THE USE OF TONGUE TWISTER TO ACHIEVE STUDENTS' PRONUNCIATION AT SMA NEGERI 1 BONE – BONE

SKRIPSI

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BOSOWA UNIVERSITY OF MAKASSAR
2017

THE USE OF TONGUE TWISTER STRATEGY ON STUDENTS' PRONUNCIATION AT SMA NEGERI 1 BONE – BONE

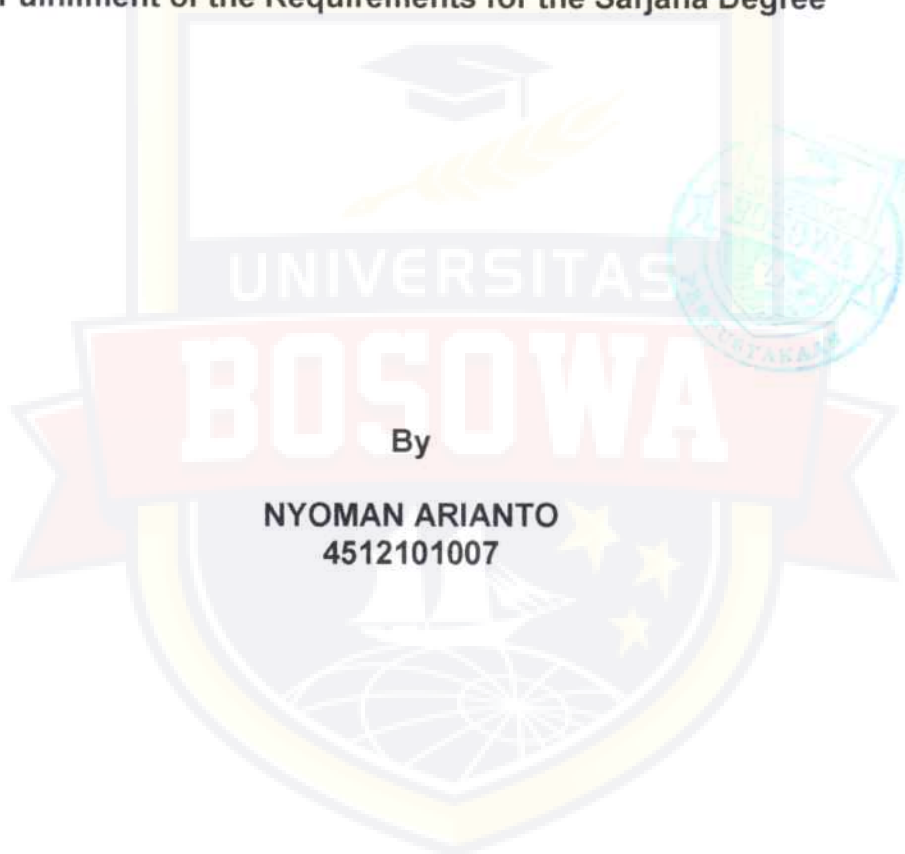## SKRIPSI

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Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the Requirements for the Sarjana Degree

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PERNYATAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **"The Use of Tongue Twister to Achieve Students' Pronunciation At SMA Negeri 1 Bone-bone"** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar,   Februari 2017

Ya   yataan

Nyoman Arianto

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ABSTRACT

Nyoman Ariato. 2017. *The Use of Tongue Twister to Achieve Students' Pronunciation at SMAN 1 Bone-Bone.* (Supervised by Dahlia Moelier and Ulfah Syam)

This research was conducted to know the effect of using Tongue Twister to achieve students' pronunciation at SMAN 1 Bone-Bone.

This research used the experimental method. The data was taken from aloud the text. Population in this research of SMAN 1 Bone-bone class X is 170 students. The sample of the research was X-D of SMAN 1 Bone-Bone Academic 2016/2017 consist of 26 students, and the writer used total sampling technique.

This research data was obtained through by giving pre-test and post-test by using instrument that was tongue twister sentences, in tongue twister, the research used whisper game, so the students ability in remembering and speaking quickly using English, while post-test given after treatment, in this treatment, the researcher explained tongue twister in order to know the ability of students pronunciation.

The result of this research that tongue twister strategy was effective. Using tongue twister can increased students' pronunciation of SMAN 1 Bone-bone. The result showed that t-test was 7,272 greater than t-table 2,064 at significant level of $p = 0.05$. this page shows that the English language skills of students pre-test 6.8 and post-test 7,6., the students' improvement of first year students who taught through tongue twister method at SMAN 1 Bone-bone was 11.8%. especially the ability to understand the content of pronunciation is still low to be good.

Key words: Tongue Twister, Achievement, Pronunciation.

ABSTRAK

Nyoman Arianto. 2017. *The Use of Tongue Twister to Achieve Students' Pronunciation at SMAN 1 Bone-Bone.* (dibimbing oleh Dahlia Moelier dan Ulfah Syam)

Penelitian ini bertujuan untuk mengetahui efek dari penggunaan tongue twister (serangkaian kata-kata yang sukar diucapkan) dalam peningkatan pengucapan siswa di sekolah SMAN 1 bone-bone.

Penelitian ini merupakan penelitian eksperimen dengan subjek penelitianya adalah siswa SMAN 1 Bone-Bone kelas X yang berjumblah 170 siswa. Sampel pada penelitian ini adalah siswa kelas X-D tahun ajaran 2016/2017 yang berjumlah 26 siswa, dan penulis penggunakan teknik total sampel.

Data penelitian ini diperoleh melalui pemberian pre-test dan post-test dengan menggunakan instrument yakni tongue twister game, dalam tongue twister game ini peneliti menggunakan whisper game/berbisik kalimat tongue twister, agar kemampuan siswa dalam mengingat dan berbicara dengan cepat menggunakan bahasa inggris, sedangkan post-test diberikan setelah treatment, dalam treatment ini, peneliti menjelaskan tentang tongue twister dengan tujuan untuk mengetahui kemampuan pelafalan siswa.

Hasil penelitian menunjukkan bahwa t-test adalah 7,272 yang lebih besar dari t-table 2,064. Dari level signifikan p=0,05. Hal ini menunjukan bahwa kemampuan berbahasa inggris siswa dari pre-test 6,8 dan post-test 7,6. khususnya kemampuan pengucapan yang semula masih rendah menjadi baik.

Kata kunci: Tongue Twister, Achievement, Pronunciation.

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"OM AWIGNAM ASTU NAMASIDAM"

"OM SWASTIASTU"

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Finally, the writer realizes that this skripsi is still far from being perfect. Therefore suggestion and correction for improvement of this skripsi are welcome. May the almighty God always be with us.

"OM SANTIH SANTIH SANTIH OM"

Makassar, February 2017
The Writer

Nyoman Arianto

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CHAPTER I

INTRODUCTION

In this chapter the writer presents background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Language is a mean of communication both spoken and written form. As a mean of communication, it helps people share their ideas, knowledge, feeling and emotion. English is one of the subject matters learned by students that are given in some educational levels, such as, elementary, intermediate and upper intermediate level. It covers four language skills that must be mastered if someone wants to be successful in English.

Pronunciation is very important in communication, knowing the fact that English is a foreign language in our country. Pronunciation is a way in which a language or particular word or sound is spoken.

In English language teaching, there are four language elements namely: structure, vocabulary, pronunciation and spelling. Those elements are taught in order to develop the students' skill in the language learning. One or two of them should be noticed pronunciation to considered difficult element method that can be applied in learning pronunciation.

Nowadays, teachers must be creative to increase the students' achievement successfully. In order to enable students to express their idea in speaking, teacher must Creates various method in teaching. Many technique and methods had been conduct by the teacher; one of the alternatives in teaching speaking especially in pronunciation is using Tongue Twister.

According to Reck (2004: 2) using Tongue Twister method will be helpful the students to speak up, help to develop a skill which experts call phonemic awareness or the ability to identify and manipulate sounds (called phonemes) in words that are spoken. For someone who speaks to an audience, working with tongue twisters to build on his/her phonemic awareness helps to develop better articulation and pronunciation of words.

Based on the explanation above the researcher would like to take an experiment under the title of "The Use of Tongue Twister to Achieve Students' Pronunciation at SMA Negeri 1 Bone-Bone".

B. Problem Statements

The writer formulates the research questions as: how is the students' achievement of English words pronunciation by using the tongue twister?

C. Objective of the Research

Base on the problem, the objectives of the research is to find out the students' pronunciation achievement by using tongue twister strategy.

D. Significance of the Research

The result of this research is expected to be useful for:

1. The Teachers

This research is expected to show one of good ways in teaching pronunciation. So the situation in the classroom not monotonous and learning process more effective.

2. The Students

This research is expected can be a god technique in learning pronunciation so they can learn more enjoyable and interested.

3. The School

This research is expected can be significant information for teachers of English especially for teachers of English in SMA Negeri 1 Bone-Bone in Particular

E. Scope of the Research

The scope of the study is limited on the application to know the effectiveness of Tongue Twister in achieve the students' pronunciation at the ten grade students of SMAN 1 Bone-bone.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents some previous related research findings, concept of pronunciation, concept of teaching, concept of tongue twister, theoretical framework and hypothesis.

A. Some Previous Related Research Findings

The study of pronunciation has been done by some researchers. They were,

Ratna (2010) conducted a research by using cartoon films in improving students' pronunciation. She found that cartoon films worked well in her class composition.

Sumantri (2011) conducted his research about pronunciation by using tongue twister game can make students speak English fluently.

Wibawa (2014) implemented a tongue twister to teach pronunciation in SMPN 3 Temple, as a result, the use of tongue twister in small group whispering really help the students. The students could speak English easier and faster.

Based to the opinions above, the researcher realizes that to teach pronunciation easily and make students more interest in study pronunciation, it is better if we use tongue twister as a teaching method that has been proved by some researcher.

B. Concept of Pronunciation

1. The Definition of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts:

According to Lado (1964) in Wibawa (2014:17), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. Lado does not mention how the sounds are produced.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006);

This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer (Richard and Schmidt, 2002: 429). While Harmer (2007: 281) states "Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean". Furthermore, Richard et.al, (1992: 296) in Nunan (2003: 112) stated that the way sounds are perceived by the hearer to define pronunciation.

According to Oxford Advanced Learner's English Dictionary, it is defined that pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

a. Pronunciation is a way of producing something.

b. The product of this act is language or word or sound.

But it does not have any important information about how a language or a particular word or a sound should be spoken.

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood.

2. The Goals of Pronunciation

There are many factors that influence language teaching especially English pronunciation teaching. So, The teachers should select the media that is suitable to be applied in teaching English pronunciation, they are

also hoped to know how to teach pronunciation well by knowing the good way in teaching English pronunciation.

According to Jeremy Harmers' (2007: 82) there are three alternatives in pronunciation teaching:

a. Whole lesson

Making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work

b. Discrete slots

Some teachers insert short, separate bits of pronunciation work into lesson sequences.

c. Integrated phases

Many teachers get students to focus on pronunciation issues as an integrated part of lesson.

In this case, teachers decide what alternative they choose. By deciding the alternatives they use in teaching English pronunciation, they can make a strategy based on the alternative to get a maximum result.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron says that "it is a crucial thing for teacher to take responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out". In this case, the teacher should let the students know that they are studying about pronunciation and that they are expected to be able to pronounce English words correctly.

It needs an enthusiasm in teaching English pronunciation so that both the teacher and the students get a good result in it. It can be done by encouraging the students that they can do the best. Besides that, it also can be done by asking the students to present their ability in pronouncing English word so other students know that they can do it well. By this, students have a great spirit to learn how to pronounce English words well.

According to Morley (1999) as cited in Celce-Murcia (2000:38), there are four realistic goals in pronunciation teaching. They are:

1). Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

2). Functional communicability

It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of "functional communicability.

3). Increased self-confidence

Self-confidence should be possessed by students so that they can speak and be understood.

4). Speech monitoring abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

3. The Importance of Teaching Pronunciation

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Harmer, 2005: 38 as cited in Nation and Newton, 2009). However, Nation and Newton (2009:49) argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners" phonological loop affect learners gain stable pronunciation. Nation and Newton (2009:75) explain that phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop (Harmer, 2007, Baddeley, Gathercole and Papagno, 1998; Singleton, 1999: 148–151). Learners" working memory differ one another.

However, for second language learners it is likely that the size of their working memories in the second language is affected by their

knowledge of patterns of pronunciation and grammar in that language. So, it is important for teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

4. Teaching Pronunciation in Senior High School

According to Wibawa (2014:13), a lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. It seems that the teaching is not planned before. He adds that the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. However, to make students able to speak fluently and their pronunciation achieve what the experts call as minimally intelligible, pronunciation instruction need to be promoted to students.

Moreover, in the standard of competence and basic competences of SMA students grade X state that students need to master linguistic competences including pronunciation. It can be one of basic things that students need to master since pronunciation plays an important role in language teaching. Pronunciation instruction can be adjusted according to what level our learners belong to. Our Standard Competence (SK) and Basic Competence (KD) for SMA students states that one of the aims that students need to achieve is that they are able to develop the communication ability in form of spoken and written forms so that they can

achieve functional level. Functional level means that students need to be able to overcome daily problems. The language that is used for that matter is not so complicated. It is considered to be simple. So, what teachers need to promote in pronunciation instruction is simple or basic activities for pronunciation.

5. The Difficulties of Pronunciation

The student of spoken English or any other spoken language is faced with difficulties of five kinds in the matter of pronunciation (2012: 2). They are as follows:

a. It is a matter of "ear-training".

We must learn to recognize readily and with certainty the various speech sounds occurring in the language when we hear them pronounced; we must, moreover, learn to remember the acoustic qualities of those sound.

b. It concerns with certain characteristics of sound and syllables.

We must learn the proper usage and know the necessary details in regard to length, stress and pitch.

c. It is matter gymnastic of the vocal organs.

We must learn to make the foreign sounds with our own organs of speech.

d. It is a matter of memorizing.

We must learn to use those sounds in their proper places in connected speech. In learning to memorize can be facilitated by the use of Phonetic Transcription.

e. It is a matter of the student's ability to distinguish and to pronounce isolated sounds, and to know the sequence of sounds to use in a given word or sentence, and to know length, stress and pitch. We must learn to catenae sounds, i.e. to join each sound of sequence on to the text, and to pronounce the complete sequence rapidly and without stumbling. For the students who have difficulties English pronunciation probably it cannot be avoided directly. So the teachers need to work hard with the students and to make sure that the students can improve their difficulties.

C. Concept of Teaching

1. Teaching Techniques

Kelly (1994) in Wibawa, (2014:10-22) offers several techniques and activities to improve students' pronunciation:

a. Drilling.

Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By doing this, students can Tick the words which have the sound /ʌ/: *cap hat bug cup hut*

bag build confidence. Secondly, chaining is one of the way to help students" difficult sentences.

b. Chaining.

Chaining is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. Thirdly, „open pair" drilling, where, for example, question and answer drills might be set up across the class, with one student (S), another responding, and so on. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.

c. Minimal pairs and related activities.

In minimal Pairs activity, teachers provide students pairs of similar words in which they have one or more different phoneme. In this activity, the students can realize that if they mispronounce one phoneme, the meaning of words can change.

d. Pronunciation and spelling activities.

These activities can help students to find relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations. (Why don't you read

this book? And I've already read it.) Meanwhile, homophones are words that have same pronunciation but different spelling (write and right; there, their and they're). Another related activity is in a discovery type exercise like the example:

Hat hate kit kite cut cute. In that activity, students can recognize how the vowel sound changes when the letter e is added.

e. Taping students' English.

Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

f. Listening activities.

Listening activities can bring authentic materials into classroom. This activity can encourage students to notice features related to pronunciation.

g. Reading activities.

In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.

2. Teacher's Roles

According to Joanne Kenworthy (1987) in Nunan (2003: 37), there are several roles of the teacher in pronunciation teaching. The teacher is responsible for:

a. Helping learners hear sounds. The teacher needs to provide help for learners to perceive sounds. Learners are affected by their native language, thus teachers need to check whether they hear sounds that belong to appropriate categories and help them to develop new categories if necessary.

b. Helping learners make sounds. The sounds of English are different from Bahasa and ethnic languages existed in Indonesia. Some sounds do not occur in our languages. Thus, if students find difficulty in imitating new sounds, the teacher needs to give them some hints to help them imitate the sounds.

c. Providing Feedback. After both activities above are conducted, the teacher needs to tell the learners how they are doing. The learners often do not know whether they are right. Thus, the teacher needs to give information about their performance.

d. Pointing out what is going on. Teacher needs to tell the learners what to pay attention to and what to work on. Learners sometime may miss something important when they speak. For example, they may use inappropriate stress. It can lead to misunderstanding since it can have different meaning.

e. Establishing priorities. Learners may know what features are different from their native but do not know how important it is. Learners may notice that their pronunciation is not like the way English people do it, and they try to change this but their effort is misplaced since the feature they want to improve is not essential for intelligible speech. Teachers need to make learners focus on something important for them.

f. Devising activities. Teacher needs to design pronunciation activity which is helpful and can make improvement. Teacher also needs to suit which is the most appropriate activity for the learners.

g. Assessing progress. This is to give information to the learners how they are doing. It is important to tell learners about their progress.

3. Learners' Roles

After having listed teacher's role in pronunciation teacher, we come to a question what role that learners should do. The answer is simple the role of the learners is to respond. How much efforts that learners put into it will determine their success in pronunciation.

Goodwin as cited in Celce-Murcia (2000:117-119) presents three types of pronunciation assessment: diagnostic evaluation, ongoing feedback, and classroom achievement testing.

a. Diagnosing Evaluation

Diagnosis of each learner's oral proficiency serves several purposes:

1). the individual attention personalizes the learning process from the beginning of the course and promotes motivation.

2). It helps the teacher identify areas of emphasis for student. Most learners are unaware of or misapprehend their difficulties. The initial assessment can help them identify concrete examples of their strengths and weaknesses and focus their efforts during the course.

3). It helps the teacher select appropriate areas of emphasis for the class and make decisions about which lessons can be omitted or which need elaboration. She adds that in selecting a way to diagnose learners" proficiency, a teacher needs to consider the following factors:

a). how much time is required to administer it,

b). how easy or difficult the results are to evaluate; and

c). how much it tells about students" pronunciation (and not about their inability to read, their problems with grammar, or their ability to organize information). The use of a diagnostic passage and a free speech sample are the most common forms of diagnosing a learner's production. There're some ways to diagnose learners' proficiency. Here are possible diagnostic instruments:

1). an interview consisting of a set of questions asked of all students,

2). a reading of a short passage or dialogue;

3). a description of a series of pictures,

4). completion of a task with another student (e.g., one student describes a figure and the other student makes a drawing according to the description);

5). a listening task that taps into student's perception of speech phenomena (e.g., stressed syllables, accented words, pitch contours).

b. Ongoing Feedback

Feedback can give learners a sense of their progress and indicates where they need to focus their attention for improvement. There are three ways in providing ongoing feedback;

1). Self-monitoring

One way to guide learner to self-correct is to point out their errors silently. Teachers can use various means to cue correction;

a). Gestures

Hand gestures can represent different aspects of pronunciation (e.g., number of syllables, linking, rising or falling intonation, etc).

b). Pronunciation correction signs

Signs can be placed around the room indicating to what the teacher has taught.

c). Charts

If the teacher has introduced a vowel chart and have a large version of it hanging in the classroom, he can point out to the vowel and guide them toward the correct one. The second way to encourage student self-monitoring is to record student speech, in either audio or video format.

Learners can conduct self-monitoring with the guidance of a self-analysis sheet. Working with their transcript while listening to their tape, learners can monitor for a specific feature.

2). Peer Feedback

During a traditional minimal pair activity, rather than having students only work in pairs (one speaker and one listener who responds with the appropriate rejoinder), students can be placed in groups of four. In this scenario, the speaker says one of the options and the other marks what they hear. If only one listener is giving feedback, it is less reliable and convincing to the speaker since that listener might have difficulty hearing that particular distinction.

3). Teacher feedback

During the class, teachers can give feedback silently through gestures or pronunciation correction signs. Out-of-class feedback can be provided audiocassettes or computer sound files in an e-mail exchange. There are several types of errors that should be corrected. Errors that teachers should correct are.

a). Errors which cause a breakdown in communication

b). Errors which occur as a pattern, not as isolated mistakes

c). Errors which relate to the pronunciation points we are teaching

It is important that teachers should notice learners" errors. Since the errors that learners make, it can lead teachers to what to teach in the class.

c. Classroom Achievement Tests

Classroom achievement tests evaluate learners" progress according to what have been taught and are more focused than diagnostic assessment. The tests should resemble the classroom teaching tasks in order to reduce the effect of an unfamiliar format on learner performance. Any oral performance to be evaluated should be recorded on a tape. This is to make the teacher's evaluation easier and it allows the learner to review and revise the tape before turning it in. Taping learners" evaluation can determine what have gone wrong in their pronunciation and if the learners have that kind ability, it can allow learners to recover from a communication breakdown in real life.

C. Concept of Tongue Twister

1. The Definition of Tongue Twister

There are some definitions of tongue twister, those are:

a. Tongue twister based on Cambridge Dictionary, is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often.

b. Based on British Dictionary, tongue twister is a sentence or phrase that is difficult to articulate clearly and quickly, such as Peter Piper picked a peck of pickled pepper

c. Tongue twister is a phrase, sentence or rhyme that presents difficulties when spoken because it contains similar sounds - Whistle for the thistle sifter, for example. To get the full effect of a tongue twister you

should try to repeat it several times, as quickly as possible, without stumbling or mispronouncing.

Tongue twisters have long been a popular form of wordplay, particularly for schoolchildren, but they also have a more serious side - being used in elocution teaching and in the treatment of some speech defects.

The collection of funny tongue twisters presented here, however, is purely for entertainment, and consists of many old favorites as well as some new ones - try to tackle tricky tongue twisters today.

A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly. Even native English speakers find the tongue-twisters on this page difficult to say quickly. Try them yourself. Try to say them as fast as possible, but correctly.

According to the statements above, the researcher can conclude that the definition of tongue twister is a phrase or a sentence that has been united by some words which has similar sounds and different form but has a meaning.

2. Some Kinds of Tongue Twister

According to Reck in (1996-2004) there are many kinds of tongue twister that has been know, such as:

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

2). A quick witted cricket critic.

3). I saw Esau sitting on a seesaw. I saw Esau; he saw me.

4). I saw Gusie sitting in a shoe shine shop. Where she sits she shines, and where she shines she sits.

5). How many boards could the Mongols hoard If the Mongol hoards got bored?

6). How can a clam cram in a clean cream can?

7). Can you can a can as a canner can can a can?

8). Seth at Sainsbury's sells thick socks.

9). Roberta ran rings around the Roman ruins.

10). Six sick hicks nick six slick bricks with picks and sticks.

11). I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

12). There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher.

13). Luke's duck likes lakes. Luke Luck licks lakes. Luke's duck licks lakes. Duck takes licks in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes.

14). One-one was a race horse. Two-two was one too. One-one won one race. Two-two won one too.

15). Eleven benevolent elephants

16). Celibate celebrant, celibate celebrant, celibate celebrant, ...

17). Willy's real rear wheel

18). David Bowser in Harrisburg, PA

19). If Pickford's packers packed a packet of crisps would the packet of crisps that Pickford's packers packed survive for two and a half years?

20). from Naomi Fletcher's real life

21). Six sleek swans swam swiftly southwards

22). Gobbling gorgoyles gobbled gobbling goblins.

23). Did Dick Pickens prick his pinkie pickling cheap cling peaches in an inch of Pinch or framing his famed French finch photos?

24). What a terrible tongue twister, what a terrible tongue twister, what a terrible tongue twister...

25). When you write copy you have the right to copyright the copy you write.

3. Tongue Twister Game

As we know that tongue twister is a unity of words that has similar sounds and can make good meaning from its unity. It means that tongue twister is meant to be a way in teaching English especially in speaking, how to pronounce English words.

Tongue twister game is practiced by some steps below:

1). Prepare a series of tongue twister sentences. The series of the sentence has at least five sentences.

2). Divide students into some groups. Each group consists of five or seven members.

3). after that, ask the students to point out the reader or sender, the listener and the receiver of each group.

4). Prepare a paper/white board and a pen/marker for each receiver.

5). Explain to them the rules and the way they will play the game, as follows:

    a.   The readers or first listeners will read the sentences that the teacher gives to them.

    b.   After receiving instructions from a teacher, the readers or the listener will whisper each sentences to their group mates. After receiving the sentences, the receiver or the writer must write down the sentences.

6). Do the same thing till the sentences are done.

7). the winner of the game is the fastest group and the group who write down the sentences correctly more than the other groups.

8). the conclusion is the students will give contribution in English teaching and learning, and to try more sentences or phrase and more active to study English

E. Theoretical Framework

The researcher casted the theoretical framework as follows:

```
                    ┌─────────────────────────────┐
                    │    ENGLISH COMPONENTS       │
                    └─────────────────────────────┘
           ┌───────────────┬──────────────────┐
           ▼               ▼                  ▼
  ┌──────────────┐  ┌──────────────┐  ┌──────────────────┐
  │  VOCABULARY  │  │   GRAMMAR    │  │  PRONUNCIATION   │
  └──────────────┘  └──────────────┘  └──────────────────┘
                                              │
                                              ▼
                                    ┌──────────────────┐
                                    │    PRE - TEST    │
                                    └──────────────────┘
                                              │
                                              ▼
                    ┌──────────────────────────────────────────┐
                    │               TREATMENT                  │
                    │   THE USE OF TONGUE TWISTER GAME         │
                    │      IN TEACHING PRONUNCIATION           │
                    └──────────────────────────────────────────┘
                                              │
                                              ▼
                                    ┌──────────────────┐
                                    │   POST - TEST    │
                                    └──────────────────┘
                                              │
                                              ▼
                                    ┌──────────────────┐
                                    │    ANALYZIS      │
                                    └──────────────────┘
                                              │
                                              ▼
                                    ┌──────────────────┐
                                    │    FINDINGS      │
                                    └──────────────────┘
```
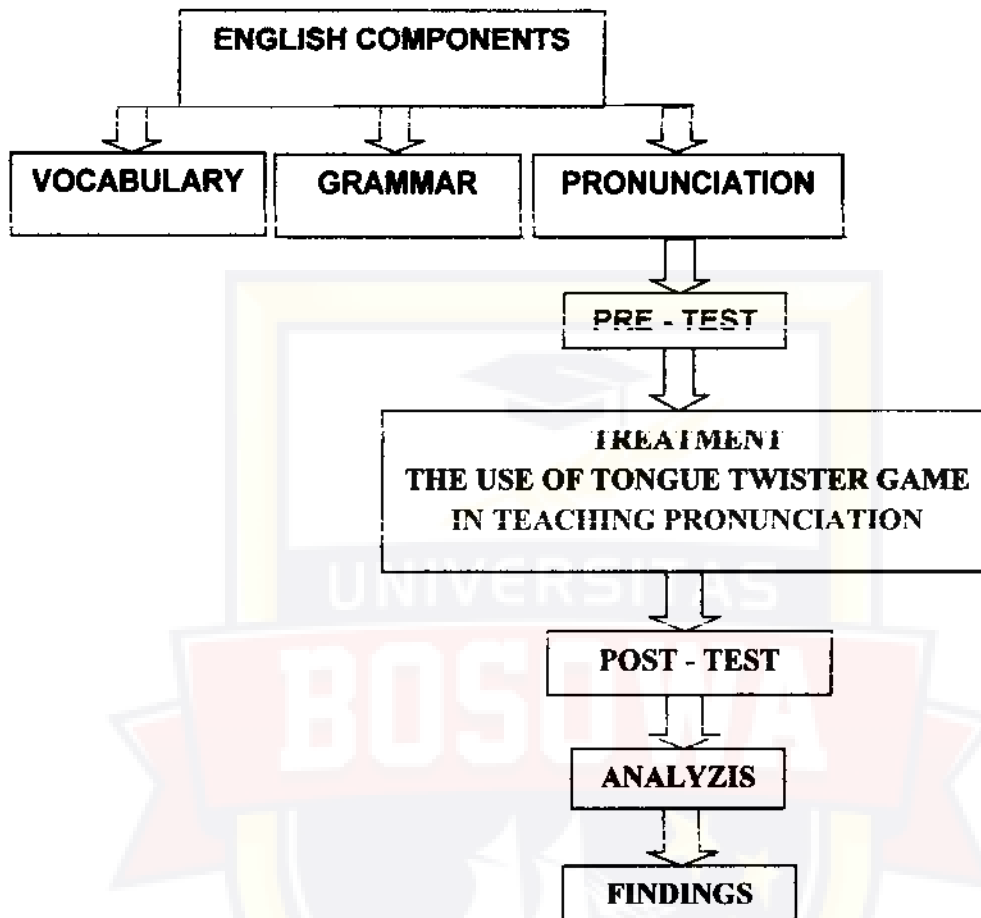
The theoretical framework above shows us that the researcher will do the pre-test after determining the English component that will be chosen as an objective research. Before giving the treatment to the students, the pre-test will be given first. After giving the pre-test, the next step is the researcher will give the treatment to apply the method by using tongue twister game to the students and then give the post test at the last meeting. After that, the writer will analyze the data according to the result

of pre-test and post-test that will be finished by the students before finding the result of the research in using new method.

F. Hypothesis

A hypothesis is a researcher's prediction of the research findings. It states the researcher's expectation about the relationship between the variables in the research topic

The hypothesis of this research is formulates as follows:

H0 = the use of tongue twister game does not effective to acl students' pronunciation

H1 = the use of tongue twister effective to achieve students' pronunciation
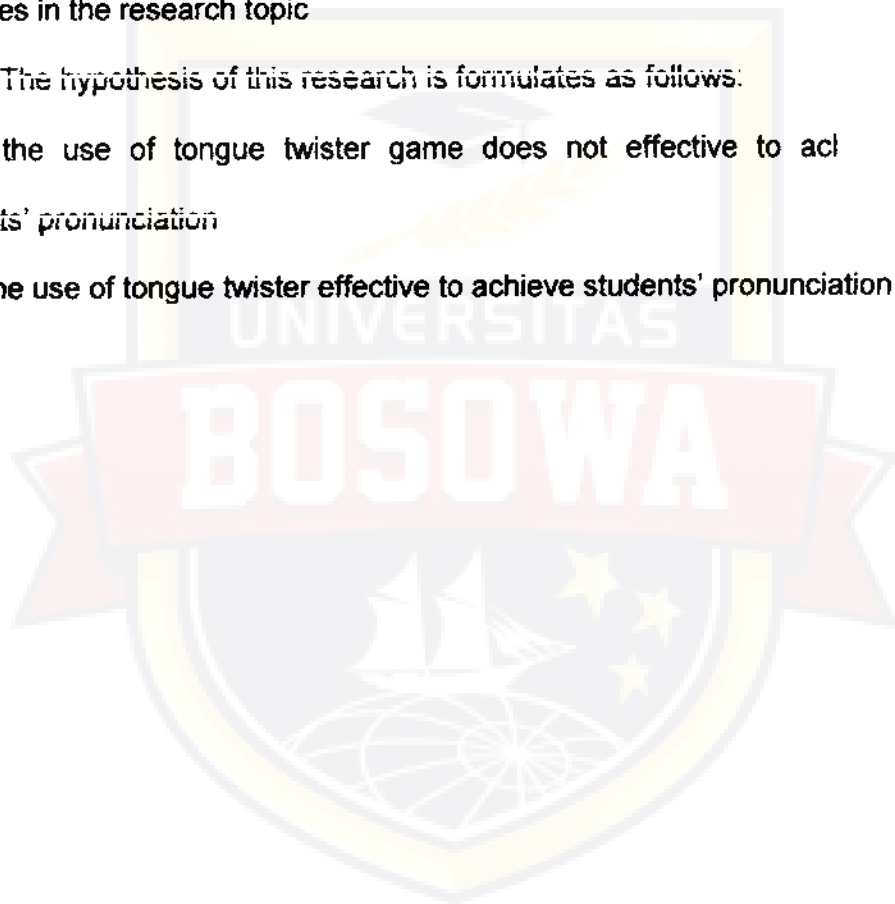
CHAPTER III

RESEARCH METHOD

This chapter consists of location of the research, research design, population and sample, research variable, research instrument, procedure of collecting data and technique of collecting data.

A. Location of the Research

1. Location

This research applied at SMA Negeri 1 Bone-bone. Jln. Pendidikan, Desa Tanimba, Kab. North Luwu, South Sulawesi. This school chosen to identify the effect of tongue twister to achieve students' pronunciation.

2. Time

This research conducted on December 13th until December 18th 2016 in Academic 2016/2017.

B. Research Design

This research applied experimental design. The test of this research will be done in two tests. The first test namely pre-test and the last test namely post-test. The design of this research mentioned as follow:

$\overline{X1}$	T	$\overline{X2}$
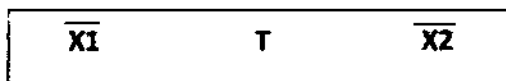
Notation: $\overline{X1}$: Pre-test

T : Treatment

$\overline{X2}$: Post-test

Gay (2006: 252)

C. Population and Sample

1. Population

The population of the research is the first year students of SMA Negeri 1 Bone-bone. It consists of four classes. The total of population is 107 students.

2. Sample

The sample of the research was selected by total sampling technique. The sample is the class X-D which consisted of 26 students. Who were chosen based on the students' interesting in studying English. According to the English teacher, most of the students in the class X-D have the lowest scores in English than the other classes.

D. Research Variable

1. Independent variable

The independent variable of this research is tongue twister game.

2. Dependent variable

The dependent variable of this research is students' achievement in pronunciation.

E. Research Instrument

In this research, the writer conducted two tests on three meetings. The first test gave at the first meeting to know how the students

achievement about pronunciation before learning the pronunciation by using a game. The first test is called   pre-test.

After giving the pre-test, the researcher will do the treatment at the second meeting. In this case, the writer will apply the tongue twister game to achieve students' pronunciation. In the last meeting, the writer will give the second test namely post-test. The test is a test with the same questions as in the pre-test. The post-test will be intended to find out the effectiveness of the treatment and to know the students' progress. The students' achievement in pronunciation will be shown by this test.

F. Procedure of Collecting Data

The test for collecting data is important thing in this research that can be determined the result of the research such as:

1. Pre-test

Before the treatment, the writer gave the pre- test by posting a topic "describe about school facility" for students to know students' basic knowledge. The activities in pre- test:

    a. The writer gave the topic to the students.

    b. The writer gave times to student for read the text.

    c. The writer had to record their voice about the topic by voice recorder.

2. Treatment

The writer prepared a series of tongue twister sentences, the series of tongue twister has at least five sentences. The students divided into some groups, each group consists of five or more members. After that, asked the students to point out the reader or sender, the listener and the receiver of each group, the first player read the sentence, after receiving instructions from the writer, the first player whisper each sentences to their group mates, after receiving the sentences, the last player must wrote down the sentences on white board, the student did the same thing till the sentences done. The writer gave every member some tongue twister sentences to read quickly, if every student stop to read or their pronunciation is incorrect, the student must stand up in front of the class, the student did the same thing till the last sentence.

3. Post- test

In post- test, the writer also gave the same topic about "school facility" to students. The aim of post- test has to find out the activities of the treatment to students' speaking by using tongue twister.

G. Technique of Data Analysis

Data processing is the step to know the result of experiment class. After getting the data from the observation, pre-test and post-test the researcher uses a formula as follow.

The technique of analysis data will follow the procedures below.

1. Classifying the students' scores.

a. Accuracy

Score	classification	Description
(1)	(2)	(3)
6	Excellent	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Very good	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance correct.
4	Good	Pronunciation is still moderately by the mother tongue, but no serious phonological errors. A few errors grammatical but only one or two major errors causing confusion. The words are good.
3	Average	Pronunciation is influenced by the mother tongue but only a few serious phonological errors, some of which cause confusion. The words are reasonably correct but awkward.
2	Poor	Pronunciation seriously influenced by the mother tongue with error causing a breakdown in communication. Many basic grammatical and lexical errors. The vocabulary is inadequate.
1	Very poor	Serious pronunciation errors as well as "basic" grammatical and lexical errors.

(Heaton in Junaidi, 1998:100)

2. Classify the score of the students' into the following scale

Score	Classification
9,6-10	Excellent
8,6-9,5	Very good
7,6-8,5	Good
6,6-7,5	Fairly good
5,6-6,5	Fair
3,6-5,5	Poor
0-3,5	Very poor

Depdiknas (2004: 143)

3. Mean classification

The writer used the formula to find out the mean classification as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Where: $\bar{X}$: Mean score

$\sum x$: Total of individual score

N : Total number of individual score

Source. (Gay, 2006. 320)

4. Calculating the Standard deviation of the data by using the formula:

$$SD = \sqrt{\frac{\sum x^2 \frac{(\sum x)^2}{N}}{N-1}}$$

Where: SD: Standard Deviation

$\sum X$: The sum of all score

N: The number of sample

Finding out the significance differences between the pre-test and the post-test of the pronunciation test (students' achievement), the writer calculated of t-test for dependent sample.

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where: t   : Test of significance

$\overline{D}$: The mean of score

$\sum D$: The sum of total score

$\sum D^2$: The square of sum of difference

N : The total number of students

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

A. Findings

In the finding section the writer would like to presents some result of research to report the finding of the use of tongue twister to achieve students' pronunciation performance in accuracy to find out achieve students' pronunciation, the writer did two kind of test namely pre-test and post-test. The result of data analysis could be seen as students' mean classification of pre-test and pos-test as follows:

1. **The result of mean classification of students' accuracy.**

   The result of mean classification of students' accuracy could be seen in the table as follow:

   a. The students' score and the classification of the students' pronunciation in pre-test.

   Table 4.1 the students' score and classification in pre-test.

No	Initial of students	Pre-test	Classification
1	A.A	6	Fair
2	A.F	7	Fairly good

3	A.A.H	7,2	Fairly good
4	B.A	6,8	Fairly good
5	D.S	7,2	Fairly good
6	D.S	7,2	Fairly good
7	D.A	6,8	Fairly good
8	D.I	7,6	Good
9	F	7	Fairly good
10	H.T	7,4	Fairly good
11	I	7	Fairly good
12	I.K.R	4,8	Poor
13	K.N.D.A	6,8	Fairly good
14	K.Y.P	5,4	Poor
15	K.A	7,2	Fairly good
16	L.M	8	Good
17	M.A.B.S	7	Fairly good
18	M.C.F	7,6	Good
19	M.D	5,8	Fair
20	M.F.F	7,2	Fairly good
21	M I N	7	Fairly good
22	N	6,8	Fairly good
23	N.Y	7,4	Fairly good
24	N A H	6,8	Fairly good

25	S	6,6	Fairly good
26	W.A.S	5,8	Fair
Total		**177,4**	
Mean score		**6,8**	Fairly good

Based on table 4.1 above in pre-test there are 3 students classified as good, 18 students classified as fairly good, and 3 students classified as fair. The table above show that the classification of the students based on the pre-test of experiment class is 177,4 and their score is 6,8. It showed that students' pronunciation is low before used tongue twister at SMA Negeri 1 Bone-Bone. To know the mean score analysis for pronunciation, the writer was calculated all score by used formula are as follows.

1). Pre-test

$X1 = 177,4$

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

$$\overline{X} = \frac{177,4}{26}$$

$$\overline{X} = 6,8$$

b. The students' score and the classification of the students pronunciation in post-test.

Table 4.2 the students' score and classification in post-test.

No	Initial of students	Post-test	Classification
1	A.A	7	Fairly good
2	A.F	9	Very good
3	A.A.H	7,8	Good
4	B.A	7,8	Good
5	D.S	8	Good
6	D.S	8	Good
7	D.A	8,8	Very good
8	D.I	8	Good
9	F	7,6	Good
10	H.T	8.8	Very good
11	I	8,4	Good
12	I.K.R	5,6	Fair
13	K.N.D.A	6.4	Fair
14	K.Y.P	5,8	Fair
15	K.A	8	Good
16	L.M	7,8	Good
17	M.A.B.S	7,8	Good
18	M.C.F	8	Good
19	M.D	7	Fairly good
20	M.F.F	8,2	Good

21	M.I.N	7,6	Good
22	N	7,8	Good
23	N.Y	7,8	Good
24	N.A.H	7,6	Good
25	S	8	Good
26	W.A.S	5,4	Poor
Total		198	
Mean score		7,6	Good

based on the table 4.2 above in post-test, there were 3 students classified as very good, 17 students classified as good, 2 students classified as fairly good, 3 students classified as fair, and 1 student classified as poor, the table 2 above show that the classification of the students' based on the post-test of experiment class is 198 and their main score is 7,6. It showed that students' pronunciation after used tongue twister at SMA Negeri 1 Bone-Bone is improved.

1). Post-test

$$X2 = 198$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{198}{26}$$

$$\bar{X} = 7,6$$

2. The result of mean classification of students' standard deviation.

The result of mean classification of students' standard deviation could be seen in the table as follow:

Table 4.3 the mean classification and standard deviation of pre-test and post-test.

Test	Mean classification	Standard deviation
Pre-test	6,8	1,8
Post-test	7,6	2,5

1. Pre-test

$$SD = \sqrt{\frac{\sum x^2 \frac{(\sum x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{6{,}0^2 \frac{(6{,}8)^2}{26}}{26-1}}$$

$$= \sqrt{\frac{46{,}2 \frac{(46{,}2)}{26}}{26-1}}$$

$$= \sqrt{\frac{46{,}2 \ (1{,}8)}{25}}$$

$$= \sqrt{\frac{82}{25}}$$

$$= \sqrt{3,28}$$

$$= 1,8$$

2. Post-test

$$SD = \sqrt{\frac{\sum X^2 \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{7,6^2 \frac{(7,6)^2}{26}}{26-1}}$$

$$= \sqrt{\frac{57,8 \frac{(57,8)}{26}}{26-1}}$$

$$= \sqrt{\frac{57,8 \quad (2,2)}{25}}$$

$$= \sqrt{\frac{128,4}{25}}$$

$$= \sqrt{5,1}$$

$$= 2,25$$

3. The significance differences between the pre-test and the post-test of the pronunciation test.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$X1 = 177,4$$

$$X2 = 198$$

$$\sum D = 20,6$$

$$\sum D^2 = 25,6$$

$$N = 26$$

$$D = \frac{\sum D}{N} = \frac{20,6}{26} = 0,8$$

$$t = \frac{0,8}{\sqrt{\frac{25,6 - \frac{(20,6)^2}{26}}{26(26-1)}}}$$

$$= \frac{0,8}{\sqrt{\frac{25,6 - \frac{424,36}{26}}{26(25)}}}$$

$$= \frac{0,8}{\sqrt{\frac{25,6 - 16,32}{650}}}$$

$$= \frac{0,8}{\sqrt{\frac{9,28}{650}}}$$

$$= \frac{0,8}{\sqrt{0,01427}}$$

$$= \frac{0,8}{0,11}$$

$$= 7,272$$

Table 4.4 the t-test value in pronunciation before and after treatment

t-test	t-table	Value	Different
7,272	2,064	t-test > t-table	Significant

The result of t-table in pronunciation test indicated that the t-test value of pronunciation were greater that t-table (7,272 > 2,064), this finding used to determine the hypothesis that occurred in this research as it started that null hypothesis (H0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that, in this research, automatically the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Based on the result above, finally the writer concluded that the effectiveness by using tongue twister to achieve students' pronunciation at SMAN 1 Bone-bone in teaching and learning process was effective in students' pronunciation.

Table 4.5 the students' means score in pre-test and post test

Pre-test (X1)	Post-test (X2)	Improvement
6.8	7.6	11.8%

Based on table 4.5 above, it indicate that the students' improvement of the first year students who taught tongue twister method at SMAN 1 Bone-bone was success because the result of the mean score of the students' pre-test 6.8 and post-test 7.6, the students' improvement of pronunciation by using tongue twister method at SMAN 1 Bone-bone was 11.8%.

1. To know the students improvement score analysis pronunciation, the writer used formula are as follows:

$$\% = \frac{X2 - X1}{X1} \times 100$$

$$\% = \frac{7.6 - 6.8}{6.8} \times 100$$

$$= 11.8\%$$

B. Discussions

The description of data collected through tongue twister to achieve students' pronunciation at SMAN 1 Bone-bone. This method was a good method as a reference to conducted in other class to achieve the students' pronunciation.

Before using tongue twister method, there are 3 students classified as good, 18 students classified as fairly good, and 3 students classified as fair, The table 4.1 show that the classification of the students based on the pre-test of experiment class is 177,4 and their score is 6,8. It showed that students' pronunciation is low before used tongue twister at SMAN 1 Bone-Bone.

Based on the table 4.2, after using tongue twister to achieve students' pronunciation at SMAN 1 Bone-bone, there were 3 students classified as very good, 17 students classified as good, 2 students classified as fairly good, 3 students classified as fair, and 1 student classified as poor, and none of the student classified as very poor and excellent.

The result of data analysis showed that there was significance different between pre-test and post-test. It was based on the fact that the average score of students in the pre-test and post-test were different. Post-test was greater than pre-test. It prove by the mean score of pre-test was 6.8 and it was fairly good, while the post-test increased to 7.6 and it was good. Based on table 4.3 indicates that the students' improvement of first year students who taught through tongue twister method at SMAN 1 Bone-bone was 11.8%. The t-test was 7.272, while the t-table was 2.064 and the hypothesis was proved. The writer concluded that by teaching using tongue twister was effective on students' pronunciation at ten grades in SMAN 1 Bone-bone.

The students were interested to learn pronunciation by tongue twister method, because the students enthusiast to pronounce the word with the similar pronunciation but had different meaning. In the matter of increase the students' through tongue twister method at SMAN 1 Bone-bone was effective on students' pronunciation.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of the finding and deals with suggestion.

A. Conclusions

With references to the discussion of the findings in chapter III, the conclusion is drawn as follows:

1. Level of the students' pronunciation before using tongue twister in pre-test is fairly good. And level of the students' pronunciation to use tongue twister in post-test is good.

2. Using tongue twister can increased students pronunciation of SMAN 1 Bone-bone.

3. Students interested in whisper by using tongue twister.

4. The students did not found some difficulties in whisper by using tongue twister. So the teachers teaching should be increased by giving the easiest way in order that students will able to get material points.

B. Suggestion

Based on the conclusion above, the writer proposes the following suggested strategy:

1. The English teacher should be more creative to choose the strategy in teaching, because applying strategy in the class has more influence.

2. The English teacher should apply this strategy as the way to teaching in the classroom.

3. Using tongue twister should applied in learning to develop the students' pronunciation.

Finally, the writer really hopes this strategy can be meaningful contribution for teacher of English as well as students and further writer.

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APPENDIXES

Appendix 1 : Attendance List of Students

NO	NAME	PRE-TEST	TREATMENT	POST-TEST
1	ALIFIA ADININGSIH			
2	AL-FIRA			
3	ANGGI ANGGRAENI H.			
4	BAYU AJID			
5	DEWI SINTIA			
6	DINDA SOLEHA			
7	DWIKKY ANUGRAH			
8	DWI INDRASWARI			
9	FIRDAWATI			
10	HAMIN THOHARI			
11	ILHAM			
12	I KADEK RESKY			
13	KADEK NATA DWI A.			
14	KADEK YUDI P.			
15	KETUT ARDIKA			
16	LUBNA MAYOURI			
17	MUH. ABU BAKAR S.			
18	MUH. CHANDRA F.			
19	MUH. DEO			
20	MUH. FADIL FAJAR			
21	MUH.IJLAL NURHAD			
22	NALARATI			
23	NURMA YUNITA			
24	NURUL AINUN H.			
25	SAMSUL			
26	WAYAN ADI SAPUTRA			

Appendix 2: lesson plan

LESSON PLAN

School : SMA Negeri 1 Bone-bone

Subject : English

Grade/semester : X-D

Time : 2 x 45 minutes

A. Learning method

- Tongue Twister

B. Activities

    a. Opening section (20 minutes)

      Apperception.

- The writer greets and students gave response.

- The writer checks students' attendance list.

- The writer introduced the game to students that will be learned which about tongue twister.

- The writer introduced the sounds of tongue twister to the students.

    b. Main activity(60 minutes)

- The writer prepared a series of tongue twister sentences, the series of tongue twister has at least five sentences.

- The students divided into some groups, each group consists of five or more members.

- After that, ask the students to point out the reader or sender, the listener and the receiver of each group, the first player read the sentence, after receiving instructions from the writer, the first player whisper each sentences to their group mates, after receiving the sentences, the last player must write down the sentences on white board, the student do the same thing till the sentences done.

- The writer gave every member some tongue twister sentences to read quickly, if every student stop reading or their pronunciation is incorrect, the student must stand up in front of the class, the student do the same thing till the last sentence.

c. Closing section(10 minutes)

- The writer asked students if any difficulties from the tongue twister method.

- The writer concluded the meeting.

Appendix 3: Instrument of the Research

JUDUL: THE USE OF TONGUE TWISTER TO ACHIEVE STUDENTS'
PRONUNCIATION AT SMA NEGERI 1 BONE-BONE.

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi
   pada program strata satu (s1) Jurusan Pendidikan Bahasa Inggris
   Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa
   Makassar.
2. Atas partisipasi dan bantuan para siswa diucapan terima kasih.

Recite the following paragraph correctly!

School facility

There are many facilities which provide by school, different school
also have different facilities, but the most important is school library.
School library is a work unit is an integral part of school education
institutions in the form of storage of library collections. School library
systematically managed and governed in a particular way is used by
students and teachers as a source of research. help with the planning
of education. Provides a good dish personal development of learners,
encourages a desire to learn, to understand the composition, facilitate
teaching and satisfy thirst learners in finding the information yourself.

(Sumantri, 2011:63)

Appendix 4: phonetic of instrument

Skuːl fəˈsɪlətiː

ðeə(r) ə(r): ˈmeni fəˈsɪlətis wɪtʃ prəˈvaɪd baɪ skuːl. ˈdɪfrənt skuːl ˈɔːlsəʊ həv; ˈdɪfrənt fəˈsɪlətis, bət; ðə; məʊst rɪˈtnt ɪs skuːl ˈlaɪbrəri;. Skuːl ˈlaɪbrəri, ɪs ə, wɜːk ˈjuːnɪt ɪs ən ɪntɪɡrəl pɑːt əv, skuːl ˈedʒuˈkeɪʃn ɪnstɪˈtjuːʃn ɪn ðə; fɔːm əv; ˈstɔːrɪdʒ əv; ˈlaɪbrəri kəˈlekʃn. Skuːl ˈlaɪbrəri; ˈsɪstəmætɪkli ˈmænɪdʒd ənd, ˈɡʌvənəd ɪn ə, pəˈtɪkjələ(r) weɪ ɪs juːst baɪ ˈstjuːdnts ənd, tiːtʃə(r) əz; ə; sɔːs əv; rɪˈsɜːtʃ, help wɪð ðə; plænɪŋ əv; ˈedʒukeɪt. Prəˈvaɪds ə, ɡʊd dɪʃ ˈpɜːsənl dɪˈveləpmənt əv, lɜːnə(r)s, ɪnˈkʌrɪdʒə ə, dɪˈzaɪə(r) tə, ʌndəˈstænd ðə; kɒmpəˈzɪʃn, fəˈsɪlɪteɪt tiːtʃɪŋ ənd; ˈsætɪfaɪ θɜːst lɜːnə(r)s ɪn faɪndɪŋ ðə, ɪnfəˈmeɪʃn juːˈself.

Appendix 5: script of the students' pronunciation in pre-test

1. Ketut ardika

Sku:l *fasiliti*

Ðeə(r) ə(r); *'mani* fə'sɪlətis wɪtʃ *provit* baɪ sku:l, *'deferen* sku:l 'ɔ:lsəu hav, *deferen* fə'sɪlətis, bət, ðə, məust *importen* ɪs sku:l *librari*. Sku:l *librari*, ɪs ə; wɜ:k *unit* ɪs ə'n ɪntɪɡrəl pɑ:t əv; sku:l *edukation* ɪnstision ɪn ðə; fɔ:m əv; 'stɔ:ndʒ əv; *librari* kə'lekʃn. Sku:l *librari sistematikal meneд* and; *govemet* ɪn ə; pə'tɪkjələ(r) *wai* ɪs ju:st baɪ 'stju:dnts ənd; ti:tʃə(r) əz; ə; sɔ:s əv; rɪ'sɜ:tʃ, help wɪð ðə, plænɪŋ əv, 'edʒukeɪt. Prə'vaɪds ə, ɡud dɪʃ 'pɜ:sənl *defelmen* əv; lɜ:nə(r)s, ɪn'kʌrɪdʒs ə; dɪ'zaɪə(r) tə; ʌndə'stænd ðə; kumpə'zɪʃn, fə'sɪlɪteɪt ti:tʃɪŋ ənd, 'sætisfaɪ *trisi* lɜ:nə(r)s ɪn faɪndɪŋ *de* ɪnfə'meɪʃn jɔ:'self.

2. Al-Fira

Sku:l *fasiliti*

Ðeə(r) ə(r); *'meni* fə'sɪlətis *whic profeд* baɪ sku:l, *'difrent* sku:l 'ɔ:lsəu hev; 'dɪfrənt fə'sɪlətis, bət; ðə; məust *importent* ɪs sku:l *librari*. Sku:l *librari* ɪs ə; wɜ:k 'ju:nɪt ɪs ə'n *integral* pɑ:t əv; sku:l 'edʒu'keɪʃn *institesion* ɪn ðə; fɔ:m əv; 'stɔ:ndʒ əv; *librari* kə'lekʃn. Sku:l *librari sistematikeli* 'mænɪdʒd and, 'ɡʌvənəd ɪn ə, pə'tɪkjələ(r) *wi* ɪs ju:st baɪ 'stju:dnts ənd; ti:tʃə(r) əz, ə, *sourt* əv; rɪ'sɜ:tʃ, help wɪð ðə; plænɪŋ əv; 'edʒukeɪt. Prə'vaɪds ə; ɡud dɪʃ 'pɜ:sənl dɪ'velopment əv, lɜ:nə(r)s, *enkureд* ə, dɪ'zaɪə(r) tə, ʌndə'stænd ðə; kompə'zɪʃn, fə'sɪlɪteɪt ti:tʃɪŋ ənd; *satisfi* ðɜ:st lɜ:nə(r)s ɪn faɪndɪŋ *de* ɪnfə'meɪʃn jɔ:'self.

Appendix 6: script of the students' pronunciation in post-test

1. Ketut ardika

Sku:l fə'sɪləti

Ðeə(r) ə(r); *mani* fə'sɪlətɪs wɪʧ prə'vaɪd baɪ sku:l, 'dɪfrənt sku:l 'ɔ:lsəʊ həv; 'dɪfrənt fə'sɪlətɪs, bət; ðə; məʊst rɔ:tnt ɪs sku:l *librari*. Sku:l *librari* ɪs ə, wɜ:k 'ju:nɪt ɪs ə'n ɪntɪgrəl pɑ:t əv, sku:l 'edʒu'keɪʃn ɪnstɪ'tju:ʃn ɪn ðə; fɔ:m əv; *stor* əv; 'laɪbrəri; kə'lekʃn. Sku:l *librari* 'sɪstəmætɪkli 'mænɪdʒd ənd; 'gʌvənəd ɪn ə, pə'tɪkjələ(r) weɪ ɪs ju:st baɪ 'stju:dnts ənd, ti:ʧə(r) əz, ə; sɔ:s əv; *reset*, help wɪð ðə; plænɪŋ əv; 'edʒukeɪt. *profits* ə; gʊd dɪʃ 'pɜ:sənl dɪ'veləpmənt əv, lɜ:nə(r)s, *enkour* ə, *desar* tə, ʌndə'stænd ðə, kɒmpə'zɪʃn, fə'sɪlɪteɪt ti:ʧɪŋ ənd; 'sætɪfaɪ θɜ:st lɜ:nə(r)s ɪn faɪndɪŋ ð□; ɪnfə'meɪʃn jɔ:'self.

2. Al-Fira

Sku:l fə'sɪləti

Ðeə(r) ə(r), 'meni fə'sɪlətɪs wɪʧ *profides* baɪ sku:l, 'dɪfrənt sku:l 'ɔ:lsəʊ həv; 'dɪfrənt fə'sɪlətɪs, bət; ðə; məʊst rɔ:tnt ɪs sku:l *librari*. Sku:l 'laɪbrəri; ɪs ə; wɜ:k 'ju:nɪt ɪs ə'n ɪntɪgrəl pɑ:t əv; sku:l 'edʒu'keɪʃn ɪnstɪ'tju:ʃn ɪn ðə; fɔ:m əv; 'stɔ:rɪdʒ əv; *librari* kə'lekʃn. Sku:l 'laɪbrəri; 'sɪstəmætɪkli 'mænɪdʒd ənd; 'gʌvənəd ɪn ə, pə'tɪkjələ(r) weɪ ɪs ju:st baɪ 'stju:dnts ənd; ti:ʧə(r) əz; ə; sɔ:s əv; rɪ'sɜ:ʧ, help wɪð ðə; plænɪŋ əv; 'edʒukeɪt. Prə'vaɪds ə; gʊd dɪʃ 'pɜ:sənl dɪ'veləpmənt əv, lɜ:nə(r)s, ɪn'kʌrɪdʒs ə, *diserd* tə, ʌndə'stænd ðə; kɒmpə'zɪʃn, fə'sɪlɪteɪt ti:ʧɪŋ ənd; 'sætɪfaɪ θɜ:st lɜ:nə(r)s ɪn faɪndɪŋ ðə ɪnfə'meɪʃn jɔ:'self.

Appendix 7: students' score in pre-test and pos-test

No	Initial of students	Pre-test $\sum X1$	$\sum X1^2$	Post-test $\sum X2$	$\sum X2^2$	Gain D (X2-X1)	D^2
1	A.A	6	36	7	49	1	1
2	A.F	7	49	9	81	2	4
3	A.A.H	7,2	51,84	7,8	60,84	0,6	0,36
4	B.A	6,8	46,24	7,8	60,84	1	1
5	D.S	7,2	51,84	8	64	0,8	0,64
6	D.S	7,2	51,84	8	64	0,8	0,64
7	D.A	6,8	46,24	8,8	77,44	2	4
8	D.I	7,6	57,76	8	64	0,4	0,16
9	F	7	49	7,6	57,76	0,6	0,36
10	H.T	7,4	54,76	8,8	77,44	1,4	1,96
11	I	7	49	8,4	70,56	1,4	1,96
12	I.K.B	4,8	23,04	5,6	31,36	0,8	0,64
13	K.N.D.A	6,8	46,24	6,4	40,96	-0,4	0,16
14	K.Y.P	5,4	29,16	5,8	33,64	0,4	0,16
15	K.A	7,2	51,84	8	64	0,8	0,64
16	L.M	8	64	7,8	60,84	0,2	0,4
17	M.A.B.S	7	49	7,8	60,84	0,8	0,64
18	M.C.S	7,6	57,76	8	64	0,4	0,16
19	M.D	5,8	33,64	7	49	1,2	1,44
20	M.F.F	7,2	51,84	8,2	67,24	1	1
21	M.I.N	7	49	7,6	57,76	0,6	0,36
22	N	6,8	46,24	7,8	60,84	1	1
23	N.Y	7,4	54,76	7,8	60,84	0,4	0,16
24	N.A.H	6,8	46,24	7,6	57,76	0,8	0,64
25	S	6,6	43,56	8	64	1,4	1,96
26	W.A.S	5,8	33,64	5,4	29,16	-0,4	0,16
	TOTAL	177,4	1031,24	198	1529,12	20,6	25,6
	MEAN	6,8	39,66	7,6	58,81	0,79	0,98

Source: ten grade students of SMAN 1 Bone-bone

Appendix 8: The distribution table of critical values-t

Df	Level of significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.656	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.286	1.658	1.980	2.358	2.617	3.373

Source: http://www.statisticsmentor.com/tables/table_t.htm

Appendix 9: Documentation

Picture 1: The students followed instruction of the research.

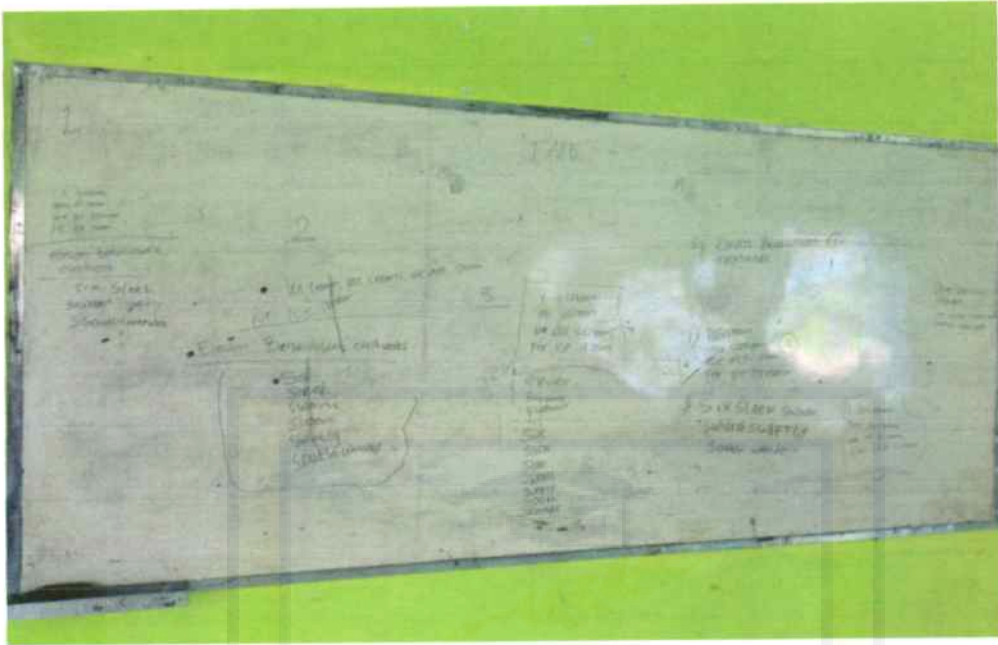Picture 2:The writer was recording students' pronunciation of pre-test

Picture 3: The students were doing whisper of tongue twister sentences.

Picture 4: The group 4 were doing whisper tongue twister sentence.

Picture 5: The result of students whisper games.

Picture 6: The students were doing produce sounds of tongue twister.

Picture 7: The researcher and students were taking a picture after research finished.

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN

SMA NEGERI 1 BONE – BONE

Jl. Pendidikan Dsn Tanimba Kec. Bone – Bone Kab. Luwu Utara ☎ (0473) 2312029 kode Pos 92966
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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 422/480/DISDIK-BN/SMA.1/XII/2016

Yang bertanda tangan di bawah ini :

N a m a	:	**Drs. ARUJI RAHMAT**
NIP	:	19660604 200003 1 007
Jabatan	:	Kepala Sekolah

Menerangkan bahwa :

N a m a	:	**NYOMAN ARIANTO**
NIM	:	4512101007
Program Studi	:	Pendidikan Bahasa dan Sastra Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar
Jenjang Pendidikan	:	S1

Benar telah melakukan penelitian di SMA Negeri 1 Bone-Bone dalam rangka menyusun karya ilmiah (skripsi) yang berjudul **"The Use Tongue Twister To Achieve Students' Pronounciation At SMA Negeri 1 Bone-Bone "** pada tanggal **13 s/d 14 Desember 2016**.

Demikian surat keterangan ini diberikan untuk diketahui dan dipergunakan sebagaimana mestinya.

Bone-Bone, 14 Desember 2016

Kepala Sekolah,

Drs. ARUJI RAHMAT
NIP. 19660604 200003 1 007

BIOGRAPHY

Nyoman Arianto was born on March17th 1992 in Bone-bone South Sulawesi. He is the third child in his family. His father is Wayan Sunarya and his mother is Wayan Ladri, He has two sisters and one brother.

He stared his study in elementary school in 1997 and graduated in 2003 at SD Negeri 403 Tondukura. In the same year he continued his study at SMP Negeri 1 Bone-bone until 2006. After graduated from junior high school, he continued his study to senior high school at SMK Negeri 1 Masamba and graduated in 2009.

In 2012 he decided to continued his study after breaking 3 years to English Education Department Faculty of Teacher Training and Education Bosowa University of Makassar, S1 program, and finished this study in 2017.