective for increasing oral health students' pronunciation skills with all its advantages and disadvantages. Thus, the researcher in this case will conduct classroom action research by considering several previous studies aimed at increasing student learning outcomes the pronunciation ability at the grade students of SMP PGRI 1 Pasir Sakti East Lampung.

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[6] Asilfa, "The Effect Tongue Twister Technique On Students' Pronunciation Ability" (Jambi, State Islamic university Sulthan Thaha Saifuddin, 2019), 56.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is one of the aspect that support a person's ability in speaking English because in speaking English it is recommended to master good pronunciation so that it can be conveyed clearly and understood because when one of the pronunciation is wrong it will also change the true meaning and cause other people to understand less. Most students have a difficulty pronouncing English sentences because they also do not get used to pronouncing English as well as the right media.[7] There are several definitions of pronunciation according to some expert:

According to A. S Hornby in oxford 8th edition pronunciation is the way in which a language or a particular word or sound is pronounced; a guide to English pronunciation there is more than one pronunciation of garage the way in which a particular person pronounces the words of a language.[8] Its mean that, in pronouncing a language, the world or sound of the English word must be considered in terms of pronunciation so that the pronunciation can be ascertained correctly if someone is talking to the other person.

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[7] Mohammad Syarif Hidayatullah, "Improving Students' Pronunciation Through Western Movie Media," *Journal Al-Lisan* 03, no. 01 (2018).

[8] Hornby, A. S, "Oxford Advanced Learner's Dictionary, English Edition" (oxford : university press, 2010). p 1175

According to burns and Claire (2003,p.5) as cited in Turumi, et. al (2016, p. 1) state that pronunciation is about sound producing of the language that has effect on someone who listen it. Acquiring pronunciation ability can succeed if native speaker or someone whose English as fluent understand the meaning of the conversation. Its mean that if someone has good and fluent in pronunciation skills, the conversation between the interlocutors will go well without any understanding.[9]

From the explanation above, it can be conclude that pronunciation is mastery ability or a special way that a person uses to pronounce a word or sentence in English and the function to speak English fluently and be understood in general.

2. The Principle of pronunciation.

According to Geoffery Broughton, pronunciation sometimes takes several minutes. In both cases, there is several main principles that must be followed, namely: 1) Recognition practice should precede production practice. 2) But since production reinforces recognition, there is no need to wait for perfect recognition asking for production. 3) The sound to be heard and spoken should be clearly highlighted in short utterances. 4) But this should not be taken to the extreme of tongue twisters like peter piper. 5) Students should be given the opportunity to hear the same things said by more than one voice as the model. 6) The English sounds can be

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[9] "The Effect Tongue Twister Technique On Students' Pronunciation Ability."

demonstrated in contrast with other English sounds or else in contrast with sounds from the native language.

7) The target sound contrast should be shown to function meaningfully, i.e. students should realize that it makes an important difference to their intelligibility to use it properly. This can be done by a procedure involving a progression from straightforward drill, where the success or failure is simply measured by the teacher's approval or disapproval, to a simulated communication situation like a picture-word matching exercise, or a game, and then to areal communication situation like the understanding of a story or joke where the meaning might depend on the sound contrast being taught.[10]

3. **The Element of Pronunciation.**

In pronunciation we can distinguish the situation when speaking with someone there are several parts that we must know, pronunciation of course has an important element in pronunciation ability. Here the elements of pronunciation are divided into two parts. Those are segmental and supra-segmental. Can be seen in a diagram below

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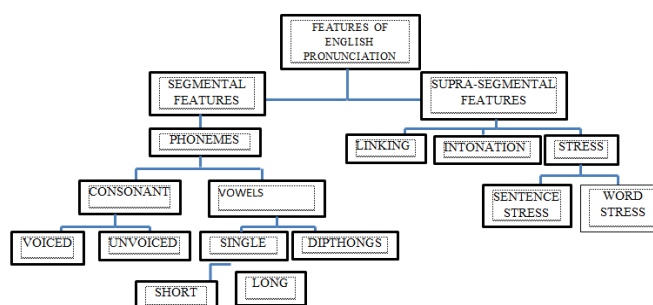
[10] Geoffrey Broughton et al., "Teaching English A Foreign Language," Second Edition (London and New York: Taylor & Francis e-Library, 1980), 62.

Figure 1. The Element of pronunciation

The characteristic of segmental features are consonant and vowels, while for supra-segmental features are stress, intonation and linking.[11]

a. Kinds of segmental features

1) Vowel

Vowel is a sound that are produced with a slight restriction on the flow of air from the lungs to the outside through the mouth and / or nose. The quality of the vocals depends on the shape of the sound channel as air passes through it. A different part of tongue may be high or low in the mouth; lips may open or pucker; the velum can be raised or lowered. The sounds that vowels have are listed in the table below:[12]

The sounds of vowels to below:

	Front	Mid	Back
High	[i] Beat		[u:] you
	[I] Hid		[ʊ] Good
Mid		[ə] ago	
	[ɜ:] bird	[e] pen	[ɔ:] saw
Low	[æ] bad	[ʌ] cup	[ɒ] gone
		[ɑ:] car	

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[11] Nuria Edo Marza, "Pronunciation and Comprehension of Oral English in the English as a Foreign Language," *Journal of Language Teaching and Research* 05, no. 02 (2014): 264.

[12] Robert Rodman, *An Introduction to Language* (New York: North Carolina State University, Raleigh, 2011).

a) **Single Vowel**

A single vowel sound is any vowel that is not a diphthong (see below). A single vowel can be short or long.

(1) Short Vowels

/I/   [Ship]

/ʊ/   [Book]

/e/   [Egg]

/æ/   [Cat]

/ʌ/   [Cup]

/ɒ/   [Hot]

(2) Long Vowels

/i:/   [Sheep

/u:/   [Boot]

/ɜ:/   [Learn]

/ɔ:/   [Door]

/ɑ:/   [Car]

b) **Diphthong**

According to Kelly, diphthongs are two vowel sounds that are combined at once and are linked between the movement of one vowel sound to another (such as /eI/, as in Break). The first sound in each phoneme is pronounced longer and louder than the second in English. There is a

deliberate glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in a single breath impulse. For example: 'find', 'sow', 'know' and etc.[13]

Diphthong of English and the example:

/Iə/   [Beer]

/eI/   [Same]

/ʊI/   [Tour]

/ɔI/   [Coin]

/əʊ/   [Nose]

/eə/   [Hair]

/ɑI/   [Fly]

/ɑʊ/   [House]

2) Consonant

Consonant are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. In phonetics, the terms consonant and vowel refer to types of sounds. Not to the letters that represent them. In speaking of the alphabet, we may call "a" a vowel sounds, and "b" a consonant, but that means only that we use the letter "a" to represent vowel sounds, and the letter "b" to represent

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[13] Gerald Kelly, *How to Teach Pronunciation* (England: Longman, Pearson Education Limited, 2000), 34.

consonant sounds.[14] The consonant letter in English consist of twenty –four , those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /δ/, /s/, /z/, /ʃ/, /ʒ/, /h/, /ʧ/, /dʒ/, /m/, /n/, /ŋ/, /I/, /r/, /w/, /y/.

a) Voiced and Unvoiced sounds

1) Voiced sounds (with vibration) (/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /I/, /r/.

For example:

/b/	[back]	/ ʒ/	[measure]
/d/	[day]	/ dʒ/	[jeans]
/g/	[gold]	/m/	[make]
/v/	[very]	/n/	[town]
/ ð/	[the]	/ ŋ/	[sing]
/z/	[zone]	/I/	[believe]
/r/	[car]		

2) Unvoiced/ Voiceless (no vibration) (/p/, /t/, /k/, /f/, /Θ/, /s/, /ʃ/, /ʧ/.

For example:

/p/	[pencil]	/ Θ/	[thin]
/t/	[two]	/s/	[see]
/k/	[candy]	/ ʃ/	[she]
/f/	[find]	/ʧ/	[change]

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[14] Victoria Fromkin, *An Introduction to Language*, Seventh Edition (Los Angeles: Thomson Wadsworth University of California, 2003).

b. Kinds of supra-segmental

1) Linking

Linking is an addition of a consonant sound that is not phonemic. Usually the sound of the last word is connected to the first sound of the next word.

For example:

- Very old: /vɛri/ + /oʊld/ ⟶ [vɛrioʊld]
- So old: /soʊ/ + /oʊld/ ⟶ [soʊoʊld]

2) Intonation

Intonation is the constant tone that is present in a word and provides an advantage to the syllable while giving a different meaning to the word to be spoken.

For example:

- Speak /spi:k/
- Good /gu:d/
- Forty /fo:rti:/

3) Stress

Stress is one syllable that is emphasized more and stands out from the others. Usually in one syllable there is more than one syllable which indicates the emphasis.[15]

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[15] Ee-Ling low, *Pronunciation for English as an International Language, from Research to Practice* (London and New York: Routledge, 2015). p. 50

a) Sentence stress

Sentence stress is a word consisting of three or more syllables found in a phrase or sentence. Three or more syllables can be said to have the same stress pattern as a phrase or sentence consisting of the same number of syllables.[16]

For example:

- I got up **at** (et) four o'clock (saya bangun pada pukul empat)
- What are you looking **at** (et)? (apa yang kamu perhatikan?

b) Word stress

Word stress is the emphasis that is place in certain syllables that consist of a word when pronouncing it. In English words that have more than one syllable, usually do not pronounce each syllable with the same weight, so that each syllable in a word can be stressed or unstressed.

For example:

- EXport
- BROther
- COFfee

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[16] Prof. Dr. Ramelan, M.A., *English Phonetics*, Fifth Edition (Semarang: Cv. IKIP SEMARANG PRESS, 1999), 27.

4. **The pronunciation assessment**

To measure students' mastery of pronunciation, the researcher will use the pronunciation rubric as follows:[17]

	Indicators	Point	Criteria
	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded	4	Excellent
	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	3	Good
	Comprehension suffers due to frequent errors in rhythm, intonation, and pronunciation.	2	Fair
	Words are unintelligible	1	Bad

B. **Concept of Tongue Twister**

1. **Definition of Tongue Twister**

There are many definition of what Tongue twister according to some experts. Carmen (2010: 8) state that, " Tongue-twisters are a sequence of words that are difficult to pronounce quickly and right". It is difficult to

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[17] Cryil J. Weir, *Language Testing and Validation An Evidence-Based Approach* (New York: Pagrave Macmillan Press, 2006), 196.

pronounce a tongue twister sentence because of the similarity sound patterns in his words. It makes tongue twisters challenging and interesting. That is fun how we should quickly pronounce similar patterned words. [18]

Besides according to W a l t e r, (1995) writes that a tongue twister is a word, phrase, or sentence that is difficult to pronounce due to the repetition of the same sound, which can be a vowel or a consonant sound. In general, the activities with tongue twisters are performed orally and are repeated many times to train the tongue with particular sounds.[19]

"Tongue Twisters are the perfect warm-up vehicle for individuals to practice" (As quoted in the African Handbook and Practice) this creates more curiosity in the students. Its mean that, this tongue twister exercise can help students to realize their true oral fluency and strengthen students' curiosity in learning pronunciation skills. This exercise also allows students to adapt difficult words to pronounce easily and also allows students to be able to distinguish similar sounds from different words. However, continuous practice makes students tired of repeating the same words or phrases, as a result of this learning student will be able to produce word sounds fluently unconsciously.[20]

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[18] "Using Tongue Twister to Improve the Pronunciation of Grade VII Students."

[19] MSc. Diana Castillo Conde et al., *Micro-Curricular Planning Based on Tongue Twister as a Pronunction Strategy* (EDICIEM, 2017), 18.

[20] M. Revathy, M.A., M.Phil., Ph.D Research Scholar and Dr. K. Ravindran, M.A., M. Ed., M.Phil., Ph.D., "Enhancing Effective Speaking Skills through Role Play and Tongue Twisters" 16, no. 9 (September 2016): 219.

From the explanation above, can be conclude that tongue twister is a sentence or phrase that is pronounced with a similar sound and then pronounced quickly and repeated correctly. Not only that, this tongue twister will also be a fun activity in the classroom for students when the teachers use this technique to help improve student abilities in the process of learning pronunciation.

2. The application of tongue twister

Tongue twister is a technique used to help teachers improve students' pronunciation skills for difficult sounds when pronouncing word in English. This tongue twister is very useful for teaching foreign languages, one of which is English. Apart from that, tongue twisters are also used as a perfect exercise to find out how to rule in learning pronunciation skills. Moreover, tongue twisters can be combined with some more interesting activities to attract students' attention.

a. Chain Reading

Chain reading is very communicative activity because it involves all students' who are in the class to work together well. Group work in this activity is really needed by students. For the first step, to start this activity the teacher will group students into several groups and they are asked to stand in line facing the whiteboard. After that, each group member was asked to read the twister words one by one. Then the group that finishes the fastest reading will be the winner. And then the teacher and students discuss the result together.

b. **Whispers tongue twister**

The activity is very interactive and challenging because students are required to memorize tongue twister sentences and whisper it to the next group members. Then the result of the whispers that the student has heard will vary depending on the listening ability and language competence the student has.

3. **The Advantages and Disadvantages of the tongue twister.**

   a. **The advantages of tongue twister**

   For speech therapy in foreign language classes, tongue twisters have a several advantages for mastering pronunciation ability. Some of these advantages include: 1) To help students find out about their problems related to their pronunciation. 2) Helping students focus on immediate action to deal with problems that lead to quick fixes. 3) Helping students to build new memory muscles. 4) To improve their listening skills. 5) To ease the monotonous learning. 6) Give the student permission to practice the tongue twister without fear of making mistakes because everyone could go wrong with tongue twisters, including teachers in terms of English pronunciation (Well-Smith, 2012)[21]

   b. **The disadvantages of tongue twister**

   The disadvantages of tongue twisters include the following: 1) Students still find it difficult to answer English quickly or with this

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[21] *Micro-Curricular Planning Based on Tongue Twister as a Pronunction Strategy*, 20.

tongue twister technique. 2) Students have difficulty moving their mouth and tongue quickly. 3) Students and lecturers alike need more time and energy to master tongue twisters. Because in this learning requires efforts that must be focused on existing problems so that all problems can be found solution.[22]

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[22] Ulupi Sitoresmi, "Tongue Twisters in Pronunciation Class," *Prosiding ICTTE FKIP UNS* 1, no. 1 (2016): 591.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

1. Variable of Research

In this study, there are two variables, namely; the independent variable and dependent variable. The independent variable in this study is the tongue twister game which is applied to improve students' pronunciation skills in a fun way. This game is useful for making students happy to learn pronunciation.

The dependent variable of this study is pronunciation skills. Language skill is that must be mastered by students in order to communicate fluently without any misunderstanding.

2. Operational Definition of Variable

Operational definition is the definition based on characteristic of the things that was defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object.[23] According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.[24]

Based on the statement, the definition operational of the variable in this research are:

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[23] John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approach* (Lincoln: SAGE Publication, 2002), 24.

[24] Allen Rubin and Earl R Babie, *Esential Research Method for Social Work* (Engaged Learning: United State of America, 2010), 70.

a. **Independent Variable**

The independent variable in this study is the student's pronunciation skills, namely performance that focuses on the skills on students. The game to measure students' pronunciation skills is to do a pronunciation test. Indicators of students' pronunciation include the following:

1. Students are fluent in students' pronunciation skills.

2. Students are able to pronounce the English sounds.

3. Students are able to pronounce English articulation.

b. **Dependent Variable**

The dependent variable is the (possible) cause variable for affects the result. They are also called improvement efforts, the dependent variable in this study is the tongue twister game, which can be interpreted as a games used by teachers in the teaching process. This variable is measured by observation. To observe this variable, the researcher used an observation sheet. The indicators of this variable are:

1. Good student response to learn English pronunciation by using the Tongue twister games.

2. Students concentrate more on pronounce words in Tongue Twister in English sentence.

3. Students are able to pronounce Tongue twister.

B. Research Location

This research was conducted at SMP PGRI Pasir Sakti which is located in Pasir Sakti area of Lampung Timur. SMP PGRI Pasir Sakti Lampung Timur is one of the schools located in Pasir Sakti area. The total of teachers here are 20 and the head master and the total of students here are 204. The researcher chose this school because students' at SMP PGRI Pasir Sakti are still very limited in mastering pronunciation skills.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this study was students' at the Eight grade of SMP PGRI Pasir Sakti Lampung Timur in academic year 2021/2022 in this class consist of one class.

2. Object of the Research

The object of this research is mastery of pronunciation skills at the grade of SMP PGRI Pasir Sakti Lampung Timur in academic year 2021/2022. The researcher used this tongue twister as a game to increase students' abilities in mastering pronunciation skills.

D. Classroom Action Research (CAR).

Action research is a form of collective monitoring of self-reflection carried out by students in social situations to increase the rationality and fairness of their own social or educational practices, as well as their understanding of

this. The practices and the situations in which this practiced are carried out.[25] Its mean that, the teacher was provide an action or instruction then students are asked to follow. Classroom action research must also pay attention to the learning process. Therefore, the purpose of this study is to find problems that exist in the classroom during the learning process as problem solving for students.

In classroom action research, there are four steps in two cycles. Where there is a relationship between on another. They are planning, acting, observing, and reflecting. The following is a design of classroom action research steps.
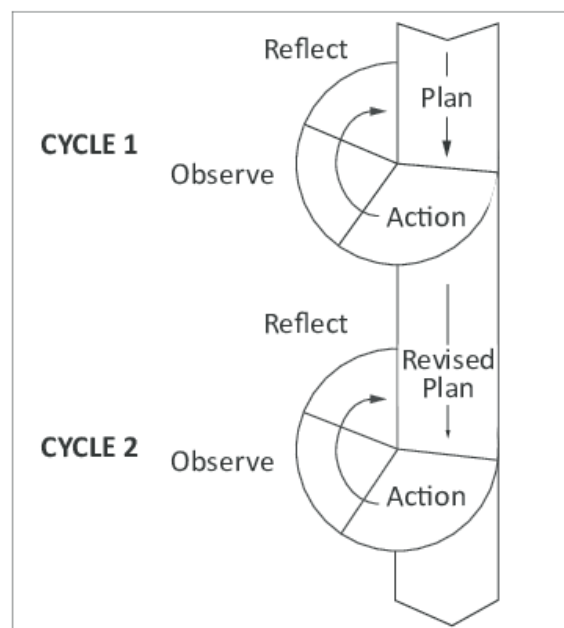
Figure 2. (Kemmis and Mac Taggart Model)[26]

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[25] Jean McNiff with Jack Whitehead, *Action Research: Principle and Practice* (London and New York: Rouletge Falmer Tylor and Francis Group, 2002), 24.
[26] Anne Burns, *Collaborative Action Research for English Language Teacher* (Cambridge: Cambridge University Press, 1999), 33.

This picture describes the sequence of the research, there are four steps starting from planning, acting, observing, and reflecting applied to each cycle in a spiral system.

E. Action plan

Based on the research design from Kemmis and MacTagart, the steps of the research consist of four stages in each cycle. The stages are as follows:

1. Cycle 1

a. Planning

For the first step, after analyzing the findings of the preliminary study, such as identifying and analyzing simple students' problem in a mastery of pronunciation skills that occurred in the classroom and concludes in the preliminary study. Then the researcher and teacher was develop several plans for teaching in the classroom. The steps are as follows:

1) The Researcher prepares a lesson plans including teaching relevant procedures, media, and materials to be applied in the acting stage.

2) The Researcher prepared learning resources that will be studies by students.

3) The researcher determined the games to be used at the acting stage. In the case, researchers used a tongue twister games to increase mastery of pronunciation ability.

4) The researcher prepared a form of evaluation to evaluate each student activity after the learning process.

5) Researcher and teacher design criteria the success of the learning outcomes.

b. Acting

In the second stage, researcher and partner as collaborator carry out actions that have been arranged in the planning stage. In this stage the researcher take an action as a teacher who was apply the games that has been determined in the learning process. Meanwhile, the teacher was the supervisor of the activities during the learning process in the class. The activity is carried out in the following steps:

1) Pre-teaching activity observer

   a) The researcher begin a learning by greeting students.

   b) The researcher and students pray together.

   c) The researcher check student's attendance list.

   d) The researcher convey to student about competencies, indicators and objectives to be achieved.

2) While teaching activity

   a) The researcher divides each five students.

   b) The researcher asks students to say the word tongue twister that has been prepared by the researcher.

c) The researcher writes several tongue twister sentences on the blackboard, and students are asked to pronounce them quickly and regularly.

d) The students are asked to pronounce correctly and fluently.

e) The students are asked by the researcher to participate in reading the sentence on the blackboard together.

f) The researcher asks one by one the students to pronounce the tongue twister sentence correctly in front of the class.

g) The researcher and teacher provide assessment to students.

3) Post Teaching activities

a) The researcher and teacher summarize learning material.

b) The researcher and teacher provide motivation to students.

c) The researcher and teacher close the meeting.

c. **Observing**

For the third step, the researcher observes student activity in the classroom, students participation, class conditions during the learning process, and the performance of the teacher (researcher) by using observation form and make notes of activities related to the whole. Furthermore, researchers also collected data take from the post test and the result of the student activities. Researchers analyzed the overall activities of students for knowing the effectiveness of the games on going teaching and learning process and the result was summarized and explained in the reflection steps.

d. Reflecting

For the fourth steps, the researcher and the teacher discuss the data that has been previously collected. Start from the acting step to the observation steps. In this step, researchers and teachers also observe the performance during the learning process and student activities to be able to find out whether the application of this tongue twister games is successful or not by identifying advantages and disadvantages. If problems are still found, the researcher and teacher will carry out the next cycle. By using the data that has been collected in the previous cycle as a consideration to fix all problems or weaknesses in the cycle that has been carried out.

2. Cycle 2

a. Re-planning

In the first step, before taking action in the next step, the researcher first corrects the problems that have been found in cycle one. Among others, explained as follows:

1) The researcher examines the result of the reflection to solve the problem.

2) Researcher increase and rearrange lesson plans based on problems found in the first cycle such as teaching procedures, media, and appropriate materials to be applied in the acting step.

3) The researcher corrects the format for observation and also updates the evaluation format to increase the indicators that have been planned and have not been achieved in the previous cycle.

b. Acting

In the second step, the cycle two is considered to have similarities with the first cycle step. At this step the researcher and the teacher implement an increased plan such as lesson plans, material choices, and evaluation instruments that was applied in the learning process in the classroom. Activities include the following:

1) Pre-teaching activity

   a) The researchers begin class learning with greetings to students.

   b) The researcher and students pray together.

   c) The researcher checked the student attendance list.

   d) The researchers convey to students about competencies, indicators and objectives to be achieved.

2) While teaching activity

   a) The researcher divides each five students.

   b) The researcher asks students to say the word tongue twister that has been prepared by the researcher.

   c) The researcher writes several tongue twister sentences on the blackboard, and students are asked to pronounce them quickly and regularly.

   d) The students are asked to pronounce correctly and fluently.

e) The students are asked by the researcher to participate in reading the sentence on the blackboard together.

f) The researcher asks one by one the students to pronounce the tongue twister sentence correctly in front of the class.

g) The researcher and teacher provide assessment to students.

3) Post teaching activity

a) The researcher provide positive responses or reinforcement to students

b) The researcher and students conclude the learning material or topics that have been studied.

c) The researcher gives greetings to close the meeting.

c. **Observing**

In the third step, the researcher observes the students activities, the form of their participation, the class condition during the learning process, and the researchers performance by using a structured observation sheet and recording the entirety of the activities. An addition, researchers also collected data from post tests and the result of activities undertaken by students.

d. **Reflecting**

In the fourth step, researcher and teacher discuss and analyze the data that has been collected from all activities ranging from the acting step to the observation step to find out whether the tongue twister game can be applied and also the success or failure of the cycle two

and to compare student improvements from cycle 1 to cycle II to determine student learning achievement. If found a significant improvement based on the success criteria that have been predetermined, the researcher does not take any more action in the next cycle.

F. Data Collection Technique.

In this study, there are four technique used by researcher to collect data, namely including observation, documentation, test and field notes. This is explained as follows:

1. Observation

According to Wallace, observation is a data collection technique it relates to some form of teaching and learning observation and may involve the use of the video or audio technique and observation schedules.[27] In this case, the researcher uses observation to obtain data related to student activity or participation and teacher performance in the classroom observed by the observer. Observation made to determine the activeness of teachers and students in the pronunciation learning process, the observed data were as follows:

a. The student activeness in class when the learning process takes place.

b. Students' abilities when doing assignments.

c. The Student activeness when working in groups

d. Students' abilities when answering question from the teacher..

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[27] Michael J Wallace, *Action Research for Language Teacher* (Cambridge: Cambridge University Press, 1998), 46.

2. **Documentation**

Cohen, et.al stated that documentation is a data collection technique that is used to render more visible. The phenomena studied include field notes, diaries and journals, notes, biographies, autobiographies, directories, archives, photos, books, articles, and others.[28] The researchers used documentation to obtain data about school profiles such as school history, the number of teachers and teaching staff and students at SMP PGRI Pasir Sakti, organizational structure, and location plans. In addition, documentation is also used to describe class activities in the form of photos.

3. **Video-recording**

As the classroom interaction flows quickly, video-recording is needed to help capturing teacher and students' interaction. Richard and Lockhart state that the advantages of audio or video recording are that the data recorded can be repeat, analyzed several times and can portray many lesson details that cannot be captured by another instruments.[29] In this case, the verbal communication among the teacher and students and another phenomena taken-place in the classroom are recorded by means of audio-recording.

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[28] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (New York: Routledge, 2007), 201.

[29] Jack C. Richard (last) and Charles Lockhart, *Reflective Teaching in Second Language Classrooms* (New York: Cambridge University Press, 1996), 11.

4. **Test**

Test is a set of stimuli given to each student to obtain or respond to what will be assessed. In this study, there are two types of tests to be tested on students, namely pre-test and post-test, they are as follows:

a. **Pre-test**

For the first, to find out if the use the tongue twister technique can increase students' pronunciation, the researcher gave a pre-test before the researcher explained about the correct pronunciation. With this, the researcher used an oral test on the students. So, from the results of this pre-test, the researcher can find out how the students ability in pronunciation is and find out the difficulties of students during the learning process. The students will be given a conversation text and have a conversation. Their voices was recorded by collaborator. The purpose of this pre-test is to measure student ability in pronunciation.

b. **Post-test**

The next is post-tests, after the researcher observed the students' difficulties in pronunciation skills. Then the researcher gave further explanation about pronunciation to the students. Finally, the researcher gave a post-test on students. The purpose of this post-test is to determine the increasing of student abilities after being given a tongue twister games to increase students' pronunciation in English.

5. **Field note**

Field note is observational instrument used in classroom action research (CAR) type research that are used to provide notes about what happened during an observation which includes descriptions of the places, people, objects, actions, activities, events, goals, time and feelings.[30] In this study, the researcher used field note to record a student activities during the learning process in written form.

G. **Instrument of the Research**

1. **Pronunciation Test**

To measure the pronunciation ability at the grade students of SMP PGRI Pasir Sakti Lampung timur, the researcher used several pronunciation tests consisting of pre-test and post-test. The two tests were in the form of asking students to pronounce tongue twister based on the material that the researcher provided. Which in the Pre-test and Post-test difference sentences.

2. **Observation Sheet**

To observes the learning activities and each cycle, research using observation sheets. This relates to learning activities such as:

   a. How to interact with students with classmates

   b. Reaction to certain students, optimal productive partner and more vocal class group, Etc

   c. Frequency of student initiated responses.

   d. The quality of the responses obtained by the teacher.

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[30] Donal Ary et al., *Introduction to Research in Education*, n.d., 526.

e. Affective states (real self-esteem, extroversion, anxiety, motivation, etc.

f. Students' verbal and nonverbal responses when dealing with material, types of activities, and teaching styles of teachers.[31]

H. Data Analysis Technique

All data were collected by the researcher by taking the average score of the students' pre-test and post-test of the students' pronunciation mastery in each cycle. The formula used to find the average between the pre-tests and post-test are as follows:[32]

$$X = \frac{\Sigma X}{N}$$

X = Mean

ΣX = Sum of the scores

N = Number of scores

Then to find out the results or improvement, the researcher was compare the values that have been obtained between the pre-test and post-test by comparing Minimum Standard Criteria (MSC) set in this school is at least 70. If students do not pass MSC in cycle 1, the researcher will continue to cycle II. In classroom action researcher, the minimum cycle carried out is two cycles, the cycle is discontinued if in cycle II students have reached 70% and

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[31] Brown, H. Douglas, *Language Assessment Principle and Classroom Practices* (New York: Longman University Press, 2007), 268.
[32] James B. Schreiber and Kimberly Asner-Self, *Educational Research* (New Jersey: John Wiley and Sons, 2011), 423.

have passed the KKM. Percentage calculation formula students who pass the KKM in each cycle are as follows:[33]

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

P= Percentage   **N**= Total Number of Students

F= Frequency

I. Indicators of the Success

The research can be said to be successful if 80% of students get a score of at least 75 and there is also an increase in pronunciation skills and can increase students' interest in learning after using the tongue twister game.

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[33] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods*, n.d., 423.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Result of The Research

1. Description of research location

a. The History of SMP PGRI 1 Pasir Sakti East Lampung

SMP PGRI 1 Pasir Sakti is one of the junior school in the Pasir Sakti area East Lampung. Located on Jl. Merdeka No. 1 Pasir Sakti East Lampung. Based on the documents collected, it is known that SMP PGRI 1 Pasir Sakti was established in 1983. SMP PGRI 1 Pasir Sakti has a land area of 3.500 m^2 and a building area of 961 m^2 with ownership status. This school manages 2 level of education such as : Middle and High school.

b. Vision and mission of SMP PGRI 1 Pasir Sakti

1) Vision of school

Make the school as an idol and pride of the community in the academic and non-academic fields.

2) Mission of school

a) Carry out learning "2013 curriculum" and guidance effectively through the correct procedure.

b) Improve the quality of evaluation result and student achievement.

c) Build relationship with the community.

d) Create various skills for students in accordance with the ability of science and technology and environmental conditions.

e) Grow and improve activities and discipline for all school members.

f) Complete school facilities and infrastructure

g) Increase student growth.

h) Add appreciation to religious lessons.

c. **The Quantity of the students of SMP PGRI 1 Pasir Sakti**

There are 182 students at the SMP PGRI 1 Pasir Sakti. Every grader consists of 2 classes. The seventh grade consists of two class with 52 students, the eighth grade consists of two class with 52 students, and the ninth grade consists of two classes with 78 students.

d. **The Condition of Teacher and Official Employees at SMP PGRI 1 Pasir Sakti**

Table 2

List of the teachers of SMP PGRI 1 Pasir Sakti

No	The Name of Teachers	Position
1	Ahmad Julianto, S.Pd	Headmaster
2	I Nyoman Yunianto	Teacher
3	Joriyon, S.Pd.	Vice Headmaster
4	Siti Rujiah, S.Pd	Teacher
5	Suwartini, S.Pd	Teacher
6	Ni Wayan Sucitawati, S.Kom	Teacher
7	Ni Wayan Seriyati, SE	Teacher
8	Ahmad Sulkan, S.Th.I	Teacher
9	Sidik Tri Karyaanto, S.Pd.	Teacher
10	Wahyu Eka Sumaryati, S.Pd	Teacher

11	Yusnimar, S.Pd	Teacher
12	Linda trihandayani,SE	Teacher
13	Made hengky,S.Pd	Teacher
14	Ni Wayan Ayu Arniti, S.Pd	Teacher
15	Fabri anggraini,S.Pd	Teacher
16	Hana eka setiawati, ST	Teacher
17	Suwarto	Teacher
18	Susanto	Teacher
19	Hadi Jaya	School guard
20	Bekti Anggraini, SE	Non constant teacher
21	Mely rahmawati	Non constant teacher
22	Tutut widiarti	Non constant teacher

e. **The Building of SMP PGRI 1 Pasir Sakti**

The Condition of facilities at SMP PGRI 1 Pasir Sakti in academic year 2021/2022. That is illustrated on the table below.

No	Building Facility	Quantity
1	Classroom	12
2	Science Laboratory	1
3	Biology Laboratory	1
4	Computer Lab	1
5	Library room	1
6	UKS room	1
7	Co-op room/store	1
8	Principal's office	1
9	Teacher's room	1
10	Staff room	1
11	OSIS room	1

12	Teacher's Toilet	1
13	Prayer room	1
14	Warehouse	1

f. **The Organization of SMP PGRI 1 Pasir Sakti**

Figure 3

Organization structure of SMP PGRI 1 Pasir Sakti

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KOMITE SEKOLAH              KEPALA SEKOLAH              TATA USAHA
SRI YUNINGSIH, S.Pd., M.Si  AHMAD JULIANTO,S.Pd         BEKTI ANGGRAINI,S.E

                           WAKIL BID KURIKULUM
                           JORIYON,S.Pd

PEMBINA          PEMBINA            PEMBINA           PEMBINA          PEMBINA
KESISWAAN        EKSTRAKURIKULER    LABORATORIUM      PERPUSTAKAAN     BP/BK
SIDIK            BEKTI              NI WAYAN          AHMAD            FABRI
TRIKARYANTO,S.Pd ANGGRAINI.SE       SERIYATI.S.E      SULKAN,S.TH.i    NGGRAINI,S.Pd

WALI KELAS                DEWAN GURU              GURU PIKET
NI WAYAN SERIYATI,S.E(VII¹)                        SENIN :  WAYAN
SUWARTINI,S.Pd      (VII²)                          SUCITAWATI
SUSANTO                    SISWA                    SELASA : SUWARTINI
(VIII¹)                                            RABU : NI WAYAN SERIYATI
LINDA TRIHANDAYANI ,SE (VIII¹)                     KAMIS : AHMAD SULKHAN
I NYOMAN YUNIANTO  (IX¹)                           JUMAT : SITI RUJIYAH
MADE HENGKY,S.Pd    (IX²)                          SABTU : SIDIK TRIKARYANTO

OSIS
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2. Description of The Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted three times in each cycle and meetings in this cycle took 2x45 minutes. As previously mentioned, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and researcher will teach students based on the lesson plan that have been made. This research was conducted with Devi Anggraini as a collaborator to determine student participation in the learning process. This research was conducted offline in the classroom and was accompanied by Mrs. Wahyu Eka Sumaryati, S.Pd as an English teacher.

Pre-test

In this research, the pre-test was carried out on Tuesday, March 01, 2022. The research gave a pre-test to the students to see how far the students pronunciation mastery. In this pre-test activity, the researcher gave English text to the students to pronounce. Then the result of the pre-test can be seen in the table below.

Table 3

The Result Score of Student's Pronunciation Skill in Pre-Test

No	Name	Score	Explanation
1	AP	60	UNCOMPLETE
2	ANK	60	UNCOMPLETE
3	AZU	70	UNCOMPLETE
4	BPP	60	UNCOMPLETE
5	DU	60	UNCOMPLETE
6	DS	75	COMPLETE
7	DN	60	UNCOMPLETE

8	DA	65	UNCOMPLETE
9	DAP	75	COMPLETE
10	DD	55	UNCOMPLETE
11	ETW	60	UNCOMPLETE
12	FNAF	75	COMPLETE
13	FW	70	UNCOMPLETE
14	GP	65	UNCOMPLETE
15	KA	60	UNCOMPLETE
16	LZ	70	UNCOMPLETE
17	MA	70	UNCOMPLETE
18	MFA	75	COMPLETE
19	PAF	70	UNCOMPLETE
20	RW	70	UNCOMPLETE
21	RD	65	UNCOMPLETE
22	RS	75	COMPLETE
23	THS	60	UNCOMPLETE
24	YW	60	UNCOMPLETE
25	YWS	60	UNCOMPLETE
TOTAL		**1645**	
AVERAGE		**65.8**	
HIGH SCORE		**75**	
LOW SCORE		**55**	

Table 4

Frequency of Students' Pronunciation Skill Score in Pre-Test

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	5	20%
2	≤ 75	Uncomplete	20	80%
Total			**25**	**100%**

Figure 4

Percentage of the result score of students' pronunciation skill

in Pre-Test
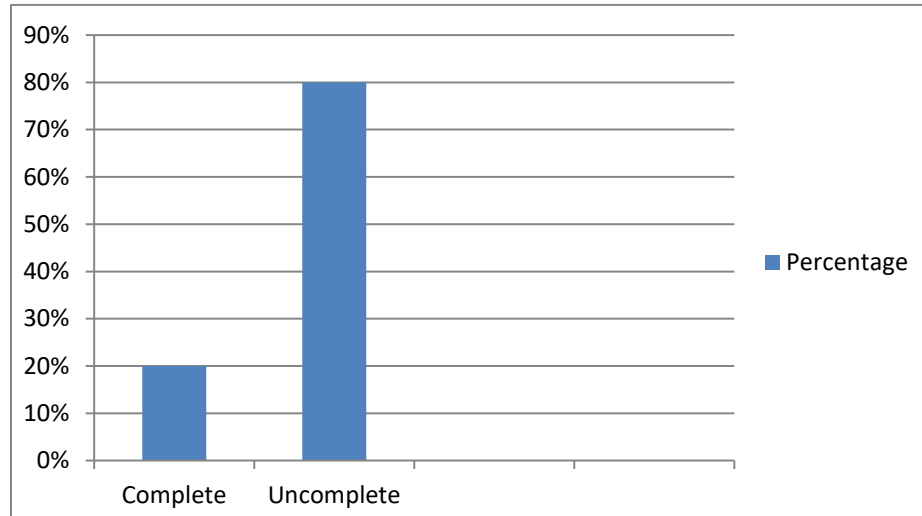
Based on the result above, it can be seen just only 5 students were complete and 20 students were incomplete while standard minimum for English in SMP PGRI 1 Pasir Sakti is least 75. It was the reason why the researcher implemented the tongue twister games to increase their pronunciation skill.

a. **Cycle 1**

Cycle 1 consist of planning, acting, observing, and reflecting. After the finished the Pre-Test, the researcher asked the students to study further material to practice pronunciation.

The steps of learning activities at the first meeting are as follows:

1) **Planning**

The first meeting was held on Tuesday, March 01th 2022. In this case the researcher prepares lesson plan, materials and games that was used in

this teaching and learning process. The material is to introduce what pronunciation is to students. In addition, the researcher also made an observation sheet containing a list of students during the teaching and learning process.

2) **Acting**

The acting of the cycle 1 was carried out on Tuesday, March 01, 2022 at 08.00-09.30 a.m, Friday, March 04, 2022 at 09.30-11.00 a.m and Tuesday, March 08, 2022 at 08.00-09.30 a.m.

a) **First Meeting**

The first meeting was held on Tuesday, March 01, 2022 at 08.00-09.30 a.m and the time is about 90 minutes or 2x45 minutes. At this meeting the researcher is a teacher and Mrs. Wahyu Eka Sumaryati is a collaborator and observer.

Firstly, at the beginning of the teaching and learning process, the researcher started the meeting by praying, greeting, checking the attendance list and asking the students' condition. After that, the researcher gave material to the students about "What is Pronunciation?".

Secondly, the researcher began to apply the pronunciation correctly. For the first step, the researcher makes a model of how to read English properly and correctly. Researcher demonstrated twice. Then, the researcher explained the pronunciation using the tongue twister game as technique. After the presentation was finished, the

researcher built their background knowledge. The researcher reads to all students the sentence "tongue twister".

After that, the researcher gave 5 sentence of tongue twister for practice to the students so that, students could try to read the sentence. Before the time runs out the researcher remind students to keep studying at home and close tightly.

b) Second Meeting

The first meeting was held on Friday, March 04, 2022 at 09.30-11.00 a.m and the time is about 90 minutes or 2x45 minutes. At this meeting the researcher is a teacher and Mrs. Wahyu Eka Sumaryati is a collaborator and observer. The step of this meeting were quiet similar as the first meeting.

Firstly, at the beginning of the teaching and learning process, the researcher started the meeting by praying, greeting, checking the attendance list and asking the students' condition. After that, the researcher gave material to the students about "What is Pronunciation?".

Secondly, the researcher began to apply the pronunciation correctly. For the first step, the researcher makes a model of how to read English properly and correctly. Researcher demonstrated twice. Then, the researcher explained the pronunciation using the tongue twister game. After the presentation was finished, the researcher built

their background knowledge. The researcher reads to all students the sentence "tongue twister".

After that, the researcher gave 5 sentence of tongue twister for practice to the students so that, students could try to read the sentence. Before the time runs out the researcher remind students to keep studying at home and close the meeting.

The next session was almost the same as the previous meeting. Then, before the time runs out, the researcher provides feedback to strengthen their understanding of the material that has been delivered.

After did a treatment twice, the researcher gave a post-test 1 on Tuesday, March 08, 2022 to measure students pronunciation skill after being given treatment.

The result of post-test in cycle 1 could be seen on the table as follow:

Table 5

The Result Score of Students' Pronunciation Skill

in Post-Test 1 in Cycle 1

No	Name	Score	Explanation
1	AP	60	UNCOMPLETE
2	ANK	65	UNCOMPLETE
3	AZU	70	UNCOMPLETE
4	BPP	60	UNCOMPLETE
5	DU	60	UNCOMPLETE
6	DS	80	COMPLETE
7	DN	60	UNCOMPLETE

8	DA	65	UNCOMPLETE
9	DAP	75	COMPLETE
10	DD	60	UNCOMPLETE
11	ETW	65	UNCOMPLETE
12	FNAF	75	COMPLETE
13	FW	70	UNCOMPLETE
14	GP	65	UNCOMPLETE
15	KA	70	UNCOMPLETE
16	LZ	75	COMPLETE
17	MA	75	COMPLETE
18	MFA	80	COMPLETE
19	PAF	70	UNCOMPLETE
20	RW	70	UNCOMPLETE
21	RD	70	UNCOMPLETE
22	RS	75	COMPLETE
23	THS	65	UNCOMPLETE
24	YW	60	UNCOMPLETE
25	YWS	60	UNCOMPLETE
TOTAL		**1700**	
AVERAGE		**68**	
HIGH SCORE		**80**	
LOW SCORE		**60**	

From the result above, it can be seen that the average score of students is 68. The high score is 80 and the low score is 60. Based on the minimum mastery criteria (KKM), there are 7 students who completed on Post-Test 1 or got scores according to the criteria. It can

be said that it is sufficient in cycle 1 that the mastery of students pronunciation skills has increased, but has not successful yet.
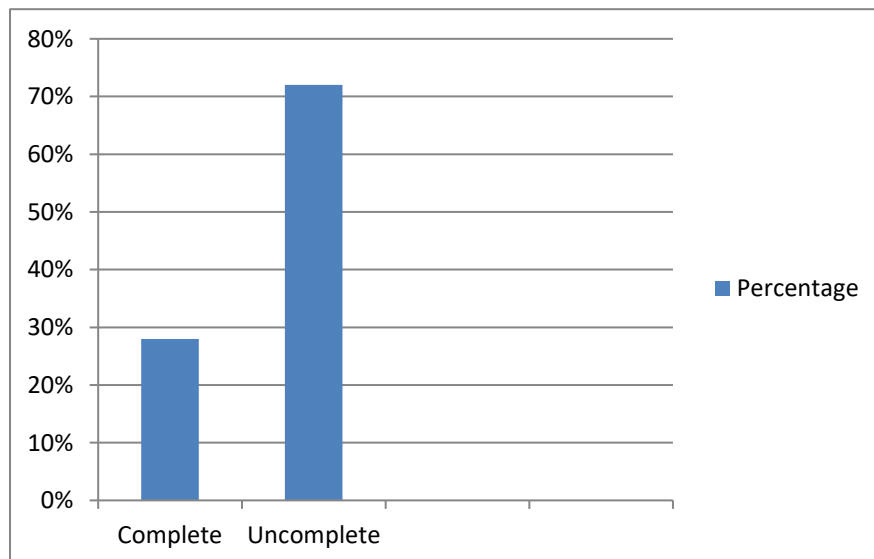
Table 6

Frequency of Students' Pronunciation Skill Score in Post-Test 1

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	7	28%
2	≤ 75	Uncomplete	18	72%
Total			25	100%

Then, the graph of the percentage of students' pronunciation skills on the Post-test 1 can be seen as follows:

Figure 5

Percentage of Result Score of Students' Pronunciation Skill in Post-Test 1

Based on the data above, it can be seen that 7 students complete and 18 students did not complete. Higher than the Pre-Test results above the criteria of students who get a minimum scores 75. The learning process is said to be successful, if 70% of students get scores above 75 and 70% of students are active in the learning process. The facts show that the results are unsatisfactory.

3) **Observing**

Researcher observation have been made, collaboration observe student activities. The researcher as a teacher provides material on pronunciation using a tongue twister games.

In the learning process, there are 4 activities that are used to determine student activities in class. Every student who was active in the learning process will get a tick in their observation sheet. Meanwhile, students who are not active in their learning process leave their observation sheets blank.

Student activity indicators are:

a) Students are able to pronounce English words and sentences correctly and appropriately

b) Students understand the application of tongue twisters in their pronunciation.

c) Students are active when the tongue twister game is in progress.

d) Students are able to pronounce the prepared tongue twister sentence.

The result of the students' learning activities could be seen as follows:

Table 7

The student activities in cycle 1

No	Students activities	Frequency	percentage
1	Students are able to pronounce English words and sentences correctly and appropriately	15	60%
2	Students understand the application of tongue twisters in their pronunciation.	12	48%
3	Students are active when the tongue twister game is in progress.	14	56%
4	Students are able to pronounce the prepared tongue twister sentence.	16	64%
Total students		**25**	

Based on the result above, it can be concluded that the learning process in cycle 1 did not work because there was nothing get a percentage of more than 70%.

4) Reflecting

Based on the results in cycle 1, it can be seen that most of the students get into trouble when they appear standing in front of class. This happens because students are still afraid and not confident in using English. Furthermore, the results of the learning process in cycle 1 before and after treatment can be analyzed in the following table.

Table 8

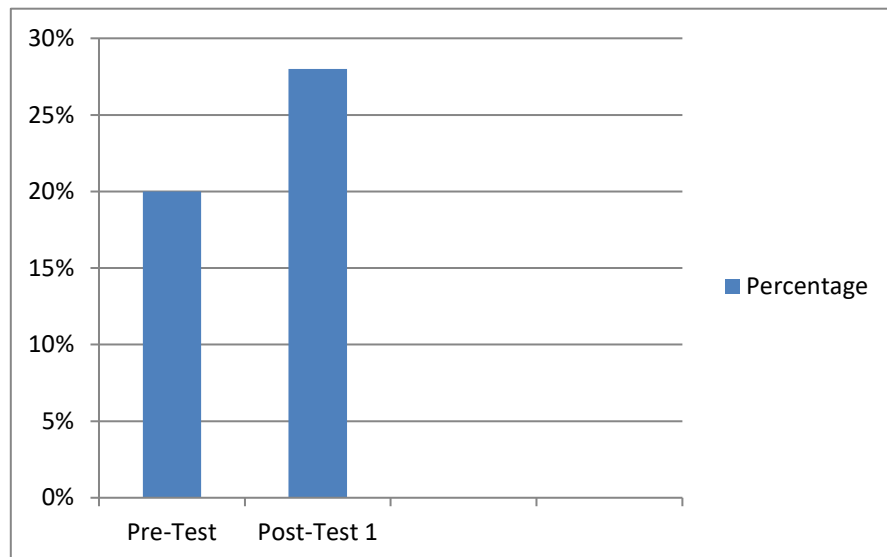**The Comparison Students Pronunciation Skill Score
in Pre-Test And Post-Test**

No	Name	Pre-test	Post-test	Category
1	AP	60	60	Constant
2	ANK	60	65	Increase
3	AZU	70	70	Constant
4	BPP	60	60	Constant
5	DU	60	60	Constant
6	DS	75	80	Increase
7	DN	60	60	Constant
8	DA	65	65	Constant
9	DAP	75	75	Constant
10	DD	55	60	Increase
11	ETW	60	65	Increase
12	FNAF	75	75	Constant
13	FW	70	70	Constant
14	GP	65	65	Constant
15	KA	60	70	Increase
16	LZ	70	75	Increase
17	MA	70	75	Increase
18	MFA	75	80	Increase
19	PAF	70	70	Constant
20	RW	70	70	Constant
21	RD	65	70	Increase
22	RS	75	75	Constant
23	THS	60	65	Increase
24	YW	60	60	Constant

25	YWS	60	60	Constant
TOTAL		**1645**	**1700**	
AVERAGE		**65.8**	**68**	

Then, the graph of percentage students' pronunciation skill score in pre-test and port test 1 could be seen as follows:

Figure 6

Percentage of Result Score of Students' Pronunciation Skill in Pre-test and Post-test 1

In this study, pre-test and post-test 1. This was done to determine students' pronunciation skills before and after treatment. From the results of pre-test and post-test 1, it can be seen that there is an increase in the value of student learning outcomes. It can be seen from the average value of pre-test 65.8 and post-test 1 68.

Although there was an increase in students' pronunciation skills, cycle 1 was not successful because only 8 students (28%) passed the post-test 2. So it was concluded that cycle 1 had not been successful because the indicators of success had not revise the teaching and learning process in the next cycle. Thus, this research will continue in cycle 2.

b. Cycle 2

Cycle 2 is almost the same as cycle 1. Which include planning, acting, observing and reflecting. It will be further explained as follows:

1) Planning

Based on the problems faced in cycle 1 the researcher creates lesson plans that focus on it and also prepare observation sheet for students.

2) Acting

Cycle 2 action will be carried out on Friday, March 11, 2022, 09.00-11.00 a.m, Tuesday, March 15, 2022, 08.00-09.30 a.m and Friday, March 18, 2022, 09.00-11.00 a.m.

a) First meeting

Firstly, at the beginning of the teaching and learning process, the researcher started the meeting by praying, greeting, checking the attendance list and asking the students; condition. After that, the researcher gave learning materials

about pronunciation to students using the vocabulary of "adjectives".

Secondly, researcher began to apply tongue twister. For the first step the researcher made was to model how to use tongue twister to ensure their understanding of the games, the researcher demonstrated twice. After that, the researcher explained the pronunciation of the words using the tongue twister games. After the presentation was finished, the researcher built their background knowledge.

In this case the learning looks different from the previous meeting in cycle 1.

Thirdly, before the researcher starts the students' mastery of the previous topic by asking some questions. For the first step, the researcher only reviewed material about learning the pronunciation of tongue twisters.

After the explanation was finished, the researcher asked the students to play a tongue twister game and take turns saying the tongue twisters. Next, researchers build their background knowledge.

Time was up, the researcher reminded students to keep the spirit of studying at home and closed the meeting.

b) Second meeting

  The second meeting was held on Friday, March 11, 2022 at 09.30-11.00 and travel time is about 90 minutes or 2x45 minutes. in this meeting, the researcher acts as a teacher and Mrs. Wahyu Eka Sumaryati as a collaborator as well as an observer. The process of this meeting took place the same as the previous meeting. The teacher reviews the material that has been taught at the previous meeting. Not only the teacher dominates in the process but also the students take responsibility by saying the words independently. Then, before the time ran out, the researcher gave feedback to strengthen students, understanding.

c) Third meeting

  After giving the treatment twice, the researcher gave a post-test 2 on Monday, March 14, 2022 at 08.00-09.30. consecutively to measure their skills.

Table 9

The Result Score of Students' of Pronunciation Skill Post-Test 2 In Cycle 2

No	Name	Score	Explanation
1	AP	75	COMPLETE
2	ANK	75	COMPLETE
3	AZU	85	COMPLETE

4	BPP	75	COMPLETE
5	DU	70	UNCOMPLETE
6	DS	90	COMPLETE
7	DN	70	UNCOMPLETE
8	DA	75	COMPLETE
9	DAP	85	COMPLETE
10	DD	70	UNCOMPLETE
11	ETW	75	COMPLETE
12	FNAF	80	COMPLETE
13	FW	80	COMPLETE
14	GP	75	COMPLETE
15	KA	80	COMPLETE
16	LZ	85	COMPLETE
17	MA	85	COMPLETE
18	MFA	90	COMPLETE
19	PAF	75	COMPLETE
20	RW	75	COMPLETE
21	RD	75	COMPLETE
22	RS	80	COMPLETE
23	THS	75	COMPLETE
24	YW	70	UNCOMPLETE
25	YWS	70	UNCOMPLETE
TOTAL		**1940**	
AVERAGE		**77.6**	
HIGH SCORE		**90**	
LOW SCORE		**70**	

Based on the table above, it can be seen that the average score of students in Post-test 2 is 77.6. The highest value is 90 and the lowest value is 70. This means that there is an increase in the score on the final test 2.

Table 10
Frequency of students' score pronunciation skill of
Post-Test 2

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	20	80%
2	≤ 75	Uncomplete	6	20%
Total			25	100%

Figure 7
Percentage of the result score of students' pronunciation skill
in Post-test 2
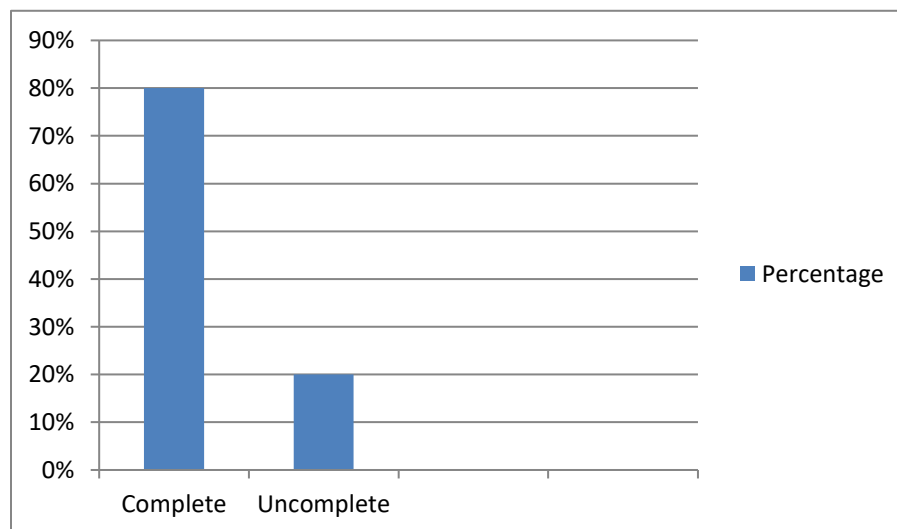
From the table and figure above, it can be seen that there is an increase in the score from Post-test 1 to Post-test 2. There were 80% or 20 students who

passed with a minimum score of completeness. In this case Post-test 2 can be said to be successful because the success indicator has been achieve.

3) **Observing**

In this step, the researcher provides material using the tongue twister game. In the learning process there are also indicators used to determine student activities as in the previous learning process.

Based on the observation sheet in cycle 2, the researcher showed that the learning process in cycle 2 was successful. The results of observing student learning activities are as follows:

Table 11

The students' activities in cycle 2

No	Students activities	Frequency	percentage
1	Students are able to pronounce English words and sentences correctly and appropriately	20	80%
2	Students understand the application of tongue twisters in their pronunciation.	19	76%
3	Students are active when the tongue twister game is in progress.	20	80%
4	Students are able to pronounce the prepared tongue twister sentence.	22	88%
Total students		25	

Based on the results of the research in cycle 2, it can be conclude that cycle 2 was successful. Researcher is satisfied with

the results of their research. There are >70% of students who pass

the test and are active in the learning process.

4) **Reflecting**

At the end of this cycle, the comparative scores of students can

be analyzed between Post-test 1 and Post-test 2. It can be seen in

the following things:

Table 12

The Comparison Students' Pronunciation Skill Score

in Post-Test 1 and Post-Test 2

No	Name	Post-test 1	Post-test 2	Category
1	AP	60	75	Increase
2	ANK	65	75	Increase
3	AZU	70	85	Increase
4	BPP	60	70	Constant
5	DU	60	70	Constant
6	DS	80	90	Increase
7	DN	60	70	Constant
8	DA	65	75	Increase
9	DAP	75	85	Increase
10	DD	60	70	Constant
11	ETW	65	75	Increase
12	FNAF	75	80	Increase
13	FW	70	80	Increase
14	GP	65	75	Increase
15	KA	70	80	Increase
16	LZ	75	85	Increase
17	MA	75	85	Increase

18	MFA	80	90	Increase
19	PAF	70	75	Increase
20	RW	70	75	Increase
21	RD	70	75	Increase
22	RS	75	80	Increase
23	THS	65	75	Increase
24	YW	60	70	Constant
25	YWS	60	70	Constant
Total		**1700**	**1940**	
Average		**68**	**77.6**	

Then the graph percentage of students' pronunciation skill performance score on Post-Test 1 and Post-test 2 can be seen as follow:

Figure 8

Percentage of the result score of students' pronunciation skill in Post-test 1 and Post-test 2
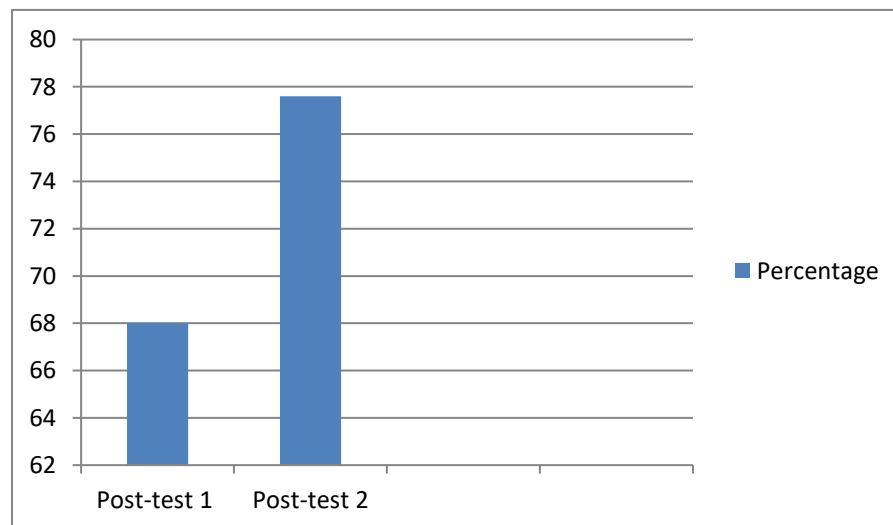
The result score of cycle 2 is better than cycle 1. There is a significant increase in this cycle. The mean score in Post-test 1 increased from 68 to 77.6 in Post-test 2.

Table 13

The comparison of students' activities in cycle 1 and cycle 2

No	Student's Activities	Cycle 1		Cycle 2		Category
		F	Percentage	F	Percentage	
1	Students are able to pronounce English words and sentences correctly and appropriately	15	60%	20	80%	Increase
2	Students understand the application of tongue twisters in their pronunciation.	12	48%	19	76%	Increase
3	Students are active when the tongue twister game is in progress.	14	56%	20	80%	Increase
4	Students are able to pronounce the prepared tongue twister sentence.	16	64%	22	88%	Increase
Total		**57**	**228%**	**81**	**324%**	
Average		**14.25**	**57%**	**20.25**	**81%**	

Figure 9

Percentage of the Result of Students' Activities

in Post-Test 1 and Post-Test 2
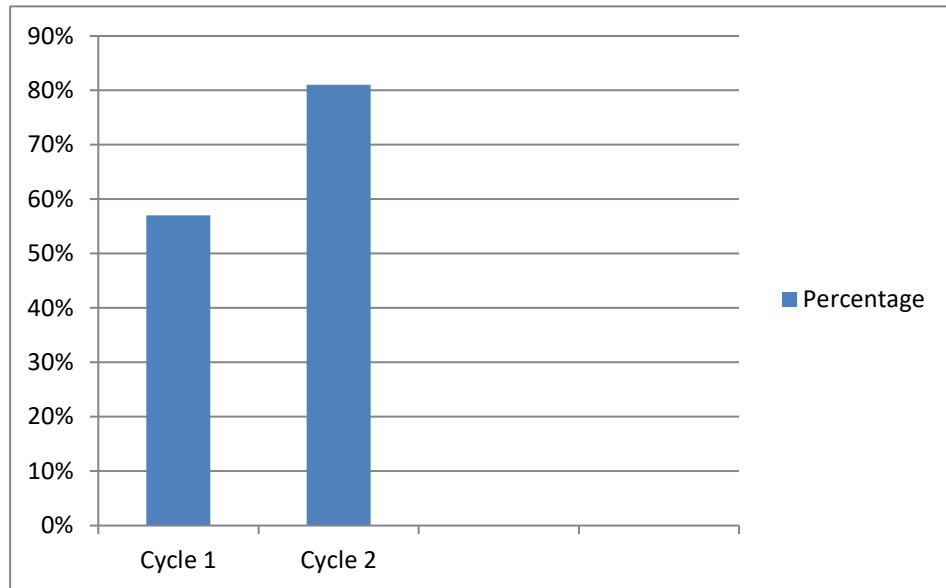
From table 13 and figure 10 it can be seen that there is an increase in the frequency and percentage of student activities from cycle 1 and cycle 2. Condition of the class is better than before and students become more active in the class during the teaching and learning process.

B. Interpretation

1. The learning result cycle 1

    In this research, the researcher gave a Pre-test to students to find out how much students' pronunciation skills were before being given treatment. In this Pre-test, there were only 5 students (20%) who passed the Pre-test and 20 students' (80%) who did not pass the Pre-test. The lowest score on the Pre-test was 55 and the highest score was 75.

After conducting the Pre-test, the researcher gave a treatment to the students' in cycle 1. Then the researcher gave a Post-test at the next meeting and the Post-test was named Post-test 1.

After that, by analyzing the results of Post-test 1, the researcher concluded that there were 7 students' (28%) who passed Post-test 1. The lowest score was 60 and the highest score was 80 and with an average score was 68.

From the results of students' scores on Pre-test and Post-test 1, there was an increase in the value of students learning outcomes. This can be seen from the average value of Pre-test 65.8 and Post-test 1 68. Although there is an increase in student achievement, in cycle 1 it cannot be said to be successful because only 7 students (28%) passed the Post-test 1. Its mean that, in cycle 1 the student achievement can increase but the indicators of success have not been achieved.

2. The learning result cycle 2

    After analyzing the students' scores on the Post-test in cycle 1, the researcher must do the next cycle. In the next cycle, the researcher gave Post-test 2. After that, the researcher analyzed the results of Post-test 2 and concluded that there are 20 students (80%) who passed the test. In this Post-test the lowest score is 70, the highest score is 90 and the average value is 77.6.

    From the results of students' scores on Post-test 2, it can be concluded that there is an increase in grades. The increase in value is seen in the

average value. The average in Post-test 1 was 68 then increased to 77.6 in Post-test 2. Because student achievement increased and indicators of success were achieved, the researcher was declared successful and the research could be completed in cycle 2.

3. The Comparison of Students' Score in Pre-Test 1, Post-Test 1 And Post-Test 2

In the process of learning English, it looks successful in cycle 1 but the average score of students is low. Meanwhile, the students' score in Post-test 1 were higher than Pre-test. In addition, in cycle 2 the average score of students is higher than cycle 1. The following score scores in cycle 1 and cycle 2 are described as follows:

Table 14

The Comparison of Students' Score Pronunciation skill in Pre-Test 1, Post-Test 1 and Post-Test 2

No	Name	Pre-test	Post-test 1	Post-test 2
1	AP	60	60	75
2	ANK	60	65	75
3	AZU	70	70	85
4	BPP	60	60	70
5	DU	60	60	70
6	DS	75	80	90
7	DN	60	60	70
8	DA	65	65	75
9	DAP	75	75	85
10	DD	55	60	70
11	ETW	60	65	75

12	FNAF	75	75	80
13	FW	70	70	80
14	GP	65	65	75
15	KA	60	70	80
16	LZ	70	75	85
17	MA	70	75	85
18	MFA	75	80	90
19	PAF	70	70	75
20	RW	70	70	75
21	RD	65	70	75
22	RS	75	75	80
23	THS	60	65	75
24	YW	60	60	70
25	YWS	60	60	70
Total		**1645**	**1700**	**1940**
Average		**65.8**	**68**	**77.6**

Based on the results of the Pre-test, Post-test 1 and Post-test 2, it can be seen that there is a significant positive increase in students' scores. This can be seen from the average score of 65.8, to 68 then to 77.6.

Therefore, the researcher can conclude that this research can be said to be successful because the indicators of the success of student scores and student activities in the learning process of this research have been achieved.

Figure 10

Percentage of the Result score of Students' Pronunciation Skill

in Pre-test, Post-Test 1 and Post-Test 2
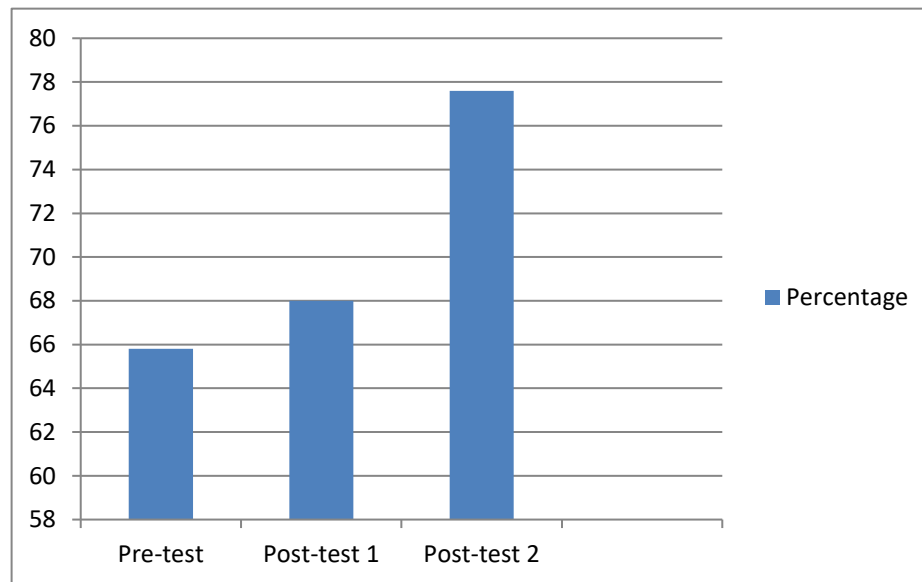
Based on the figure above, it can be concluded that the tongue twister games can increase students' pronunciation skill. This is supported by the increase in students score from Pre-test to Post-test 1 and from Post-test 1 to Post-test 2.

C. Discussion

Based on the research in cycle 1 and cycle 2, it can be concluded that the used tongue twister games can increase of students' pronunciation skill. In this study there was an increase in the percentage score of the pre-test that was 20%, post-test 1 was 28% and post-test 2 was 80%.

In relation of the results of this study, the researcher found that there is a significant increase in student activity, which is taught through tongue twister

games. It means that, tongue twister games can increase students' pronunciation skill.

In the teaching and learning process, the researcher found several problems such as students lack confidence or are afraid to pronounce English. Have low motivation in learning English, especially in pronunciation skill. In implementing this game in eight grade of SMP PGRI 1 Pasir Sakti, the researcher found that students were more active in giving contribution. Researcher must motivate students to always learn English pronunciation skills and motivate passive students to dare to pronounce English. Furthermore, it is proven that the tongue twister game can increase students' pronunciation skill. As has been shown, and there was an increase in student activity during the learning process in cycle 1 and cycle 2 through the tongue twister games. It means that, the tongue twister game has a positive effect on increasing teaching in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of Classroom Action Research, the researcher will conclude the research as follows:

Tongue twister games as a game, especially in English subject, is very effective in increasing the pronunciation skill of eight grade students at SMP PGRI Pasir Sakti. Although in cycle 1 the students got less marks, in cycle 2 most of the students were able to achieve the target of success in this study.

Based on the explanation in cycle 1 and cycle 2, it can be seen that the used of tongue twister games can increase students' pronunciation skill. There is progress based on the average score of students in the pre-test to post-test 2 in cycle 2. It can be seen that there is an effective progress from pre-test 20%, post-test 1 28% and post-test 2 80%.

In increasing students' pronunciation skill, researcher used tongue twister games as a game to train students understand the material better in mastering pronunciation and be interested in learning English. Because the tongue twister games make students' more interest in learn and understand the material. Furthermore, it can be concluded from the discussion above that by using a tongue twister games. Students experience improvement in pronunciation skill. The students' find it easier and better than before. This is evidenced by their study result which showed as significant increase from pre-test to post-test 2 in cycle 2.

B. Suggestion

Based on the results of the research conducted and conclusion obtained, the researcher suggests the following:

1. Students are advised to be more active in the learning process so that they can easily understand the material and increase their learning outcomes.

2. English teachers are advised to use tongue twister games to increase students' pronunciation skill in the learning process.

3. This principle is expected to motivate students more so that students are more enthusiastic in learning English.

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APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan   : SMP/MTs

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII (Delapan)

Kompetensi Inti

KI 3   : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu
        pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguari, merangkai, memodifikasi dan
        membuat) dan ranah untuk abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang
        dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompentsi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi,	Teks lisan dan tulis untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya *Masing-masing diajarkan secara terpisah* • *Fungsi social*	*Masing-masing menggunakan prosedur yang sama* Mengamati • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b)	• Tingkat ketercapaian fungsi social (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya. • Tingkat	8 JP	• Buku teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman

mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaanny a 3.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatika n fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai	Menjaga hubungan interpersonal dengan guru dan teman • Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. Come in, please! Thankyou. Put the book on the table, please. Yes, sure, dan semacamnya. b. Let's go! Okay. Come With me! Sorry, I'm busy, dan semacamnya. c. Don't be late again! Sure, I Won't. Don't open it, ok? Ok, dan semacamnya. d. May I use	mengajak, (c) melarang, (d) minta ijin serta responnya, dalam bahasa inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal dengan siswa (keteladanan) • Mencontoh kebiasaan dengan (a) memberi instruksi, (b) mengajak, (c) melarang (d) minta ijin serta meresponnya, dalam bahasa inggris. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa inggris dengan yang ada dalam bahasa	kelengkapan dan keruntutan struktur teks (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya. • Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli da percaya diri yang menyertai (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya. Sikap: • Observasi		CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti : - www.dailyenglish.co m - http://americanenglis h.state.gov/files/ae/r esource_files - http://learnenglish.br itishcouncil.org/en/

| konteks | *your pen, please?* *Sure, here you are.* *May I wash my hands?* *Certainly,* dan semacamnya.
• Unsur kebahasaan
(1) Kosa kata : kata sifat sederhana
(2) Tata bahasa: Kata rujukan *it, they, these, those, that, this*
(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal
(4) Ucapan, tekanan kata, | Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan informasi
• Mendengarkan dan menyaksikan banyak contoh interaksi (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa inggris dari film, kaset, buku teks, dsb.
• Menirukan contoh-contoh interaksi (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa inggris dengan ucapan, | terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
• Observasi terhadap kesantunan da kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.
• Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) | | |

	intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan *Topic* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupum di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab	tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi social, struktur teks, dan unsur kebahasaan) interaksi(a)member i instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya. • Secara kolaboratif, berusaha menggunakan bahasa inggris untuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam konteks pembelajaran simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi	minta ijin, termasuk kemudahan dan kesulitannya Pengetahuan: • Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin. Keterampilan: • Unjuk kerja Simulasi dan /atau bermain peran *(role play)* dalam melakukan (a)memberi instruksi, (b) mengajak, (c)		

		• Membandingkan ungkapan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya yang telah dikumpulkan dari berbagai sumber tersebuut diatas. • Membandingkan ungkapan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya yang telah dipelajari tersebut diatas dengan yang ada disumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (*feedback)* dari guru dan teman tentang fungsi social dan	melarang, (d) minta ijin serta responnya. • Observasi : • (penilian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa inggris untuk (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di dalam dan di luar kelas		

		unsur kebahasaan yang digunakan			
		Mengomunikasikan • Menggunakan bahasa inggris ysetiap kali muncul kesempatan (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Berupaya berbicara secara lancer dengan ucapan,tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi • Membicarakan			

		permasalahan yang dialami dalam menggunakan bahasa inggris untik (a)memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa indonesia			

RENCANA PELAKSANAAN PEMBELAJARAN SIKLUS I

Sekolah : SMP PGRI 1 Pasir Sakti

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Delapan) /Genap

Alokasi Waktu :8x40 menit (4 kali pertemuan)

A. Kompetensi Inti

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memcahkan masalah.

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Penacapaian Kompetensi

Kompetensi Dasar	Indicator
3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan sifat orang, binatang,dan benda sesuai dengan konteks penggunaannya serta pronunciation yang baik dan	• Mengidentifikasi fungsi sosial ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar. • Mengidentifikasi struktur teks pada ungkapan menyatakan dan menanyakan perbandingaan sifat

benar.	orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar. • Mengidentifikasi unsur kebahasaan pada ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.
4.3 Menyusun teks lisan dan teks tulis secara sederhana untuk menyatakan dan menanyakan perbandingan sifat orang, binatang dan benda , dengan memperhatikan fungsi sosial, struktur kebahasaan yang benar dan sesuai konteks serta pronunciation yang baik dan benar.	• Melengkapi teks percakapan yang melibatkan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar. • Melakukan percakapan yang melibatkan ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.

C. Tujuan Pembelajaran

- Mampu mengidentifikasi fungsi sosial ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.
- Mampu mengidentifikasi struktur teks pada ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.

- Mampu mengidentifikasi unsur kebahasaan pada ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.
- Mampu melengkapi teks percakapan yang melibatkan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.
- Mampu melakukan percakapan yang melibatkan ungkapan menyatakan dan menanyakan perbandingaan sifat orang, bintang, dan benda sesuai dengan pronunciation yang baik dan benar.

D. Materi Pembelajaran

Ungkapan melibatkan ungkapan menyatakan dan menanyakan perbandingan sifat orang, binatang dan benda.

- Fungsi sosial

  Mengidentifikasi, membandingkan, memuji, mengkritik dengan baik dan sesuai yang terdapat dalam KI

- Unsur Kebahasaan

  - Kosa kata : kata benda dan kata sifat yang terkait dengan orang, binatang, benda dikelas, sekolah,rumah, dan sekitarnya.
  - Huruf-huruf IPA (phonetics)
  - Berbandingan sifat: as …as, -er, more…, the most
  - Ucapan, tekanan kata, intonasi serta pronunciation yang baik dan benar
  - Ejaan dan tanda baca

E. Metode pembelajaran

1. Pendekatan   : Scientific Approach
2. Metode   : Tongue Twister
3. Model Pembelajaran   : Communicative Approach

F. Langkah-Langkah Pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Pra pembelajaran 1. Memberi salam (Greeting) 2. Berdoa 3. Memeriksa kehadiran siswa 4. Guru mengkondisikan kelas agar suasana kondusif untuk keberlangsungan pembelajaran 5. Guru memperkenalkan diri dan menyampaikan tujuan dan langkah-langkah selama proses penelitian. 6. Guru memberikan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	5 menit
Pre test	• Membagikan kepada siswa soal pre test • Meminta siswa untuk membaca soal pre test yang sudah dibagikan	45 menit
Inti	• Guru menanyakan terlebih dahulu tentang pengetahuan bagaimana mengucapkan atau membaca dalam bahasa inggris. • Guru memperkenalkan huruf-	35 menit

	huruf phonetics Kemudian gruru menuliskan dipapan tulis huruf-huruf phonetics • Guru meminta beberapa siswa untuk merangkum pembelajaran hari ini. • Kemudian guru menyimpulkan materi	
Penutup	• 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	Pra pembelajaran 1. Memberi salam (Greeting) 2. Berdoa 3. Memeriksa kehadiran siswa 4. Guru mengkondisikan kelas agar suasana kondusif untuk keberlangsungan pembelajaran 5. Guru memberikan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	5 menit
Inti	• Guru mengulang kembali tentang huruf-huruf phonetics • Guru menjelaskan tentang perbandingan sifat orang secara umum beserta contohnya. • Guru menanyakan kesulitan yang belum dipahami peserta didik	80 menit
Penutup	• Guru bersama-sama dengan siswa membuat kesimpulan pembelajaran • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilakukan secara konsisten dan terprogram	5 menit

	• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.		

Rumus comparative degree	Contoh kalimat comparative	phonetic	Tongue twister
Subject + To be + Kata sifat + -er + Then + Object	1. Veni is stronger then jessica 2. Lia is smaster then yours 3. My house is bigger then yours 4. Your shirt is simpler then my dress	ʃ I	She by new shirt good shape sheep They have much money make my honey happy
Subjet + To be + More + Kata sifat + Then + Object	1. Nisa is more deligent then her brother 2. She looks more tired then before 3. You look more beautiful then my young sister	ʊ	Look at the english book on the book's shelf

Pertemuan ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Pra pembelajaran 1. Memberi salam (Greeting) 2. Berdoa 3. Memeriksa kehadiran siswa 4. Guru mengkondisikan kelas agar suasana kondusif untuk keberlangsungan pembelajaran 5. Guru memberikan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	5 menit
Inti	• Guru mengulang kembali materi hari yang lalu. • Membagikan beberapa kosa kata dari kata sifat dan kata benda • Guru menjelaskan tentang perbandingan binatang dan benda secara umum beserta contohnya • Guru menanyakan kesulitan yang masih belum dipahami oleh siswa	80 menit
Penutup	• Guru bersama-sama dengan siswa membuat kesimpulan pembelajaran • Guru melakukan penilaian dan refleksi terhadap kegiatan yang	5 menit

sudah dilakukan secara konsisten dan terprogram • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	

Binatang	**Benda**	**Phonetic**	**Tongue twister**
Cat is better then dog	The sport car is more expensive then avanza car	**ɔ:**	She bought short dog on the wall
My rabbit is kinder than yours	Her bike is bigger then your	aI	Fanny buys die bike at the fly store
King is more dangerous then elephant	My school is closer then supermarket	ŋ	A king have a strong finger in the bank
Duks is bigger then chicken	Doni's house look smaller then mine		

G. Penilaian

a) Teknik penilaian   :unjuk kerja

b) Bentul   :Tes lisan

RUBRIK PENILAIAN ASPEK PENGUCAPAN (PRONUNCIATION)

NO	Aspek	Nilai	Kriteria	Indicator
1	intonation	1	Tidak Cukup	Terlalu sering membuat kesalahan terhadap intonasi (90%)
		2	Cukup	Intonasinya kadang-kadang tidak sesuai dan kadang-kadang sesuai dengan tekanan kata (70%)
		3	Baik	Intonasinya tepat dengan tekanan

				kata (50%)
		4	Sangat Baik	Intonasinya selalu tepat dengan tekanan kata yang diucapkan (20%)
2	Voice/clarity	1	Tidak Cukup	Tidak jelas sama sekali dalam mengucapkan ungkapan (90%)
		2	Cukup	Suaranya kadang-kadang tidak jelas dalam mengungkapkan ungkapan (70%)
		3	Baik	Suaranya jelas dalam mengungkapkan ungkapan (70%)
		4	Sangat Baik	Suaranya sealu jelas dalam mengungkapkan ungkapan (20%)
3	Fluency	1	Tidak Cukup	Ragu dalam mengucapkan ungkapan ketika berkomunikasi (90%)
		2	Cukup	Kadang-kadang ragu dan kadang-kadang tidak dalam mengucapkan ungkapan ketika berkomunikasi (70%)
		3	Baik	pernah ragu dalam mengucapkan ungkapan ketika berkomunikasi (50%)
		4	Sangat Baik	Tidak pernah ragu sama sekali dalam mengucapkan ungkapan ketika berkomunikasi (50%)

Value of score :

4   =the students deserve to get 100

3 =the students deserves to get 75

2 =the students deserves to get 60

1 =the students deserves get to 25

RUBRIK PENILAIAN ASPEK SIKAP

No	Aspek yang dinilai	kriteria	Nilai
1	Sopan santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Bertanggung Jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
			1

		Tidak pernah menunjukkan sikap kerja sama	
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

Pasir sakti, 21 November2021

Fiqi fadilah
1701070097

RENCANA PELAKSANAAN PEMBELAJARAN SIKLUS II

Sekolah   : SMP PGRI 1 Pasir Sakti

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Delapan) /Genap

Alokasi Waktu   :8x40 menit (4 kali pertemuan)

A. Kompetensi Inti

KI 3   : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memcahkan masalah.

KI 4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Penacapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulisan yang melibatkan tindakan menyuruh, mengajak, meninta ijin, serta menanggapinya sesuai dengan *pronunciation* yang baik dan benar sesuai dengan konteks penggunaannya	• Mampu mengidentifikasi fungsi sosial, unsur kebahasaan dan interaksi interpersonal lsan yang melibatkan tindakan menyuruh, mengajak, meminta izin serta menanggapinya sesuai dengan konteks penggunaanya dan *pronunciation* yang baik dan benar. • Mampu menyebutkan ungkapan menyuruh, mengajak, meminta izin

	dan menanggapinya dengan menggunakan bahasa inggris disertai *pronunciation* yang baik dan benar dengan memperhatikan fungsi sosial dan penggunaanya. • Mengidentifikasi contoh kalimat yang mengandung symbol dan membacanya berulang-ulang sesuai dengan pronunciation yang baik dan benar.
4.3 Menyusun teks interaksi interpersonal lisan pendek dan sederhana yang dilibatkan tindakan menyuruh, mengajak, meminta izin dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Mampu membuat sekaligus mengucapkan percakapan pendek yang menggunakan ungkapan menyuruh, mengajak, meminta izin, serta responnya dalam Bahasa Inggris sesuai dengan *pronunciation* yang baik dan benar sesuai dengan metode *tongue twister*. • Mempraktikkan ungkapan yang diberikan oleh guru dalam kehidupan sehari-hari menggunakan *pronunciation* yang benar sesuai dengan unsur kebahasaan yang benar dan sesuai konteks. • Mampu mempraktikkan ungkapan pendek yang menggunakan ungkapan menyuruh, mengajak, meminta izin, serta meresponnya dengan menggunakan Bahasa inggris sesuai dengan *pronunciation* yang baik dan benar.

C. Tujuan Pembelajaran

Siswa diharapkan untuk dapat:

1. Mengucapkan kata-kata dalam bahasa inggris umum dengan benar melalui pembelajaran permainan tongue twister.

2. Menguasai pengucapan bunyi yang berbeda pada kata-kata bahasa inggris..

D. Materi Pembelajaran

1. Tongue Twister

Tongue twister adalah sebuah kalimat yang disusun untuk menjadi sulit diucapkan ditujukan untuk menguji kemampuan artikulasi seseorang. Kata atau kalimat tersebut bermakna tidak masuk akal tergantung pada pergantian bunyi yang sama. Misalnya pada kata dengan bunyi s dan sh pada urutan suara yang memiliki reposisi lidah yang sama dan tanpa henti.

E. Metode pembelajaran

H. Pendekatan   : Scientific Approach

I. Metode   : Tongue Twister

J. Model Pembelajaran : Communicative Approah

F. Langkah-Langkah Pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Pra pembelajaran 1. Memberi salam (Greeting) 2. Berdoa 3. Memeriksa kehadiran siswa 4. Guru mengkondisikan kelas agar suasana kondusif untuk keberlangsungan pembelajaran 5. Guru memberikan informasi tentang proses pembelajaran yang	5 menit

	akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	
Inti	- Guru menanyakan terlebih dahulu tentang pengetahuan bagaimana mengucapkan atau membaca dalam bahasa inggris. - Guru memperkenalkan apa itu tongue twister - Kemudian gruru menuliskan dipapan tulis pengertian tongue twister - Guru meminta beberapa siswa untuk merangkum pembelajaran hari ini. - Kemudian guru menyimpulkan materi	35 menit
Penutup	- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	5 menit

Please pronounce this tongue twister sentence with the correct pronunciation !

Six slimy snail sailed silently
It's a nice night for a white rice fight
No need to light a night-light on a light night light tonight

Pirates private property
I like to take a leak on the lake

Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Pra pembelajaran 1. Memberi salam (Greeting) 2. Berdoa 3. Memeriksa kehadiran siswa 4. Guru mengkondisikan kelas agar suasana kondusif untuk keberlangsungan pembelajaran 5. Guru memberikan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	5 menit
Inti	• Guru mengulang kembali materi hari yang lalu. • Membagikan beberapa kalimat tongue twister • Guru menjelaskan tentang word stress dan sentence stress secara umum beserta contohnya • Guru meminta siswa untuk membuar baris menghadap kedepan untuk melakukan game chain reading.	80 menit

	• Guru meminta beberapa dari siswa untuk mengucapkan kalimat tongue twister yang sudah diberikan. • Guru menanyakan kesulitan yang masih belum dipahami oleh siswa	
Penutup	• Guru bersama-sama dengan siswa membuat kesimpulan pembelajaran • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilakukan secara konsisten dan terprogram • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	5 menit

Please pronounce this tongue twister sentence with the correct pronunciation !

Tie twine to three tree twig
Gun sound is bang-bang
The queen in green screamed
Computer installation, computer communication, computer information
If you understand, say "understand". If you don't understand, say "don't understand". But if you understand and say "don't understand".

How do I understand that you understand. Understand?

Pertemuan ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Pra pembelajaran 1. Memberi salam (Greeting) 2. Berdoa 3. Memeriksa kehadiran siswa 4. Guru mengkondisikan kelas agar suasana kondusif untuk keberlangsungan pembelajaran 5. Guru memberikan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	5 menit
Inti	*Post test* • Guru membagikan soal post test yang sudah disiapkan. • Guru meminta siswa untuk membaca soal post test yang sudah diberikan.	50menit
Penutup	• Guru menanyakan kesan siswa terhadap pembelajaran selama ini. • Guru mengucapkan terimakasih kepada siswa atas partisipasi mereka selama proses belajar	

| | | mengajar berlangsung. | |
| | | • Guru mengakhiri pembelajaran dan mengucapkan salam. | |

G. Penilaian

c) Teknik penilaian : unjuk kerja

d) Bentul : Tes lisan

RUBRIK PENILAIAN ASPEK PENGUCAPAN (PRONUNCIATION)

No	Aspek	Nilai	Kriteria	Indicator
1	intonation	1	Tidak Cukup	Terlalu sering membuat kesalahan terhadap intonasi (90%)
		2	Cukup	Intonasinya kadang-kadang tidak sesuai dan kadang-kadang sesuai dengan tekanan kata (70%)
		3	Baik	Intonasinya tepat dengan tekanan kata (50%)
		4	Sangat Baik	Intonasinya selalu tepat dengan tekanan kata yang diucapkan (20%)
2	Voice/clarity	1	Tidak Cukup	Tidak jelas sama sekali dalam mengucapkan ungkapan (90%)
		2	Cukup	Suaranya kadang-kadang tidak jelas dalam mengungkapkan ungkapan (70%)
		3	Baik	Suaranya jelas dalam mengungkapkan ungkapan (70%)
		4	Sangat Baik	Suaranya sealu jelas dalam mengungkapkan ungkapan (20%)

		1	Tidak Cukup	Ragu dalam mengucapkan ungkapan ketika berkomunikasi (90%)
3	Fluency	2	Cukup	Kadang-kadang ragu dan kadang-kadang tidak dalam mengucapkan ungkapan ketika berkomunikasi (70%)
		3	Baik	pernah ragu dalam mengucapkan ungkapan ketika berkomunikasi (50%)
		4	Sangat Baik	Tidak pernah ragu sama sekali dalam mengucapkan ungkapan ketika berkomunikasi (50%)

Value of score :

4=the students deserve to get 100

3=the students deserves to get 75

2=the students deserves to get 60

1=the students deserves get to 25

RUBRIK PENILAIAN ASPEK SIKAP

No	Aspek yang dinilai	kriteria	Nilai
1	Sopan santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1

2	Bertanggung Jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
			3
		Beberapa kali menunjukkan sikap bertanggung jawab	
			2
		Pernah menunjukkan sikap bertanggung jawab	
			1
		Tidak pernah menunjukkan sikap bertanggung jawab	
3	Jujur (honest)	Sangat sering menunjukkan sikap kerja sama	5
			4
		Sering menunjukkan sikap kerja sama	3
		Beberapa kali menunjukkan sikap kerja sama	2
			1
		Pernah menunjukkan sikap kerja sama	
		Tidak pernah menunjukkan sikap kerja sama	
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
			4
		Sering menunjukkan sikap percaya diri	3
		Beberapa kali menunjukkan sikap percaya diri	2
			1
		Pernah menunjukkan sikap percaya diri	

		Tidak pernah menunjukkan sikap percaya diri	

Pasir sakti, 21 November2021

<u>Fiqi fadilah</u>
1701070097

Instruction!

Please pronounce this text bellow!

PRE TEST

Yesterday, I went to Fina's birthday party, I bought cute cat for her as a gift and my uncle gave her an expensive shoes. Also, she got many gifts from her brother and her friends. She was really happy to see her all friends and she always smile to all guests who had come to her birthday party, she prepares special chair for her teacher. In the end of the party, she asked to the guests to sing song together and the leader in the performance was guests who from Jakarta, he used expensive jacket.

/'jes.tə.deɪ/, /aɪ/ /went/ /tʊ/ Fina's /ˈbɜːθ.deɪ/ /ˈpɑːr.t‿i/, /aɪ/ /bɔːt/ /kjuːt/ /kæt/ /fɔːr/ /hɜːr/ /əz/ /eɪ/ /gɪft/ /ænd/ /maɪ/ /ˈŋ.kl/ /geɪv/ /hɜː r/ /æn/ /ɪkˈspent.sɪv/ /ʃuː/. /ˈɔːl.səʊ/, /ʃiː/ /gɑːt/ /ˈmen.i/ /gɪft/ /frɑːm/ /hɜːr/ /ˈbrʌð.ə r/ /ænd/ /hɜː r/ /frends/. /ʃiː/ /wɒz/ /ˈrrə.li/ /ˈhæp.i/ /tʊ/ /siː/ / hɜː r/ /ɔːl/ /frends/ /ænd/ /ʃi/ /ˈɔːl.weɪz/ /smaɪl/ /tʊ/ /ɔːl/ /gest/ /huː/ /hæd/ /kʌm/ /tʊ/ /hɜːr/ /ˈbrʌʃ.ə r/ /ˈpɑːr.t‿i/ /ʃiː/ /prɪˈpeə ɪ/ /ˈspeʃ.əl/ /tʃeə ɪ/ /fɔːr/ / hɜː r/ /tʃeə r/. /ɪn/ /ðiː/ /gest/ /tʊ/ /sɪŋ/ /sɑːŋ/ /təˈgeð.ə r/ /ænd/ /ði/ /ˈliː.dər/ /ɪn/ /ði/ /pəˈfɔː.mən t s/ /wɒz/ /gest/ /huː/ /frɒm/ /ˈdʒækætɑ/ /hiː/ /juːst/ /ɪkˈspent.sɪv/ /ˈdʒæk.ɪt/.

Instruction!

Please pronounce this text bellow!

POST TEST 1

Hi, Dina, please come to my birthday party tonight and don't forget to bring your birthday hat. Also, you can invite your mother, brother and your uncle and I believe tonight will have cool weather, I suggest you to bring your jacket. Furthermore, my father and mother will be happy to see you, Dina in my birthday party. Both of them will invite all my students to come to this event and my parent will call my teacher to attend to my party, at the time my teacher give me special cheese cake.

Instruction!

Please pronounce this text bellow!

POST TEST 2

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.

/ðeə (r)/ /ɪz/ /haʊs/ /ɪn/ /ðə/ /skweə (r)/, /ɑn/ /ðə/ /skweə (r)/ /ðeə (r)/ /ɪz/ /ə/ /flæt/, /ɪn/ /ðə/ /flæt/ /ðeə (r)/ /ɪz/ /ə/ /rʊm/. /ɪn/ /ðə/ /rʊm/ /ðeə (r)/ /ɪz/ /ə/ /ˈteɪbl/, /ɑn/ /ðə/ /ˈteɪbl/ /ðeə (r)/ /ɪz/ /ə/ /keɪdʒi/, /ɪn/ /ðə/ /keɪdʒi/ /ðeə (r)/ /ɪz/ /ə/ /ˈpærət/, /ənd/ /ðə/ /ˈpærət/ /ɪz/ /sɪŋɪŋ/ /ə/ /sɒŋ/ /wɪð/ /flæpɪŋ/ /wɪŋ/. /ðə/ /kæt/ /ɪz/ /wɑtʃɪŋ/ /ðə/ /ˈpærət/ /sɪŋɪŋ/ /aʊtˈsaɪd/ /ðə/ / keɪdʒi/. /ðə/ /kæt/ /ˈbɔ:(r)d/ /bɪˈkɒz/ /ðə/ /ˈpærəts/ /sɪŋ/ /ənd/ /ˈfaɪnəli/ /fɔ:l/ /əˈsli:p/.

OBSERVATION SHEET

NO	STUDENTS INITIAL	INDICATORS		
		1	2	3
1	AP			
2	ANK	✓	✓	
3	AZU	✓	✓	✓
4	BPP	✓	✓	✓
5	DU	✓	✓	✓
6	DS	✓	–	–
7	DN	–	–	–
8	DA	–	✓	
9	DAP	✓		
10	DD	✓	✓	✓
11	ETW	–		
12	FNAF	–	–	–
13	F	✓		
14	GP	✓	✓	✓
15	KA	✓		
16	LZ	✓	✓	✓
17	MA	✓	✓	
18	MFA	✓		
19	PAF	✓	✓	✓

20	RW	✓	✓	✓
21	RD	✓		
22	RS	✓	✓	
23	THS	✓		
24	WAS	✓	✓	✓
25	YW	✓		
26	YWS	✓	✓	

Noted!

1. Good student response to learn English pronunciation by using the Tongue twister games.

2. Students concentrate more on pronounce words in Tongue Twister in English sentence.

3. Students are able to pronounce Tongue twister.

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah
NPM : 1701070097

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	5 May 2021		✓	Cover 1 - Memperbarui tahun pada cover - Avoid the use of Pronoun Change Into Passive Sentence - Be Consistant Inusing Writter or researcher - Prior research Chapter II in Paragraph - Wicare - mengexplain Detail Element of Pronouncaiton - Membari Contoh kenas of suprasegmental Chapter III - Merevisi tulisan - Give the reasons of choosing this place - Table is not needed - mengexplain Observastion	(signature)

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah   Jurusan : TBI
NPM : 1701070097   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	31/05/2021		✓	Chapter 1 - membuat tabel persentase - menganalisi footnote - membuat kesimpulan prior research - merubah paragraph dari literatur - menentukan indikator pada tes	
3.	28/06/2021		✓	- menampilkan rata bahan teori - kajian pustaka - Ace to Proposal Seminar after review some more inside. - Continue to the Sponsor	

Mengetahui
Ketua Jurusan TBI   Dosen Pembimbing II

Andianto, M.Pd.   **Yeasy Agustina Sari, M.Pd**
NIP. 19871102 201503 1 004   NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah
NPM : 1701070097

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum'at 02/07/2021	✓		Tahun ajaran Chapter I - mengganti tabel dengan penjelasan saja - mengganti Problem Identification - mengganti kata improve dengan kata increase Chapter III - Independen & Variable - alat ukur - Indikator - cara - Dependent Variabet - ide - Test - memperbaiki tulisan - Pre-test - Post test - merubah was dan will.	*(tanda tangan)*
2	Rabu 19/07/2021	✓		- memperbaiki Daftar isi - Jarak Enter terlalu kebawah - mengganti semua kata Technique menjadi games	*(tanda tangan)*

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah   Jurusan : TBI
NPM : 1701070097   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1				- menghapus tabel yg kebanyakan - memnuhi hypothesis - menghapus beberapa kata yang salah di - Independent Variable - Research location - Subject of research	
3	kamis 12/08 2021	✓		- merevisi tulisan pada cover - merevisi background of study - merevisi Problem Identification - merevisi Dependen Variable - merevisi Independen Variable	
4	20 Jumat 2/08 2021	✓		- merevisi Tahun - merevisi kesalahan di Problem Formulation - merevisi Rubrik Penilaian - merevisi Pre-test	
5	26/8/21	✓		Acc to seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah   Jurusan : TBI
NPM : 1701070097   Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 09/11/2021		✓	- Memberi kalimat Perintah Pada Setiap tes.	
2.	Rabu, 10/11 2021		✓	Tambahkan Instrument Penilaian	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Pembimbing II,

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah Jurusan : TBI
NPM : 1701070097 Semester : IX/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 29 " 2021	✓		- merubah angket menjadi observasi - menambahkan script phonetics pada pre-test & post-test	
2	Rabu 29/12 2021	✓		- merevisi observation sheet dan degnuan variabel serta independent variabel	
3	Senin 10/01 2022	✓		Acc APd	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiqi Fadilah   Jurusan : TBI
NPM : 1701070097   Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 20/01 2022		- Melengkapi lampiran ? Skripsi - menguban beberapa kata Pada abstrak - membenari kata Pada Bab V	
2.	Jum'at 22/01 2022		- Menbenani beberapa kata Pada abstrak	
3	Selasa 24/05 2022		- menperbaiki kata Pada bab III - membenari Akoowcagment	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Nomor   : B-1373/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMP PGRI 1 PASIR SAKTI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **FIQI FADILAH**
NPM   : 1701070097
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : INCREASING STUDENTS PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI ACADEMIC YEAR 2020

untuk melakukan *pra-survey* di SMP PGRI 1 PASIR SAKTI.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PGRI
SEKOLAH MENENGAH PERTAMA
SMP PGRI 1 PASIR SAKTI
Terakreditasi 'B'

NSS : 202120422122   NIS. 201150   NDS.L. : 02092006

Alamat : Jalan Mereka No 1 Desa Pasir Sakti Kec. Pasir Sakti Kab. Lampung Timur 34184 Tlp 08287067855

SURAT KETERANGAN
Nomor : 178/421.SMP PGRI 1.P.S/III/2021

Berdasarkan surat ijin Prasurvey menindak lanjuti secara resmi dalam rangka menyelesaikan tugas akhir Skripsi.

Yang bertanda tangan dibawah ini   :

Nama	: **AHMAD JULIANTO, S.Pd**
Jabatan	: Kepala sekolah
Unit Tugas	: SMP PGRI 1 PASIR SAKTI

Dengan ini menyatakan bahwa pengajuan permohonan surat ijin Prasurvey dalam rangka menyelesaikan tugas akhir skripsi telah kami terima atas nama :

Nama	: FIQI FADILAH
NPM	: 1701070097
Fakultas	: Tarbiyah dan ilmu keguruan
Jurusan	: Tadris Bahasa Inggris (PBI)
Semester	: 6 (enam)
Total SKS semester	: 3,41 (tiga koma empat satu)
Alamat tempat tinggal	: DUSUN V RT/RW 027/006 PASIR SAKTI KECAMATAN PASIR SAKTI KABUPATEN LAMPUNG TIMUR PROVINSI LAMPUNG

Demikian surat ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Pasir Sakti, 10 Maret 2021
Kepala SMP PGRI 1 Pasir Sakti

AHMAD JULIANTO, S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0137/In.28.1/J/TL.00/01/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FIQI FADILAH**
NPM	:	1701070097
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	INCREASING STUDENTS PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
    a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Januari 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

---

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-502/In.28/S/U.1/OT.01/05/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Fiqi Fadilah
NPM	: 1701070097
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070097

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Mei 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

BUKTI BEBAS PUSTAKA JURUSAN TBI

Yang bertanda tangan di bawah ini menerangkan bahwa :

Nama	:	FIQI FADILAH
NPM	:	1701070097
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022.

Bahwa yang namanya tersebut di atas, benar-benar telah menyelesaikan bebas pustaka jurusan pada Ketua Jurusan Tadris Bahasa Inggris (TBI) Institut Agama Islam Negeri (IAIN) Metro.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 27 Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0238/In.28/D.1/TL.00/01/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP PGRI 1 PASIR SAKTI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0239/In.28/D.1/TL.01/01/2022, tanggal 28 Januari 2022 atas nama saudara:

Nama   : **FIQI FADILAH**
NPM   : 1701070097
Semester   : 10 (Sepuluh)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 1 PASIR SAKTI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Januari 2022
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PGRI
SEKOLAH MENENGAH PERTAMA
SMP PGRI I PASIR SAKTI
KECAMATAN PASIR SAKTI KABUPATEN LAMPUNG TIMUR
Terakriditasi "B"

NSS.. 202120422122   NIS. 201550   NDS.L. 02092006

Alamat : Jln. Merdeka No I Ds. Pasir Sakti Kecamatan Pasir Sakti Kabupaten Lampung Timur 34184

SURAT KETERANGAN

Nomor : Nomor : 202/421/SMP PGRI 1 PS/III/2022

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-0238/In.28/D.1/TL.00/01/2022, perihal : Izin Mengadakan Pnelitian tertanggal 28 Januari 2022, maka Kepala SMP PGRI 1 Pasir Sakti dengan ini menerangkan bahwa nama mahasiswa dibawah ini :

N a m a	: **FIQI FADILAH**
NPM	: 1701070097
Semester	: 10 (Sepeluh)
Jurusan	: Tadris Bahasa Inggris

Benar telah mengadakan penelitian di SMP PGRI 1 Pasir Sakti pada tanggal : 07 Maret s/d 11 Maret 2022 guna melengkapi data pada penyusunan Tugas Akhir / Skripsi yang berjudul : "INCREASING STUDENTS PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI ACADEYC YEAR 2021/2022"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya .

Pasir Sakti, 11 Maret 2022
Kepala Sekolah

AHMAD JULIANTO,S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T T U G A S
Nomor: B-0239/In.28/D.1/TL.01/01/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**FIQI FADILAH**
NPM	:	1701070097
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP PGRI 1 PASIR SAKTI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Januari 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

AN UNDERGRADUATED THESIS

INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH
TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI
EAST LAMPUNG ACADEMIC YEAR 2021/2022

Written By:

FIQI FADILAH
Student Number: 1701070097

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

AN UNDERGRADUATED THESIS

INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH

TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI

EAST LAMPUNG ACADEMIC YEAR 2021/2022

Presented as a partial Fulfillment of The Requirement for The Degree of Sarjana

Pendidikan (S.Pd) in English Education Department

FIQI FADILAH

1701070097

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor   : Dr. Widhiya Ninsiana, M. Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022

by Fiqi Fadilah 1701070097

INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022
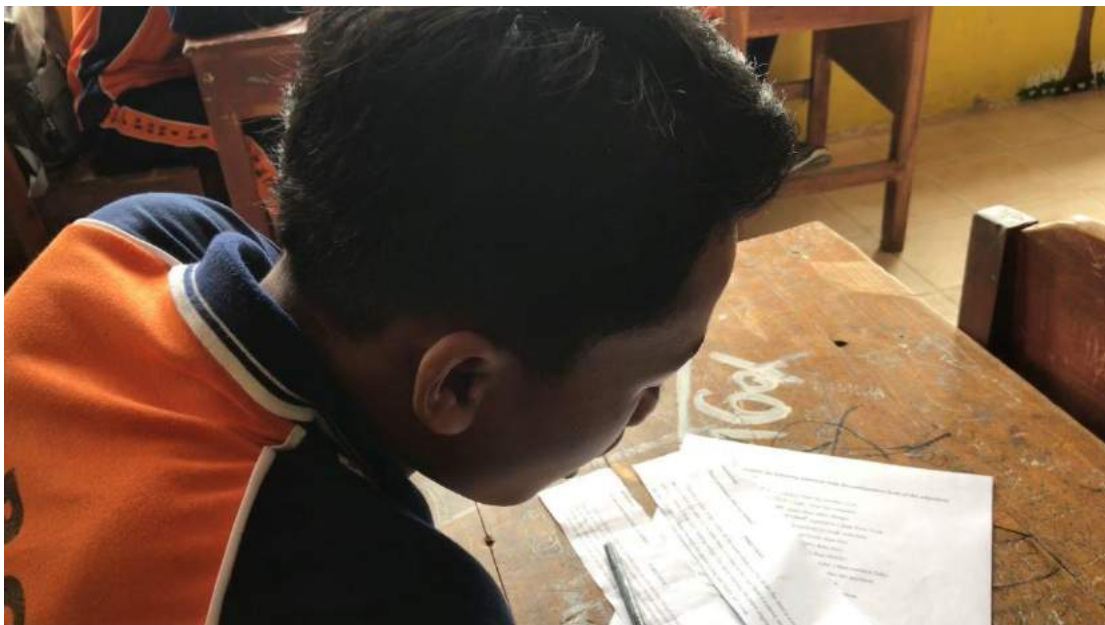
PRE TEST

The Researcher gives Pre-Test to the Students' of SMP PGRI 1 Pasir Sakti

POST TEST I

Pronunciation performance from

the Students' SMP PGRI 1 Pasir Sakti in Post-Test 1

Pronunciation performance from

the Students' SMP PGRI 1 Pasir Sakti in Post-Test 1

POST TEST II

Pronunciation performance from

the Students' SMP PGRI 1 Pasir Sakti in Post-Test 2

Pronunciation performance from

the Students' SMP PGRI 1 Pasir Sakti in Post-Test 2

LOCATION MAP SMP PGRI 1 PASIR SAKTI
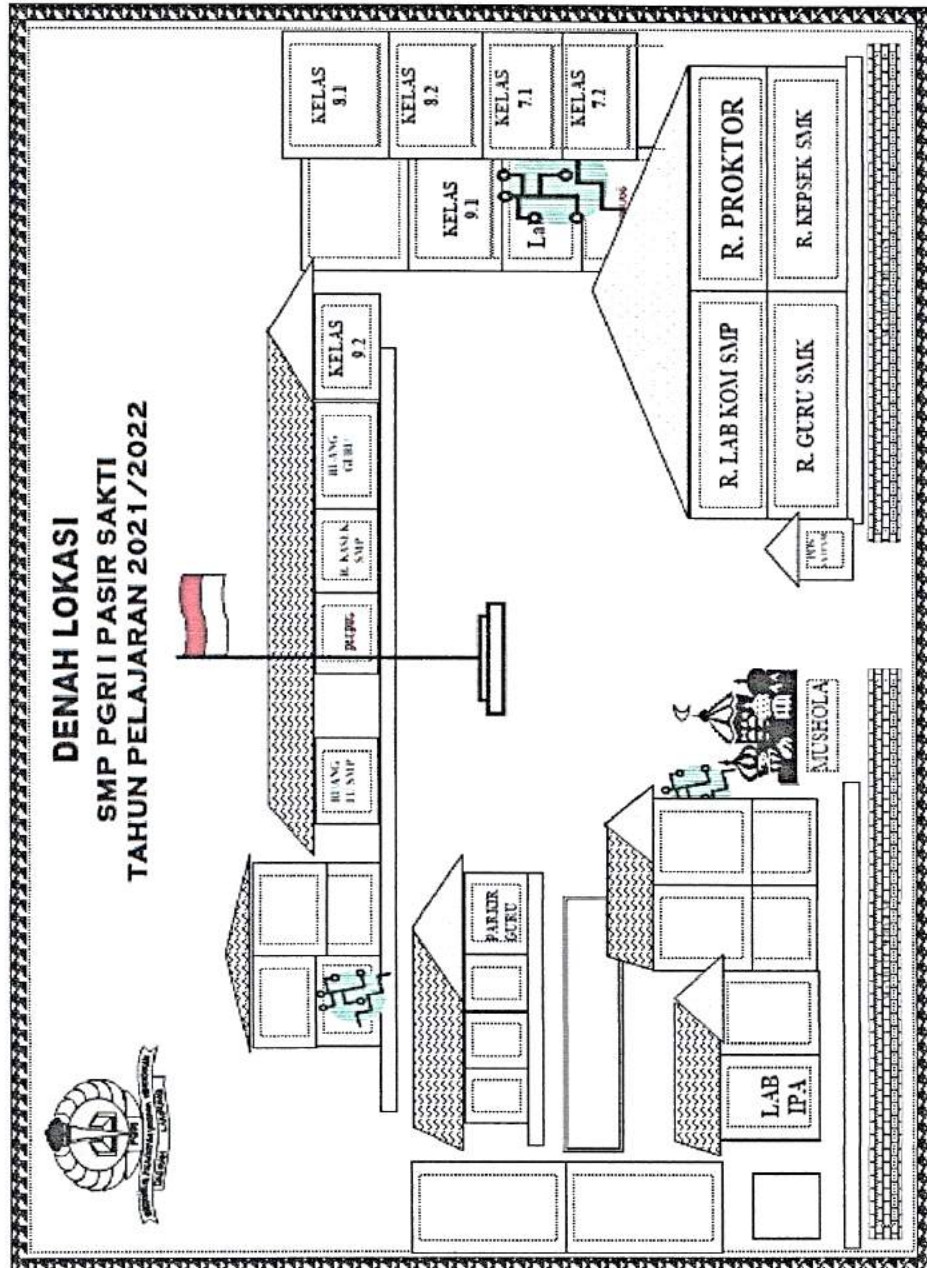
DENAH LOKASI
SMP PGRI 1 PASIR SAKTI
TAHUN PELAJARAN 2021/2022

PENUNJUKAN TIM UJIAN SKRIPSI
Nomor: P-2875/In.28/J/PP.00.9/06/ 2022

Nama / NPM : Fiqi Fadilah / 1701070097
Jurusan : Tadris Bahasa Inggris
Ruang Ujian : Gedung O lantai 1
Judul Skripsi : INCREASING STUDENTS' PRONUNCIATION SKILL THROUGH TONGUE TWISTER GAMES AT THE GRADE SMP PGRI 1 PASIR SAKTI EAST LAMPUNG ACADEMIC YEAR 2021/2022

Hari / Tanggal	Waktu	Ketua / Moderator	Penguji	Sekretaris	Petugas
Jum'at, 24 Juni 2022	10.00- 11.30 Wib	Dr.Widhiya Ninsiana, M.Hum	1. Drs. Kuryani, M.Pd 2. Yeni Suprihatin, M.Pd	Aisyah Sumarwan, M.Pd	Aisyah Sumarwan, M.Pd

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN
Ketua	Maks. 30 Menit	Penampilan dan Pembelaan, Ketekunan Dalam Proses Bimbingan
Penguji 1	Maks. 50 Menit	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan

Metro, 21 Juni 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Tembusan disampaikan Kepada Yth:
1. Kasubbag. Umum

CURRICULUM VITAE

The name of Researcher is Fiqi Fadilah. She was born in Pasir Sakti, on 08 June 1999. She"s first child of Mr. Suyasto and Mrs. Lilik Maslikah.

She was enrolled her study at SDN 1 Pasir Sakti on 2005 until 2011. In line with her focus on the study, she continued her study at Mts Ma'arif 18 RU Pasir Sakti on 2011 and graduated on 2014. She decided to continue her study at SMK PGRI Pasir Sakti East Lampung on 2014 until 2017.

Then at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) Metro