

**THESIS**

**ENHANCING STUDENTS' PRONUNCIATION  
OF ENGLISH CONSONANT SOUNDS BY USING TOUNGE TWISTER  
TECHNIQUE AT SMP MUHAMMADIYAH LIMBUNG - GOWA**  
(A Classroom Action Research at Seventh Grade Students)



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*Submitted as Partial Fulfilment of the Requirements the Degree of*

*Master of English Education*

**MASTER OF ENGLISH EDUCATION  
POSTGRADUATE PROGRAM  
UNIVERSITY OF MUHAMMADIYAH MAKASSAR  
2024**

THESIS

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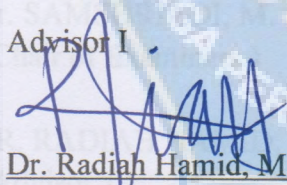
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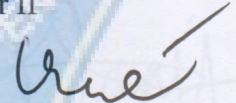
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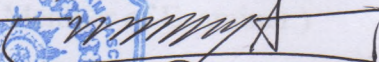
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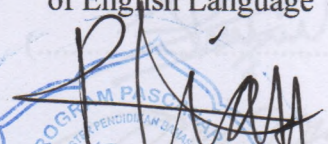
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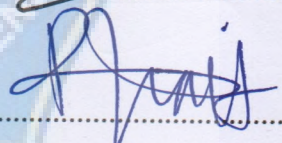
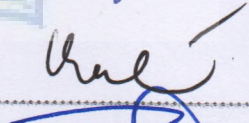
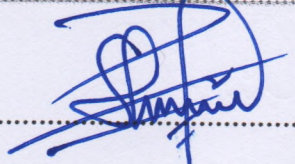
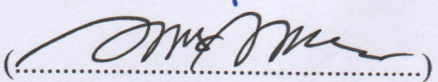
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Bontocinde, 20 Agustus 2024

Syahruni





## ABSTRACT

**Syahruni. *Enhancing Students' Pronunciation of English Consonant Sounds by Using Tongue Twister Technique at SMP Muhammadiyah Limbung*** a Thesis of Magister English Education, Universitas Muhammadiyah Makassar Supervised by Radiah Hamid and Nur Qalbi.

The objective of this research is to find out the use of Tongue Twister Technique in enhancing students' pronunciation on English consonant sounds of voiceless labiodental fricative [f, v,] and voiceless dental fricatives [θ, ð] at the Seventh-grade Students of SMP Muhammadiyah Limbung and to know students' enthusiasm in learning pronunciation by using the Tongue Twister Technique.

This research uses Quantitative Method by using Kurt Lewin's Design of Classroom Action Research (C.A.R.) which is consisting of 2 cycles. The Population is the Seventh Grade Students of SMP Muhammadiyah Limbung, the students of Class VII.4 was chosen by using Simple Random Sampling Technique selected by lottery as sample of 36 students. This research used test and questionnaire as instruments.

This research finds that at Diagnostic test students get very low score. At Dental Fricative Students get 56,94(5 students) get score above 70 and at Labiodental Fricative 0% students (0) student get score above 70. In the first cycle, the students' mean score improved to (76,11%). In the second cycle, the result of the students mean score of 34 students (94.4%) achieved 84.02. The result of students' enthusiastic shows that there is 32 respondents (88,9%) very enthusiast using Tongue Twister Technique in learning pronunciation .It could be concluded that Tongue Twister Technique could improve students' pronunciation on voiceless labiodental fricative [f, v] and voiceless dental fricatives [θ, ð] sounds and gives positive improvement to the students in learning English consonant pronunciation because they are studying enjoyable, fun and Tongue Twister Technique serves a practical purpose for language and speech development. Therefore, it is suggested to English Teacher and future teacher to use Tongue Twister Technique in teaching pronunciation.

**Keywords** : Tongue Twister Technique, Consonant Pronunciation, Dental Fricative, Labiodental Fricative, Classroom Action Research

## ABSTRAK

**Syahruni. Meningkatkan Pengucapan Bunyi Konsonan Bahasa Inggris Siswa dengan Menggunakan Teknik Tongue Twister di SMP Muhammadiyah Limbung** Tesis Magister Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar Dibimbing oleh Radiah Hamid dan Nur Qalbi

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Teknik Tongue Twister dalam meningkatkan pengucapan siswa pada bunyi konsonan bahasa Inggris dari frikatif labiodental tak bersuara [f, v,] dan frikatif gigi tak bersuara [θ, ð] pada Siswa Kelas Tujuh Sekolah SMP Muhammadiyah Limbung dan untuk mengetahui antusiasme siswa dalam belajar pengucapan dengan menggunakan Teknik Tongue Twister.

Penelitian ini menggunakan Metode Kuantitatif dengan menggunakan Desain Penelitian Tindakan Kelas (C.A.R.) yang terdiri dari 2 siklus. Populasinya adalah Siswa kelas VII SMP Muhammadiyah Limbung, siswa kelas VII.4 dipilih dengan menggunakan Teknik Simple Random Sampling yang dipilih dengan cara undian, sebagai sampel sebanyak 36 siswa. Penelitian ini menggunakan tes dan angket sebagai instrumennya.

Penelitian ini menemukan bahwa pada tes Diagnostik siswa memperoleh nilai yang sangat rendah. Pada Dental Fricative Siswa memperoleh nilai 56,94 (5 siswa) memperoleh nilai di atas 70 dan pada Labiodental Fricative 0% siswa (0) siswa memperoleh nilai di atas 70. Pada siklus I, nilai rata-rata siswa meningkat menjadi (76,11%). Pada siklus II hasil nilai rata-rata siswa sebanyak 34 siswa (94,4%) mencapai 84,02. Hasil antusiasme siswa menunjukkan bahwa terdapat 32 responden (88,9%) sangat antusias menggunakan Teknik Tongue Twister dalam mempelajari pengucapan. Dapat disimpulkan bahwa Teknik Tongue Twister dapat meningkatkan pengucapan siswa pada materi voiceless labiodental fricative [f,v] dan voiceless frikatif gigi [θ, ð] berbunyi dan memberikan peningkatan positif kepada siswa dalam mempelajari pengucapan konsonan bahasa Inggris karena mereka belajar dengan menyenangkan, menyenangkan dan Teknik Tongue Twister memiliki tujuan praktis untuk pengembangan bahasa dan bicara. Oleh karena itu, disarankan bagi Guru Bahasa Inggris dan calon guru untuk menggunakan Teknik Tongue Twister dalam mengajar pengucapan.

Kata Kunci : Tehnik *Tongue Twister*, Pengucapan Konsonan, Frikatif Gigi, Frikatif Labiodental, Penelitian Tindakan Kelas



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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In Indonesia, EFL learners are still facing some problems in learning pronunciation. According to Siregar, (2017) One of the problems is the non-existence of particular English sounds in their mother tongue. Because of sounds production is a part of habits in human life and consonant sounds in English such as /θ/ (voiceless dental fricative) and /ð/ (voiced dental fricative) do not exist in the Indonesian language, thus Indonesians may experience some difficulties in pronouncing those sounds. According to Moeliono and Dardjowidjodjo (1993) released by the Indonesian ministry of education and culture and cited in Yosta & Puslit (2008) that there are some consonant sounds such as dental fricatives [ð/ and θ/] are not found in Indonesian, so it is not surprising that students with those two linguistic backgrounds will likely have difficulty in pronouncing them. It means that the missing consonant sounds in mother tongue may affects students in learning pronunciation.

On the other hand, the same problem is also faced in pronunciation of [f] and [v]. However, quite a lot of Indonesian EFL students still experience difficulty in pronouncing English words, resulting in misunderstanding of meaning. This is particularly so because there are English sounds that do not exist in the Indonesian sound system so that the students are not familiar to those sounds and do not understand how to produce them (Yosta & Puslit, 2008). Of all the sounds, it was found that the most difficult sound to produce is either the labiodental fricative or

palato-alveolar fricative sounds. According to Mc, n.d.(2001) fricative is the type of sound which, when produced, the active and passive articulators are brought close together, but not near enough to totally block the oral cavity. This close approximation of the articulators means the air coming from the lungs has to squeeze through a narrow gap at high speed, creating turbulence, or local audible friction, which is heard as hissing for a voiceless fricative, and buzzing for a voiced one. Mokoagouw (2022) mentions that English has nine fricative sounds, which are [f, v, θ, ð, s, z, ʃ, ʒ, h]. This article will focus only on four sounds and they are labiodental fricative [f], [v] and palato-alveolar fricative [ʃ], [ʒ]. Labiodental sounds are made when the lower lip is in contact with upper teeth (Weda & Sakti, 2017). Meanwhile, palato-alveolar sounds are made by placing the front part of the tongue toward the roof of the mouth. The tongue touches the ridge and hard palate and the lips are rounded slightly (Utami, 2018)

Some research had been conducted on pronunciation variations made by either Indonesian EFL students or other ESL students. Hakim, (2012) found that Javanese students tend to put more stress using the sounds [d] and [ ð] when speaking English due to the influence of their Javanese accents. (Anam, 2018) studied variations on fricative and affricate sounds produced by Indonesian and Thai students. His research found out that Indonesian students produced [p] and [g] for [f]; while Thai students produced [ph] for the same sound. For [v], it would be [f] for the Indonesians and [w] for the Thais. In addition, the sound [θ] would be changed into either [th] or deleted [Ø] by the Indonesian students; meanwhile, for the Thais, the sound would become [tʃ], [ʃ], and [Ø]. The sound [ð] would be



mostly pronounced as [t] by the Indonesians and as [d] and [ç] by the Thais. Both sounds [z] and [ʃ] would be altered to [s] by both Indonesian and Thai students. The sound [ʒ] would become [s], [ʃ], and [g] for Indonesians and become [ʃ] and [k] for Thais. There is a similarity in pronouncing the sound [dʒ] for both Indonesians and Thais. They would alter the pronunciation into [ʃ], [g], [ç]. Additionally, the Indonesian students would pronounce the sound into [t] and Thai students into [ʃ]. Annisa & Wahibah, (2020) researched about pronunciation variations of Buginese students and found out that when pronouncing labiodental sounds, such as [v] and [f], students will alter the sounds into [f] and [p]. Furthermore, Lin (2014) found out that EFL Japanese speakers would add some vowels in English words ending with consonant; while Arabic students would insert vowel [I] in an English initial word.

Nevertheless, they make a big mistake. Raba'ah (2012) found there are a lot of reasons for their mistakes. Firstly, teachers can understand their students much more easily than an average person because their ears are used to bad English. Secondly, other students are the speakers of the same language have the same pronunciation patterns and make the same mistakes, so it is easy for them to understand each other. Thirdly, the classroom is not a real situation and it just takes place at school and students do not have an opportunity to talk to native speakers. According to Senem (2015), One of the interesting ways to teach pronunciation is by tongue twister. It is very useful to practice pronunciation, especially for the sounds that does not exist in the students' mother tongue. This method is also popular as it is fun and interesting not only for young but also adult

learners. Sitoresmi, (2015) states that Tongue Twisters are helpful to learn many minimal pairs, despite the difficulty especially for foreign language. Practicing “*Father, mother, sister, brother, hand in hand with one another*, for example, can help students distinguish phonemes / ð/ and / θ /. Some examples of tongue twisters can also be found in other languages. Indonesian is familiar with a tongue twister “*kakaktua kakak kakekku kenal kakaktua kakak kakekmu*”. This drills us to produce sound [k].

According to Sitoresmi (2016), the use of Tongue Twister has several advantages such as helping students gain awareness of their pronunciation problems, improve students’ motivation and their confident as they are actively involved in the learning process, helping students build a new muscle memory, improving their listening, relieving the monotony of the lesson, and allowing students to practice the language without fear of making mistakes. A Junior High School Students, they were still shy and reluctant to actively participate during the lesson. Besides that, most of them did not have good self-confidence and had low interest to learn English. Considering such condition, tongue twisters were chosen to improve their motivation, pronunciation, and self-confidence. During the lecture, tongue twisters were implemented in several ways: whispering game, video modeling, she suggested that the implementation of pronunciation class more interesting used whispering game, video modelling and warming-up Tongue Twister. In addition, the advantages of using tongue twister in the class can improve students’ motivation, class condition and pronunciation and warming up activity. There are differences and similarity between her research with this

research. The first difference is the subject of the research, she used the second semester of English Department while in this research the researcher will use the students at junior high school in the seventh grade. The second difference is in her research focused on improving students' pronunciation commonly while in this research will focus on English consonant especially for sound voiceless labiodental fricative [f] and [v] and voiceless dental fricative /θ/ and /ð/. The similarities were both used the same design of research namely Classroom Action Research (C.A.R) and using Tongue Twister Technique also to improve students' pronunciation.

On the other hand, the researcher found more of the lack systematic of sound system produce by the students of SMP Muhammadiyah Limbung especially on voiceless labiodental fricative [f] and [v] and voiceless dental fricative /θ/ and /ð/. The students of the Seventh grade of SMP Muhammadiyah Limbung only get 50 score from 75 of *Minimum Completeness Criteria*. Based on those statements, it is an interesting to have research in order to find whether Tongue Twister Technique can improve Students' pronunciation skill to pronounce English consonant sounds or not. Based on this fact, the Researcher formulated research with title *Enhancing Students' Pronunciation of English Consonant Sound by Using Tongue Twister at SMP Muhammadiyah Limbung*.

## **B. Research Question**

Based on the problems mentioned in the background of study, the researcher formulated the problems into research questions as follow:

1. Does Tongue Twister Technique improve students' English consonant



pronunciation at SMP Muhammadiyah Limbung?

2. How enthusiastic the students are about learning English consonant by using Tongue Twister Technique?

### **C. Objective of the Study**

According to the research questions, the objective of the study is:

1. To find out students' improving English consonant pronunciation at the Seventh-grade Students of SMP Muhammadiyah Limbung by using Tongue Twister Technique
2. To know the enthusiastic of students in learning English consonant by using Tongue Twister Technique

### **D. Significance of the Study**

The results of this study were expected to provided purposed benefits; some were:

1. Theoretically, the result of the research, Tongue Twister Technique was very useful for the students to improve their words that are difficult to pronounce quickly and correctly will help train the muscles in your mouth and tongue. By this theoretical, students have knowledge about how pronounce words or consonants sound correctly.
2. Practically, the result of the study was useful for teachers of English subject. Teachers can find a new way to developing English teaching method specially for or consonants sound. It also will be very useful for researcher as a provision or experience if become a teacher in the future.

### **E. The Scope of the Study**

The study focused on students' pronunciation problem on English consonant sounds and more specific for voiceless labiodental fricative at [ f, v,] *and* voiceless dental fricatives at [ θ, ð], they were presented in text by using Tongue Twister technique.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

#### A. Verses Al Qur'an and Hadisth Related

Pronunciation should never be overlooked, you will find essential mistakes to avoid and resources to improve your overall pronunciation skills. With better pronunciation, you'll be one step closer to English fluency. Furthermore, when even only one word is pronounced incorrectly, many people will *think* they understood you and therefore won't ask for clarification. This can lead to some very confusing miscommunications. That is why it is important to identify and fix common pronunciation mistakes to create smoother relationships with speaking friends, business contacts, service people such as waiters or hairdressers and many others. In Al Qur'an Surah Al Ahzab:70 Allah says :

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

“O you who believe, fear Allah and speak the right words”

This verse explains that the importance of speaking with the right words so that the intent and purpose of what we want to convey can be understood well by the interlocutor. The connection with the title of this research was that by having a pronunciation training technique using tongue twisters, it was hoped that the target of the research would be able to pronounce words with good and correct pronunciation. Apart from that, a hadist also explained about how was important of the good and clear pronunciation as narrated by Bukhari:

وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

“Whoever believes in Allah and the Last Day, let him speak good or be silent.”

[HR Bukhari]

This hadith explained the importance of saying well and correctly or if not just keep quiet, but here the researcher focused more on the command to say the right words with the right words so that what we say can be understood well by the person we are talking to. Thus, in our daily activity, we might be looking forward to meeting new people and having all kinds of interesting conversations together. Of course, it could sometimes be hard to feel confident speaking in another language. We might feel shy at first or worry about making a mistake or being misunderstood.

Fortunately, having good pronunciation would make you more confident. You'd be able to participate in conversations, getting to know your classmates and those around you much better. In this way, having good pronunciation can even helped you make friends more quickly. Speaking would no longer be a hard activity but a fun way to improve your English while making meaningful connections with other people

## **B. Concept of Research Variables**

### **1. Concept of Pronunciation**

According O'Connor, (1980), pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of the 'speech melody', or intonation. Also, the way we sound is influenced greatly by factors such as voice quality, speech rate and overall loudness. Whenever we



say something, all these aspects are present simultaneously from the very start, even in a two-syllable utterance such as Hello. Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

#### a. The Aspects of Pronunciation

O'Connor, (1980), adds that there are three aspects we need to know about pronunciation of English – apart from speed and volume – which are intimately connected with meaning.

##### 1) Sounds

Words are made up of individual sounds (or phonemes). For example "beat" = /b + t/ (i: is the symbol for the sound "ee"). "coffee" = /'kɒfi:/ and "case" = /si:s/. Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one-to-one correspondence between written letters and spoken sounds. Thus the "c" of "cat" is pronounced differently from the "c" of "case", but is the same as the "c" of "coffee". "Though", "trough", and "rough" all have the "-ou-" spelling but it is pronounced differently in each case. Different spelling can have the same sound too: "plane" and "gain" both have the same vowel sound, but they are spelt differently.

## 2) Stress

Koffi (2018) states that in linguistics and particularly phonology, stress or accent is the relative emphasis or prominence given to a certain syllable in a word or to a certain word in a phrase or sentence. That emphasis is typically caused by such properties as increased loudness and vowel length, full articulation of the vowel, and changes in tone. The stressed syllable (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying that syllable, e.g. “important”, “medicine” etc. and in many longer words, there is both a main stress and a secondary stress, e.g. interpretation, where “ter” has the secondary stress and „ta” the main stress. In addition, different varieties of English can often stress words differently. For example, British English speakers usually say “advertisement” shares some American speakers as „advertisement”. The placing of the stress can also affect the meaning of word. For example, “import” is a noun, but “import” is a verb.

## 3). Pitch and Intonation

Pitch describes the level at which you speak. Some people have high-pitched voices, others say things in low-pitched voice. When we pitch the words we say, we may use a variety of different levels: higher when we are excited or terrified, for example, but lower when we are sleepy or bored. Intonation is often described as the music of speech. It encompasses the moments at which we

change the pitch of our voices in order to give certain messages. It is absolutely crucial for getting our meaning across. The word “Yes”, for example, can be said with a falling voice, a rising voice or a combination of the two. By changing the direction of the voice, we can make “Yes” mean I agree or “Perhaps it’s true” or “You can’t be serious” or „Wow, you are so right” or any number of other things.

#### b. Problems in Teaching Pronunciation

Difficulty happens in teaching pronunciation when the teachers teach the learners to try to pronounce strange, new sounds in a new language in their life. Grandyna (2018) mentioned that choosing the convenient tools and deciding accent to teach are the problems. The problems in pronunciation teaching written by Ammar (2022) explained as follows:

##### 1) Deciding accent.

There are countries where English is not their first language. The English variety is based on the different mother tongue that teachers around Indonesia find it hard and still struggle to decide the accent to be taught and to integrate the standard of English in their lesson. There are two standards accent that mostly used in books called British Received Pronunciation and General American. Choosing a tool such as a textbook to integrate English into pronunciation practice is hard when the setting has different grammatical, lexical, and background cultures. For example, choosing a book for pronunciation teaching in a place that English is not the first or second language is hard because the students may not understand their course book. Besides, English book is mostly written in English to have a clear explanation of English usage itself.

Ammar also added that the problems in teaching pronunciation are fossilization and hypercorrection. In his study, it focuses on the stubborn problems which develop wrong pronunciation and the way the teachers correct the wrong pronunciation too much. In addition, he also added that the problems often occur when teaching pronunciation including the fossilization and hypercorrection. For a more detailed explanation of those pronunciation problems mentioned, each problem is explained in the following paragraphs.

## 2) Fossilization

Phany (2024) stated that fossilization is one of the most stubborn problems faced by teachers when teaching pronunciation. Fossilization is a process that occurs when the learners' progress on a point, but it is hard to make further progress. Therefore, the learners will develop the wrong pronunciation as practiced for years by years. The example of fossilization is when the students said finger as /finjər/ not /finggər/. Even though they have known that /finjər/ is wrong, the habit to pronounce finger as /finjər/ always appear. It was hard for them to change the habit of saying that word.

## 3). Hypercorrection.

It is common problem in teaching pronunciation than fossilization. Hypercorrection means "too much correction". It occurs when a teacher has learned a rule and tried to apply it, but the teachers sometimes give too much correction on students' mistake. For example, when the students do public speaking in front of the class, the teacher corrects the mispronounce word every time the students mispronounce it. It makes the students unconcentrated to deliver

the meaning of their speech, but they focus on the pronunciation word, it also makes them nervous even s carried of being corrected by their teacher. Besides, hypercorrection is a much rarer source of the problem in teaching pronunciation (Siregar, 2017) Meanwhile, Phany (2024) added that problems faced by the teachers while teaching pronunciation are not the same. The problem occurs from the spelling system which creates confusion in the way of teaching pronunciation.

#### c. English Spelling System

English spelling system preserves sound-letter and does not follow one-to-one correspondence between sound and letter. There are letters in English which have more than one sound. Phany (2024) showed the example, /c/ can be sounded as /es/ and /keh/. These features create confusion among students. Likewise, the teachers face this problem when they want to teach pronunciation, but they do not know the way to teach English spelling system. In addition, Grandyna (2018) mentioned that in Indonesia, there also includes the difficulty faced by teachers when teaching pronunciation. One of them is influenced by the first language. Difficulties in teaching pronunciation somehow appear because there are some English sounds that do not exist in Indonesian language so that when learning a foreign language these students will produce incorrect sounds

#### e. Strategies in Solving the Problems of Teaching Pronunciation

There are various problems in teaching pronunciation faced by the teacher. To solve teaching pronunciation, the strategies are included to prevent teaching pronunciation problems. Grandyna (2018) added that there are several techniques and activities to solve teaching pronunciation problems. The strategies are



Determining focus and goals, Introducing International Phonetic Alphabet (IPA) symbols and knowledge of phonetic articulatory, using communicative activities, using dictionaries and smartphones, Tutoring session and individual counseling, reading aloud and using minimal pairs and tongue twister. And in this research the researcher chooses the tongue twister as the technique in enhancing English students' pronunciation

## 2. Concept of Consonant

### a. English Consonant

Sucihati (2022) defined consonant in terms of both phonetics and phonology. Phonetically is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produce. Humans employ speech organs in producing consonants that the term articulation is used to most to address consonant production (Rustipa, 2024). Phonologically, consonants are those units which function at the margins of syllables, either singly or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [ʔ],[tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h], [w], and [j].

### b. Classification of Consonant Sounds

According to Anderson (2018), consonant is a phoneme whose articulation ‘involves some audible obstruction in the oral cavity’. Consonant sounds are divided into categories based on two aspects, they are the place of articulation with reference to the parts of the mouth that are used to pronounce the particular

sounds and the manner of articulation with reference to the movement of air from the lungs and through and out of the nose and mouth.

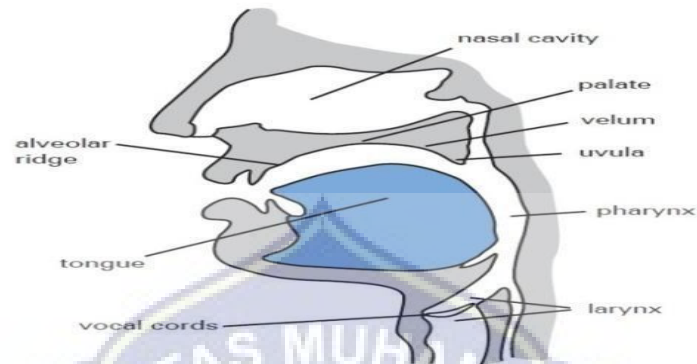


Figure 2.1. Place of Articulation

#### 1) Place of Articulation

- a) Bilabial – the upper lip and lower lip come in complete contact with each other.
- b) Dental – the tip of the tongue touches the teeth mildly.
- c) Labio-dental – the lower lip and the upper teeth come in contact with each other.
- d) Palatal – the body of the tongue touches the hard palate.
- e) Alveolar – the tip or blade of the tongue touches the alveolar ridge.
- f) Palato-alveolar – the blade/tip of the tongue touches the alveolar ridge, and the body of the tongue approaches the hard palate.
- g) Velar – the body of the tongue comes in contact with the soft palate (also called the velum).

h) Glottal – the vocal cords come into contact and produce friction.

2) *Manner of Articulation*

- a. Plosive – a sound produced by the air being blocked inside the vocal tract followed by the release of air from the mouth.
- b. Fricative – a sound produced by positioning the mouth in a particular manner so as to partially block the air coming out of the mouth.
- c. Affricate – a combination of a plosive and fricative manner, in which sound is produced by the blocking of air and finally releasing it through a partial passage.
- d. Nasal – a sound produced when the air passes and escapes through the nose.
- e. Lateral – a sound produced by the air escaping from the mouth and sides of the tongue.
- f. Approximant – a sound produced when the tip of the tongue slightly touches the alveolar ridge, and the air escapes through the gap between the tongue and the alveolar ridge.

Table 2.2. Manner of Articulation

The 24 Consonant Sounds in English <b>Consonant Sounds</b>	<b>Place of Articulation</b>	<b>Manner of Articulation</b>	<b>Examples</b>

/p/	Bilabial	Plosive	<b>pet, top</b>
/b/	Bilabial	Plosive	<b>bat, tub</b>
/m/	Bilabial	Nasal	<b>mat, palm</b>
/w/	Bilabial	Approximant	<b>wind, always</b>
/f/	Labio-dental	Fricative	<b>front, leaf</b>
/v/	Labio-dental	Fricative	<b>vase, advise</b>
/θ/	Dental	Fricative	<b>think, teeth</b>
/ð/	Dental	Fricative	<b>this, with</b>
/t/	Alveolar	Fricative	<b>trunk, what</b>
/d/	Alveolar	Fricative	<b>dose, ward</b>
/s/	Alveolar	Fricative	<b>save, case</b>
/z/	Alveolar	Fricative	<b>zest, doze</b>
/n/	Alveolar	Nasal	<b>neat, win</b>
/l/	Alveolar	Lateral	<b>like, will</b>
/r/	Alveolar	Approximant	<b>rest, torch</b>
/ʃ/	Palato-alveolar	Fricative	<b>shoes, cushion</b>

/ʒ/	Palato-alveolar	Fricative	beige, measure
/tʃ/	Palato-alveolar	Affricate	catch, patch
/dʒ/	Palato-alveolar	Affricate	badge, judge
/j/	Palatal	Approximant	yoke, yonder
/k/	Velar	Plosive	keep, poke
/g/	Velar	Plosive	game, bag
/ŋ/	Velar	Plosive	sing, wing
/h/	Glottal	Fricative	heap, cohort

c. The Consonant Voiceless Dental Fricative [θ] and [ð]

They are among the problem-causing consonants for Turkish learners of English, for they are not coded in modern standard Turkish (Demirezen, 2008). The voiceless [θ] sound can be heard clearly in such words like thick /θɪk/, ethnic /ɛθnɪk/ and sheath /ʃiθ/. The voiced [ð] sound can be heard in such words like thus /ðʌs/, within /wɪðn/ and lathe /leɪð/. Both [θ] and [ð] are highly frequent sounds in English language. Therefore, they require a special attention if the aim is to properly teach these sounds at the micro level and English at the macro level. The



main reason of difficulty of these phonemes lies under the fact that these sounds [θ] and [ð] do not exist in the sound system of Turkish. In addition, Demirezen adds that there are three deviations made by the students in articulating /ð/. They were the replacement of /ð/ with /d/, the substitution of /ð/ with /t/, and the switching of /ð/ to /θ/. Some of these deviations could be found in the three positions.

*The Mouth Position of the /ð/ sounds the mouth position of the /θ/sound*



Figure 2.2. *The /ð/ Sounds*

Figure 2.3. *The /θ/Sound*

(Adapted from Baker and Goldstein, 2008)

As it is seen in Figure 2.2, the [θ] sound, which is named theta, is a voiceless interdental fricative sound while the [ð] sound, which is called eth, is a voiced interdental fricative sound as it is seen in figure 1. In addition, there are three deviations made by the students in articulating /ð/. They were the replacement of /ð/ with /d/, the substitution of /ð/ with /t/, and the switching of /ð/ to /θ/. Some of these deviations could be found in the three positions (Demirezen, 2008).

#### d. The Pronunciation of /ð/ Sounds

##### 1) /ð/ Pronounced as /d/

The replacement of /ð/ with /d/, in articulating /ð/ signified that /ð/ as a

voiced dental fricative was being replaced with /d/ which is a voiced alveolar stop. In this deviation, the students fulfilled one feature of the /ð/ sound since /ð/ and /d/ share the one identical characteristic that is, voiced. However, when they articulated /d/, the two other important elements of /ð/ sound were deviated. The divergence could be observed because of the different place and manner of articulation of the two sounds. Normally, to make the sound /ð/, the tip of the tongue is put behind the upper front teeth. However, in this case, the students put the front part of their tongue on their alveolar ridge, causing the alveolar sound to be produced rather than dental sound. In terms of manner of articulation, /ð/ should be produced with the almost blocked air stream being pushed through the narrow opening and as a result creating „hissing noise“. Yet, the students completely stopped the air stream and then released it abruptly resulting on a very different manner of articulation, that is, stop. Consequently, the students made deviation by replacing /ð/ with /d/ (Hakim, 2012)

2) ð/ pronounced as /t/

The second deviation found in the pronunciation of /ð/ was the substitution of /ð/ with /t/ in the word „breathe“ /bri:t/. In this deviation, the students completely altered the elements of /ð/. Firstly, in terms of state of the vocal cords, they did not vibrate their vocal cords as they should. Secondly, they constructed alveolar sound in place of dental. Finally, for the manner of articulation, they were more likely to produce a stop sound rather than a fricative sound. As a result, they produced a very distinct sound from /ð/, that is, /t/ (Hakim, 2012)

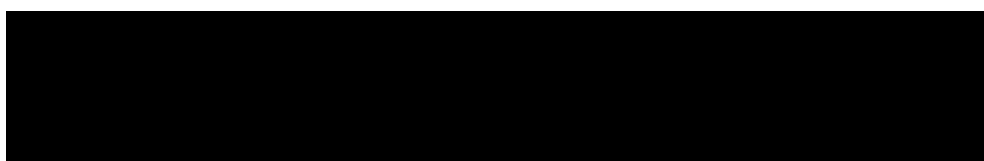
### 3) /ð/ pronounced as /θ/

Another deviation of /ð/ happened when the students articulated /θ/ for the sound /ð/ such as in the pronunciation of there“ /θer/ and “worthy“ /wɜ:θɪ/. Essentially, when producing this deviation, the students made the least alteration of all four deviations of /ð/ since they still managed to produce the sound properly in the area of place and manner of articulation – they were able to produce dental fricative sound. In this identifiable deviation, they only deviated the state of the vocal cords since they did not vibrate their vocal cords in producing the /ð/ sound, resulting on the occurrence of the nearest sound that had the equivalent result, that is, /θ/ (Hakim, 2012)

#### e. The Pronunciation of /θ/ Sounds

In general, /θ/ is categorized as a voiceless dental fricative. /θ/ is another consonantal sound that is typically English sound; therefore, other languages, especially Indonesian, may not have this exact sound in their phonetic systems. Hence, the students deviated the sound to several possibilities in their attempts of articulating /θ/ as seen in table 2.5. different from /θ/ and /ð/, which have smaller possibilities in the deviations, /θ/ was deviated into five possible errors, from the replacement of /θ/ with /t/ to the deletion of /θ/ (Yosta & Puslit, 2008)

Table 2.3 Students' Error in Pronouncing /θ/



Initial	Theme	/θi:m/	/di:m/	/θ □ d/
	Thursday	/θɜ:rzdeɪ/	/tɜ:rzdeɪ/	/θ □ t/
	Thigh	/θaɪ/	/ðaɪ/	/θ □ ð/
Medial	Birthday	/bɜ:rθdeɪ/	/bɜ:sdeɪ/	/θ □ s/
Final	Bath	/bæθ/	/bæt <sup>h</sup> /	/θ □ t <sup>h</sup> /

a) /θ/ pronounced as /t/

Consonant /θ/ was often deviated to /t/ in the initial, medial and final positions. It can happen since both /θ/ and /t/ share one thing in common, that is, both of them are voiceless sounds. Nonetheless, when the students replaced /θ/ with /t/, they diverged two important features of /θ/: they changed the place of articulation of /θ/ from dental to alveolar and in terms of the manner of articulation, they stopped the air stream for a brief of time and then released it abruptly, creating stop instead of fricative. Thus, by replacing /θ/ with /t/, the students made their first deviation (Yosta & Puslit, 2008)

b) /θ/ pronounced as /d/

The second deviation found in the articulation of /θ/ was the substitution of /θ/ with /d/. In this case, the students obviously altered the sound production of /θ/. In the first place, they deviated the sound by vibrating the vocal cords when they should not vibrate them at all. Then, they moved the place of articulation from dental to alveolar. In the end, they produced a stop when they should

have produced a fricative. Consequently, the students generated the next deviation in the pronunciation of /θ/ when they replaced /θ/ with /d/ (Yosta & Puslit, 2008)

c) /θ/ pronounced as /th/

The third deviation occurred due to the fact that the students changed the sound of /θ/ with /th/. This deviation was basically the same as the one of the deviations of /ð/, i.e. the substitution of /ð/ with /th/. Both of the deviations were similar since the students replaced the required sound, that is, /θ/ and /ð/, with the allophone of /t/. On both cases, the students aspirated the /t/ sound that they made. Still, on this particular deviation, the students did not alter all the features of /θ/. They still produced the right state of the vocal cords for the sound required, that is, voiceless. On the other hand, they also still deviated the place and manner of articulation, from dental to alveolar and from fricative to stop. Thus, by producing /th/, they deviated /θ/ (Yosta & Puslit, 2008)

d) /θ/ pronounced as /s/

Another deviation done by the students was the substitution of /θ/ with /s/ which could be found in the medial position only, between two consonants such as in „birthday“ /bɜːsdeɪ/. In this deviation, they produced the sound /s/ in place of /θ/. Overall, /s/ is characterized as voiceless alveolar fricative, whereas /θ/ is known as voiceless dental fricative. By contrasting the two sounds, it can be seen that in substituting the sound /θ/ with /s/, they merely diverged the place of articulation of the required sound. Instead of producing the sound in the dental position, they produced it in the alveolar position. These two positions are very dissimilar since dental is produced when somebody puts his tongue tip behind his



upper front while the alveolar sounds are constructed when the front part of the tongue is placed on the alveolar ridge. For that reason, when the students replaced /θ/ with /s/, they made another deviation in the pronunciation of /θ/ (Ammar, 2022)

e) θ/ pronounced as /ð/

The third deviation happened when the students replaced /θ/ with /ð/. In mispronouncing /θ/ as /ð/, the students altered one important feature of the sound /θ/, that is, the state of the vocal cords. Generally, the sound of /θ/ is produced in the situation where the vocal cords are put at a distance when the air goes by in order to make sure that the vocal cords do not make vibration. Yet, as they attempted to articulate /θ/, they closed their vocal cords when the air passed and created vibration. As a result, the sound produced by the students was more likely to be heard as /ð/ than as /θ/. In initial position of a word, the replacement of /θ/ with /ð/ was found if /θ/ was placed before a diphthong, as in the word thigh/ðai/. The replacement of /θ/ with /ð/ did not happen in the final position (Anderson, 2018)

f. Voiceless Labio Dental Fricative [f and v]

Imanola, (2024) states that fricative consonants as well as words and sentences based on vowel classification as samples. The experiments made it clear that both students and teachers considered that some synthetic voices have the same quality as human voices. It means that consonant fricative and words and sentences based on the form of vocal classification as a benchmark sample. Imanola added that fricative consonants are occurred when two vocal organs come close enough together for movement of air to be heard between them. It

means that the fricative consonant will occur when two vocal organs are so close that air movement can be heard between them.

Anam, (2018) found that fricative consonants are result from a narrowing of the speech canal that does not achieve the full closure characteristic of the occlusive. It's mean that the fricative consonant is a form of narrowing of the speech channel which is difficult to achieve full closing characteristics of occlusives. And Labiodental fricative means that the utterance with the lower lip is brought close to the upper teeth, sometimes even grazing the teeth with the outer surface, or with the inner surface, in this case giving a slightly creepy sound.



Figure 2.4. Mouth Position Labiodental Fricative Voiceless

Table 2.4. Word Examples for Labiodental Fricative [f] and [v]

Voices [F]			
No	Initial Position	Middle Position	Final Position
1	Face	Before	Laugh
2	Phone	After	Golf
3	Physic	Perform	Enough
4	Flower	Office	Stuff
5	Fire	Perfect	Half
Voiced V			
No	Initial Position	Middle Position	Final Position

1	Very	Invite	Have
2	Vine	Available	Drive
3	Value	Never	Love
4	View	Survey	Active
5	Virus	Service	Improve

### 3. The Concept of Tongue Twister

According to Hahn, (2015), Tongue Twister is a technique to introduce the concept of alliteration and help those trying to learn English better understand the language. By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills. Ghenni ( 2018) stated that "using tongue twisters is a common EFL teaching technique because it helps students to learn correct pronunciation of English words to correctly use vowels and consonants and to become familiar with common English words". Besides that, Gonzales (2009:3) cited by (Lutfiani, 2017) states tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. Practicing tongue twisters can make students reduce the risk of pronunciation errors, this is because students are already able to practice English speaking using the tongue twister technique in English speaking. Tongue twister is a fun activity in any language classroom. Learning speaking skills using tongue twister can increase the ability of the students. The students who can faster in practice tongue twister without mistaken in English pronunciation also be faster in improving the quality of their English speaking.

Ball (2003:8) cited by (Gheni, 2018b) refers that using tongue twisters is particularly useful for those who have unique pronunciation problems. He gives examples such as "She sells see shells on the seashore"; "They thank that it is Thursday's the thirtieth". This process is good for building a vigorous confidence in speaking fluently and correctly. according to Hahn, (2015) using tongue twisters is a common EFL Teaching Technique because it helps students to learn correct pronunciation of English words to correctly use vowels and consonants and to become familiar with common English words.

The first previous study related to Enhancing students' Pronunciation of Consonant Sounds by Using Tongue Twister Technique is done by Sitoesmi (2015), She did under the title *Tongue Twister in Pronunciation Class* from Faculty of Teachers Training and Education of Slamet Riyadi University, 2015. This journal was published from Presiding ICTTE FKIP UNS. The objective of the research was the use of tongue twister in Pronunciation class of the second semester of English Department of Teacher Training and Education Slamet Riyadi University specifically on the implementation, advantage, and disadvantage. This study used qualitative research. The subjects of this research are 40 people of second semester students of English Department Faculty of Teacher Training and Education Slamet Riyadi University. She suggested that the implementation of pronunciation class more interesting used whispering game, video modelling and warming-up Tongue Twister. In addition, the advantages of using tongue twister in the class can improve students' motivation,

class condition and pronunciation.

There are differences and similarities between her researches with the researchers' research. The similarity is the technique to improve pronunciation, in both research the researchers are using Tongue Twister Technique. Beside this similarity, all the component of research are differences such as the design of research, subject of research and objective of the research. She used descriptive qualitative research and this research used classroom action research. The subject of her research is University Students, and this research used a Junior High School Students. In the last, her objective is just to see the implementation, advantages and disadvantages of using tongue twister instead of this research is to improve students' pronunciation by using tongue twister.

The second, research entitled *Improving Fifth graders' pronunciation of 'th' by using tongue twister (A Classroom Action Research at Fifth Graders of SDN Mojoangung 01, Trangkil-Pati in the Academic Year of 2014/2015)* had been done by Tri Iriyani. A skripsi of Semarang State University, Faculty of Language and Art (Department of English), which was published on 2015. The objective of the research is to find out how effective *Tongue Twisters* in helping fifth graders improve their pronunciation of /ð/ and /θ/. The method for collecting data in this research was mixed-method using both quantitative and qualitative data. The instruments used in this research were test (students' oral performance), field note, and questionnaire.

This study was done in 2 cycles. The results of her research are Tongue Twisters were well accepted by students and significantly improved their

pronunciation of /ð/ and /θ/. The result from the data calculation and analysis, the mean score for pre-test was 35.87 meanwhile the post-test was 56.96. Thus, the students' pronunciation was improved by 21.09 points (58.80%). The quizzes mean score were 47.61 for quiz 1 and 55 for quiz 2. Furthermore, students' attitude and participation were also assessed. The attitude and participation were gradually improved.

There were differences and similarities between her researches with the researcher's research. The difference is the subject of the research, she used an elementary student in the fifth grade and the researcher in this research used a Junior High School student in the seventh grade. The similarities are both use the same design of research is a Classroom Action Research (C. A. R), Tongue Twister Technique also used in both technique research to improve students' pronunciation. Both of the research has the same objective is to improve students' pronunciation of /ð/ and /θ/ sounds.

#### **a. Technique to Teach Tongue Twister**

According to Hahn, (2015) the following points are necessary in practicing pronunciation:

- 1) Learners are able to practice pronunciation by using songs, and tongue twisters to imitate sounds. These tools can increase and trigger student's motivation in pronunciation because motivation is very essential factor in improving learner's pronunciation
- 2) Learners make a list of used words that people find difficult to pronounce and ask someone who speaks the language well to pronounce



them. Learners record one's own voice and listen for pronunciation mistakes.

- 3) The use of a mirror can be very useful in allowing students to shape their mouths correctly and to see that their tongue is in the correct position. Also, it is helpful to draw a diagram of the organs of speech to recognize the exact phoneme. Finally, it is important to say that in order to get a good and correct pronunciation, students should be indulged in meaningful and communicative activities (tongue twisters is one of them) which are an interesting and beneficial strategy in learning pronunciation.

Based on the three tongue twister techniques above, the researcher used the first and second points as techniques to improve students' pronunciation of consonant sounds.

#### **b. Text Tongue Twister**

- 1) *The type of sentence.*

*Can you can a can as a canner can can a can?*

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

*Six sleek swans swam swiftly southwards.*

*A big black bug a big black dog on his big black nose!*

- 2) *Types of Repetitive*

*Sheena leads, Sheila needs*

*World Wide Web*

*Babbling bumbling band of baboons*

- 3) *Types of Chronological narrative:*

*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?*

*How much wood could Woods' woodchuck, if Chuck Woods' woodchuck could and would chuck wood? If Chuck Woods' woodchuck could and would chuck wood, how much wood could and would Chuck Woods' woodchuck chuck? Chuck Woods' woodchuck would chuck, he would, as much as he could, and chuck as muck wood as any woodchuck would, if a woodchuck could and would chuck wood.*

**c. The Advantages and Disadvantages of Tongue Twister**

Sitoresmi (2016) found that Tongue Twisters are one of types of spoken wordplay that are fun to recite and are a great tool to aid children's language development some advantages of Tongue Twister are:

1. Tongue Twisters are not only a linguistic fun and game but serve a practical purpose for language and speech development. For example, tongue twisters may be used by foreign students of English to improve their accent and speech pathologists. They often use them as a tool to help those with speech difficulties.
2. Tongue Twisters concentrate on accurate production and help students to improve their pronunciation skills. The objective of the tongue twisters is to help the students to realize how important accurate pronunciation through an enjoyable activity.
3. Tongue Twisters allow students to practice the language without fear of

making a mistake. Tongue twisters are not only suitable for young learners but also adult learners. While improve the pronunciation skills, students also can improve their vocabulary. It is because the repetition of sound coupled with rhyme, rhythm and nonsense makes these lessons in pronunciation an amusing time for everyone.

In contrast, Sitoresmi added that Tongue Twister has several disadvantages such as:

- a. Tongue Twister becomes boring when it is implemented in the classroom and it has a different pronunciations problem.
- b. The implementation of tongue twister requires a lot of patience and repetition from teacher.
- c. It takes much time to practice in the classroom. Fourth, sometimes the students are lack of awareness about meaning more focus on how to articulate the words properly.
- d. Students can be more focus on the words pronunciation but ignores the context. Based on the advantages and disadvantages of tongue twisters, what happened in the researcher's class was that students were able to improve their pronunciation in a way the repetition of sound coupled with rhyme, rhythm and nonsense makes these lessons in pronunciation an amusing time for everyone.

#### **4. Students' Enthusiasm**

Akbarjono (2022) found that if students are enthusiastic about learning English, it can be said that they are successful. Students enjoy learning new

things, such as English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). When students are enthusiastic about learning, it was be able to improve students' academic achievement in learning English. Thus, enthusiasm is a factor that becomes a willingness that affects students' academic achievement in learning English. This factor seems to be very important in influencing the achievement of learning English as a result of the positive factors.

### C. Conceptual Framework

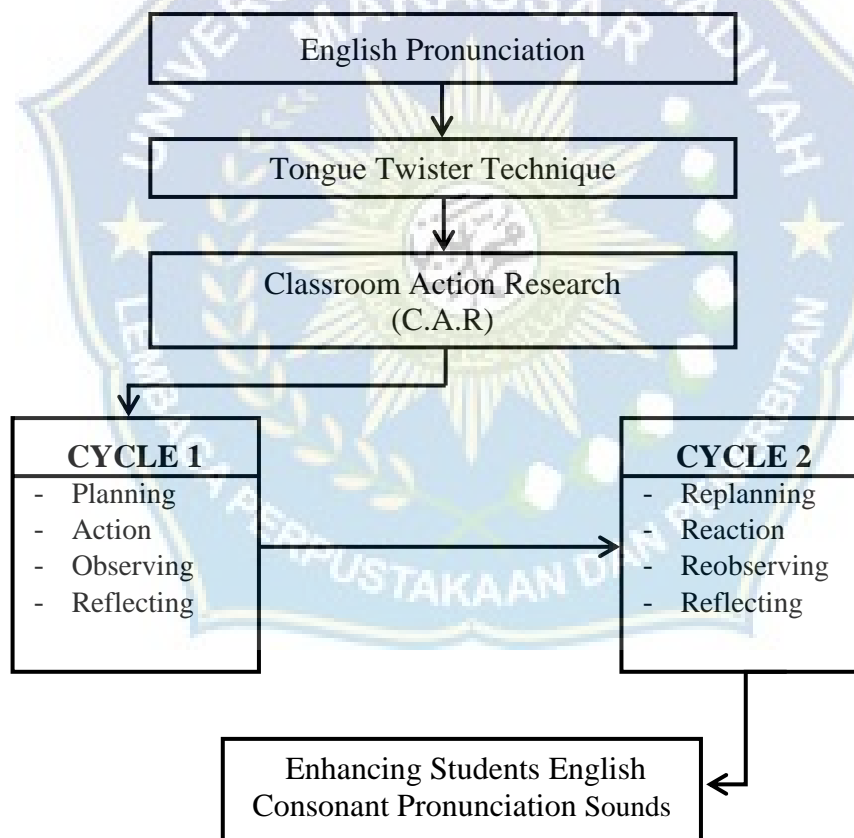


Figure. 2.5. Conceptual Framework

Based on the explanation above, the researcher stimulated students

through tongue twister to enhancing their pronunciation special for English consonant for voiceless labiodental fricative [f] and [v] and voiceless dental fricative [θ] and [θ/]. This research focuses on improving students' pronunciation, so to do this the researcher uses the tongue twister technique with the classroom action research method which consists of two cycles, each cycle consisting of two meetings. Each cycle using the scientific method, namely planning, action, observing and reflecting, with these stages it is hoped that it will be able to improve the quality or improvement of students' pronunciation, especially consonants.

#### **D. Hypothesis**

Hypothesis is a provisional answer about some problems that usually happen in every research. The hypotheses of this research were:

Ha: There is effect of using Tongue Twister Technique to improved students' English Consonant Pronunciation at SMP Muhammadiyah Limbung

Ho : There is no effect of using Tongue Twister Technique to improved students' English Consonant Pronunciation at SMP Muhammadiyah Limbung

## CHAPTER III

### RESEARCH METHOD

#### A. Design of the Research

The researcher implemented Quantitative Research by using Kurt Lewin's Classroom Action Research. The writer uses the classroom action research procedure based on Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. It is aimed to gain data about problems faced by teacher and students in teaching-learning activities and needed to be solved.

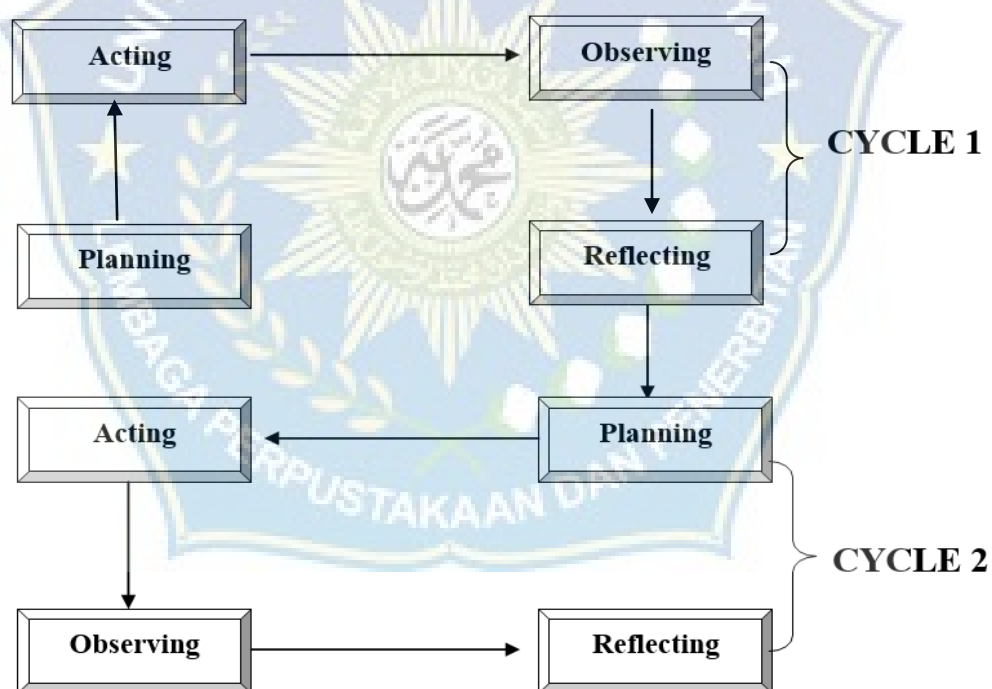


Figure 3.1. Kurt Lewin's Action Research Design

Because this study was classroom action research; it meant that there were two cycles in this study each cycle was ended by final test. There were 4 steps in



action research; planning (plan to use tongue twister), acting (implement tongue twister in pronunciation class to produce /θ/ and /ð/, [f] and [v] sound), observing (the researcher observes the teaching learning process and student's activity in the classroom), and reflecting (teacher and researcher).

Before entering the cycle, the researcher found an institution as an object of research to conduct preliminary interview to the English teacher. First, the researcher met the English teacher and talked about her method when teaches her students. In this activity, the teacher taught students using conventional method. After the researcher got the data from interview and the test, the researcher decided to analyze the problems faced by the students. After analyzing the problem faced by students, the next step which is done by the researcher is designing a plan to continue in to the next cycle to overcome the problem in the previous cycle. After conducting pre-cycle by diagnostic test researcher moved to the next phase, involving: replanning, reacting, reobserving and reflecting.

## **B. Population and Sample**

### **1. Population and Sample**

The population of this research is the Seventh-grade Students of SMP Muhammadiyah Limbung. There are 270 students of eleven classes, 124 are male students and 146 are female students in Academic Year 2023/2024. (*Source of data: Staff Administration of SMP Muhammadiyah Limbung Academic Year 2023/2024*)

### **2. Sample**

Based on the population above, the researcher used Simple Random

Sampling Technique selected by lottery and Class VII.4 has been selected to be sample which consist of 36 students.

### **C. Research Variables and Indicators**

There were two variables involve in this research, they were dependent variable and independent variable. Tongue Twister Technique as independent variable is the way of students to produce clearer language when they speak and pronunciation as dependent variable is an informal term for a word group that's hard to pronounce properly. Consonant voiceless dental fricative /θ/ and /ð/ and voiceless labiodental fricative [f] and [v] are indicators in this research.

### **D. Research Instruments**

In this research, there are two instruments, the first is tests namely diagnostic test, test cycle 1 and test cycle 2, each cycle consists of four phases within 2 meetings. Those are planning, acting, observing, and reflecting. The second instrument is questionnaire to measure students' enthusiasm in learning as used by Ali Akbarjono in his journal.

#### **1. Test**

In this test the researcher diagnoses to know the ability of students to pronounce consonant voiceless labiodental fricative [f], [v] and voiceless dental fricative /θ/ and /ð/. In cycle 1 researcher gave a pronunciation test for the students. The test consists of 3 tests, namely Diagnostic test, cycle one test and cycle 2 test. The diagnostic test is used to measure students' initial ability to pronunciation. Test cycle 1 and 2 consist of 20 words of [f], [v] and /θ/ and /ð/

sounds. Researcher checked students' voice one by one as the result of students' tests in every cycle.

## 2. Questionnaire

The questionnaire was used to measure students' enthusiasm after learning consonants using the tongue twister technique. The questionnaire used is a Likert scale type, a scale that is commonly used in questionnaires and is the scale most widely used in research in the form of surveys. Using Scala Likert is to measure attitudes. In this scale, a statement is asked for the respondent's agreement about students' enthusiastic. Score 4 for the answer strongly agree, score 3 for the answer agree, score 2 for the answer quite agree and score 1 for the answer disagree.

### E. Technique Collecting Data

To collect the data, the researcher used pronunciation test of voiceless dental fricative sound and /θ/ and /ð/ sound and voiceless labiodental fricative sound [f] and [v]. According to Brown (2007) for test pronunciation classifies score into seven levels that were based on the Depdikbud standard of evaluation (1986:6) as follows:

Table 3.1. Rubric of Pronunciation Test Assessment

<i>No</i>	<i>Aspect</i>	<i>Score</i>
1.	Pronounce Word Correctly	10
2.	Wrong Pronunciation	0
3.	<i>Total Maximum</i>	100

Brown (2007)

Table 3.2. Measurement Scale

<i>No</i>	<i>Score</i>	<i>Categories</i>
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good

Brown (2007)

Technique of data collecting came from the interpretation of the data collection. The researcher get data from the result of students' test and questionnaire. There were 10 words in every test, so that researcher used test score guidance as follows:

- a. If students pronounce the words correctly, they got score 10.
- b. 0 score for student who pronounced word incorrectly and doesn't pronounce the word at all.
- c. There are 10 words, so the highest score is 100.

Bentering the cycle, the researcher conducted diagnostic test after the researcher got the data from the test, the researcher decided to analyze the problems faced by the students. After analyzing the problem faced by students, the next step which is done by the researcher is designing a plan to continue in to the next cycle to overcome the problem in the previous cycle. After conducting pre-cycle research, and the researcher moves to the next phase, involving: planning, acting, observing and reflecting.

#### 1. Action Research in Cycle 1

##### a) Planning

Plan is the first step/phase that would be done at Classroom Action Research that had been guided the researcher through the action work. to improve

the students' pronunciation at Seventh Grade of SMP Muhammadiyah Limbung. Designing lesson plan aimed to provide the teacher with the guideline of teaching and learning activities. The researcher described the project or activity students. The lesson plan included the following items: specific instructional objectives, the interactional materials and media, procedure of presentation, and procedure of assessment. In setting criteria of success, the researcher determined the criteria of the action success. It is useful for measuring whether the action of this study is successful or not.

b) Acting

In this phase, researcher applied teaching pronunciation practice in teaching pronunciation by using tongue twister technique as follow:

**Step 1:** Introduced the Dental Fricative /θ/ and /ð/ and Labiodental Fricative [f] and [v] sounds and made the aware that that sounds don't exist in Indonesian language. In order to do that, selects the sounds that are seemed similar with the students' native language, this is comparison between the students' native language and the language they are studying. finally, they could find their own mistakes in pronounce /θ/ and /ð/ and [f] / [v] sounds.

**Step 2:** Told them that tongue twister would be helpful to distinguish the sounds and improve their pronunciation.

**Step 3:** Presented to students the tongue twister sentence and drill it together using teacher's guidance. Then asked some of them to pronounced it by themselves. If the students made an error in pronunciation, peer

correction worked.

**Step 4:** Asked them to recognized if the words that contains /θ/ and /ð/, [f] and [v] sound are same or differently useful for checking their listening comprehension.

**Step 5:** After drilled the tongue twister sentence, asked students to practice in small group

**Step 6:** Evaluated them using an oral test to check their progress in pronunciation.

c) Observing

In this phase, the researcher observed Classroom Action Research process of learning /θ/ and /ð/, [f] and [v] sound pronunciation skill by using tongue twister. The important aspects in observing are sources of data, the instrument used in collecting data, and the technique for data collection. When researcher, listened carefully and gave score and wrote down according rubric of test pronunciation.

d) Reflecting

Reflection was done after the action and observation. The researcher analyzed and evaluated learning process in cycle 1. Reflecting phase was the last phase in one cycle. Data from the implementation of the action was bur the researcher decided to continue to the cycle 2, then, researcher made re-plan the phases in cycle 2.

## 2. Action Research in Cycle 2

After implemented action research in cycle 1, the researcher made the same phase with the cycles 1 namely planning, acting, observing and reflecting.

a) Re Planning



After reflection on cycle 1, the researcher arranged everything that is related to the phases in cycle 2. The first step researcher re-plans the items that were required for implemented Classroom Action Research. In this case, the researcher developed the idea that has been be implemented in the Action like the producers of teaching, media, resources, instrument and evaluation.

**b) Acting and Observing**

In this phase, the researcher carried out the items which have been planned. The teacher established the action based on the lesson plan systematically, while the researcher observed the whole activities in the classroom of the students' responses.

**c) Reflecting**

Here, the researcher noted the results of observation and evaluated it to know whether the implementing of the action process is held appropriately with the preparation or not. Then, they evaluated students' feedback. One of the ways to evaluated was by giving the test to the students and gave reflection in cycle 2, then researcher decided to stop the action because the result of test showed the significant improvement.

Beside test research also got data from questionnaire of students' enthusiastic. The student was giving questionnaire to knew the student's enthusiast in learning English Consonant by using Tongue Twister Technique

## **F. Technique of Data Analyzing**

The quantitative data was taken from the result during conducted research

in fourth meetings. Researcher gave diagnostic-test and cycle 1 test cycle II test. and continued by questionaries. Researcher used Statistic analysis by using Distribution Frequence test at SPSS to found out the percentage of improvement average, scoring mean score of improvement average and improving percentage of classical completeness.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Improvement English Consonant Pronunciation by Tongue Twister

Before the researcher conducted classroom action research, the researcher gave a diagnostic test that was conducted on Wednesday, May 01<sup>st</sup> 2024 with 36 Seventh Grade students of SMP Muhammadiyah Limbung. Diagnostic tests have been carried out to measure students' initial abilities in the area of pronunciation, especially consonant sound voiceless labiodental fricative at [ f, v,] *and* voiceless dental fricatives at [ θ, ð].

**Table 4.1. Diagnostic Test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Tuntas	31	86,1	86,1	86,1
	Tuntas	5	13,9	13,9	100,0
	Total	36	100,0	100,0	

Based on the table above there were of 10 words for each voiceless (dental and labiodental) that students should pronounce. The results of this test have shown very worrying results and are still very far from the KKM value that students should achieve.

##### a. Dental Fricative [ θ, ð]

Based on the result of diagnostic test which was done at Seventh Grade Student of SMP Muhammadiyah Limbung, there were only 5 students or 14.2%

of the students who passed the Minimum Mastery Criterion (KKM). From the data, the lowest achievement score was 40 and the highest score was 90. However, there were still 31 students or about 85.8% students who did not pass the diagnostic test of still below the Minimum Mastery Criterion (KKM). As the result, it could be seen that the students' pronunciation was still low.

i). Cycle 1

The result of the test cycle 1 shows a significance improvement, it can be seen on the table below

**Table 4.2 Test Cycle 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Tuntas	9	25,0	25,0	25,0
	Tuntas	27	75,0	75,0	100,0
Total		36	100,0	100,0	

The frequency column means that there are 9 students who did not complete (students who did not pass the criteria). then there were 27 students who graduated. percent column: means 25.0% of students did not pass and 75% of students passed. valid percent column: the same as the percent column because there is no invalid data. cumulative percent column, for incomplete: 25% shows the cumulative percentage. It proved that there was an improvement from diagnostic test 1 and Test cycle 1. The score of the test cycle 1 shows that some of students still have difficulty in pronounced the word and need practiced. But despite it all, the researcher and the teacher as a researcher felt satisfied enough because the students' effort to improve their pronunciation had been improved proven by the score, they got on test cycle 1 although not all passed

the KKM. Therefore, based on the result in test cycle 1 and students' involvement, it could be concluded that the cycle 2 needed to be done in order to make all the students' score achieved the 75% of success criteria in which the students achieved any improvement which gaining score 75%, and can be seen in the graphes below:

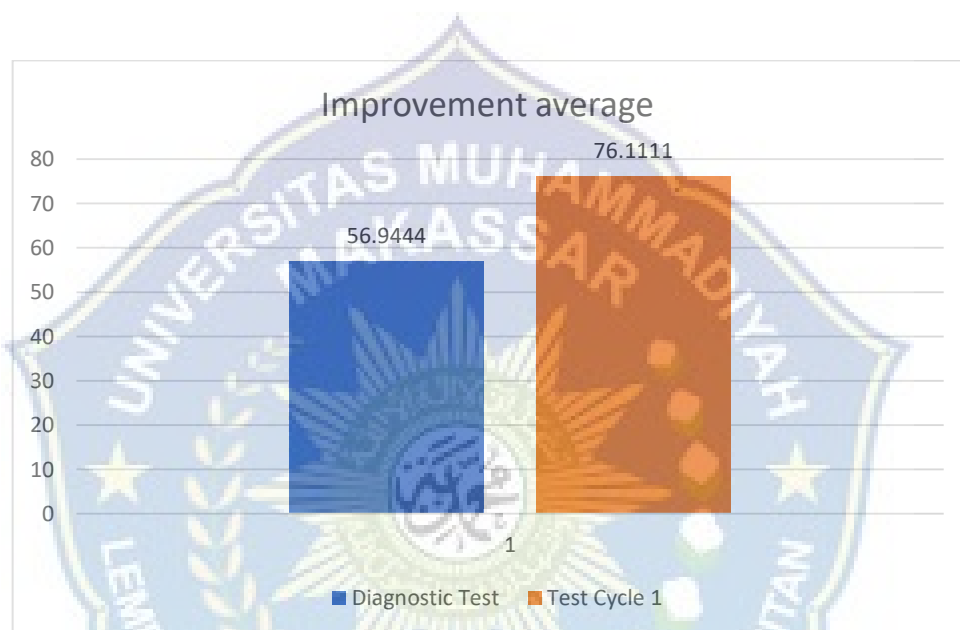


Figure 4.1. Improvement Average Diagnostic to Cycle 1

From the graph above it can be seen that there is an improvement in students' pronunciation after learning using the tongue twister technique. It can be seen that in the diagnostic test, namely before students were given this technique, students were only able to achieve a score below the KKM score with an average score of 56.944, whereas after students were given teaching using this technique, there was an increase from the average score of 56.944 to 76.11 and this shows that there was an increase in the average value of 19.166 percent.

While the percentage of classical completeness or class completeness

increased from 13.9 to 75.0 percent. This can be seen from the graph below

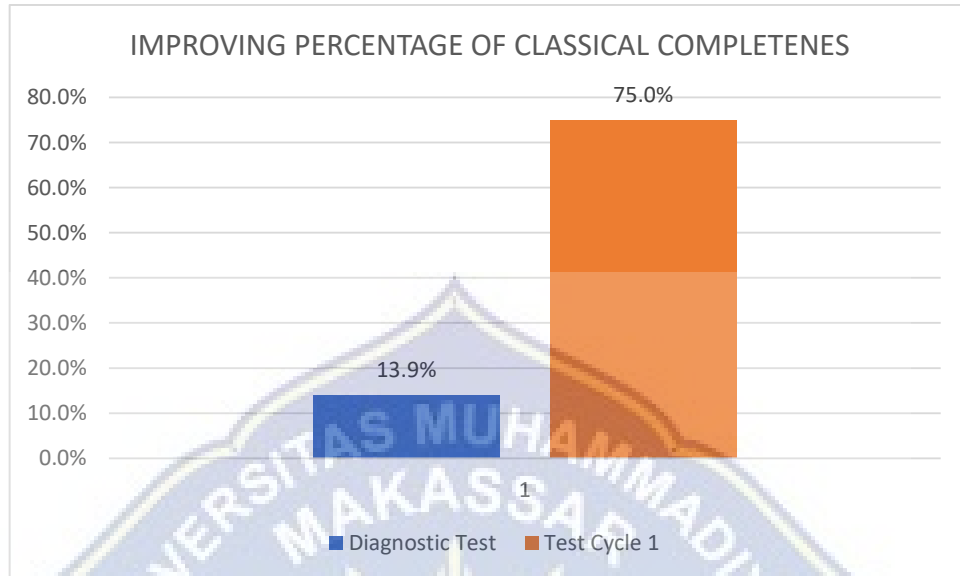


Figure 4.2. Improving Percentage of Classical Completeness

ii). Cycle 2

The average increase in cycle 2 can be seen in the following graph:

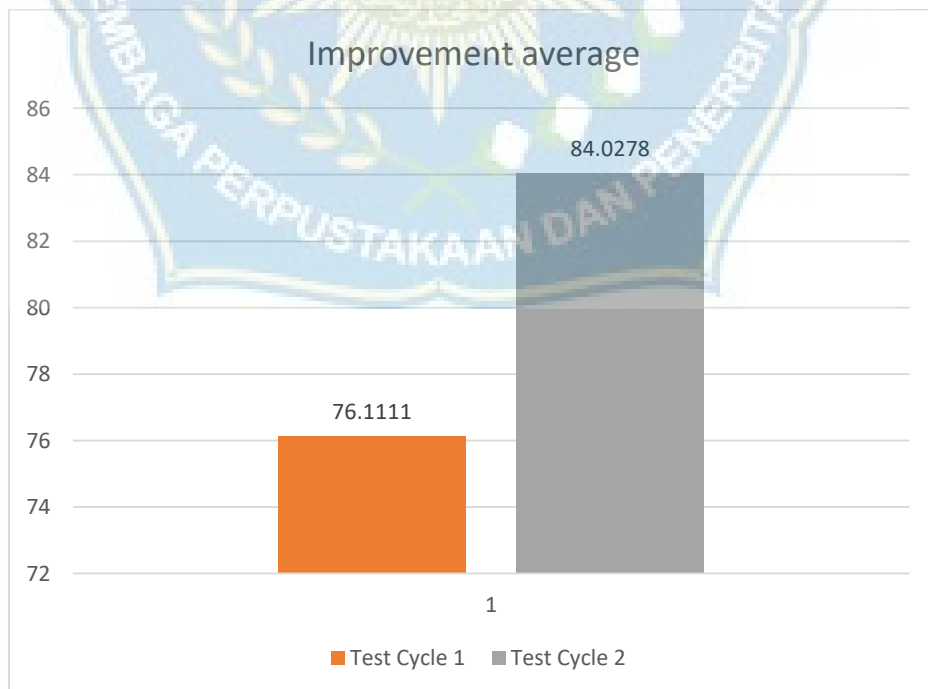


Figure 4.3. Improvement Average Cycle 1 to Cycle 2



The graph above shows that there was an increase in the average score from cycle 1 to cycle 2, namely from 76.11 percent to 84.027, which means that there was an increase of 7.91 percent and this final proves that this tongue technique is very effective in improving the quality of students' pronunciation. This can also be seen in the table below:

**Table 4.3. Test Cycle 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Tuntas	2	5,6	5,6	5,6
	Tuntas	34	94,4	94,4	100,0
Total		36	100,0	100,0	

The frequency column means that there are 2 students who did not complete (students who did not pass the criteria). then there were 34 students who graduated. percent column: means 5,6 % of students did not pass and 94% of students passed. valid percent column: the same as the percent column because there is no invalid data. cumulative percent column, for incomplete: 5,6% shows the cumulative percentage.

The overall improvement that occurred from before the researcher used the tongue twister technique until the researcher carried out 2 cycles can be seen in the table and graph below.

**Table 4.4. Mean Score**

		Diagnostic Test	Test Cycle 1	Test Cycle 2
N	Valid	36	36	36
	Missing	0	0	0
Mean		56,9444	76,1111	84,0278

From this table, the total data is consistent from the three tests. because 36 data are valid and 0 data are missing.

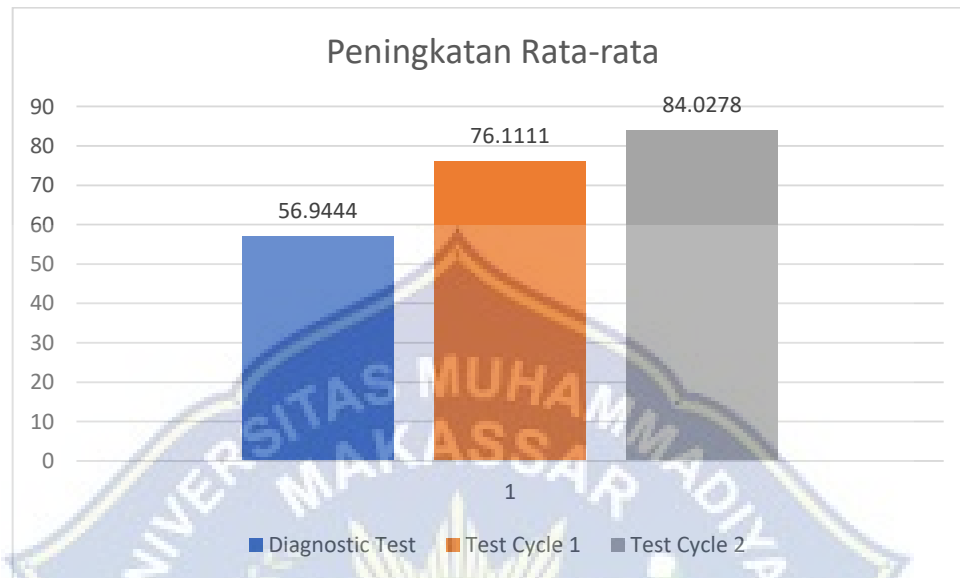


Figure 4.4. Improvement Average

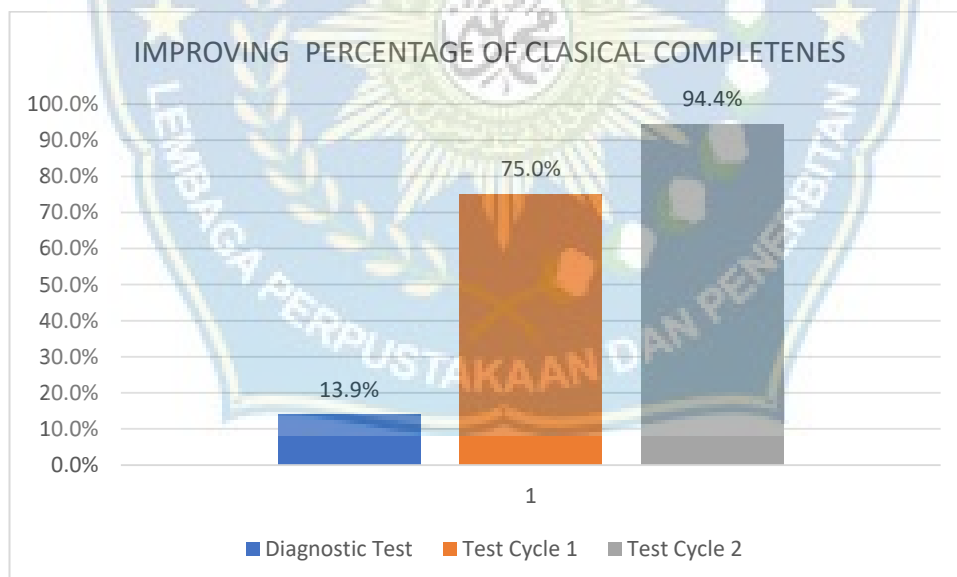


Figure 4.5. Improving Percentage of Classical Completeness

b. Labiodental Fricative voiceless {f} and {v}

The results of research on voiceless labiodental fricatives, which have the same stages as voiceless dental fricatives, can be seen from the following data

processing results:

**Diagnostic Test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	9	25.0	25.0	25.0
	50	16	44.4	44.4	69.4
	60	9	25.0	25.0	94.4
	70	2	5.6	5.6	100.0
Total		36	100.0	100.0	

Based on the output of the diagnostic test table above, it is known that the number of students who got a score of 40 was 9 people or 25%. The number of students who got a score of 50 was 16 people or 44.4%. The number of students who got a score of 60 was 9 people or 25%. And the number of students who got a score of 70 was 2 people or 5.6%. (Because all the data is valid, the Valid Percent column has the same value as that in the Percent column. Meanwhile, in the Cumulative Percent section, it can be seen that 25% of the students who got a score of 40, 69% of students who got a score of 50, etc. are the cumulative scores from the sum. many students scored 40, 50, 60, and 70).

I). Cycle 1

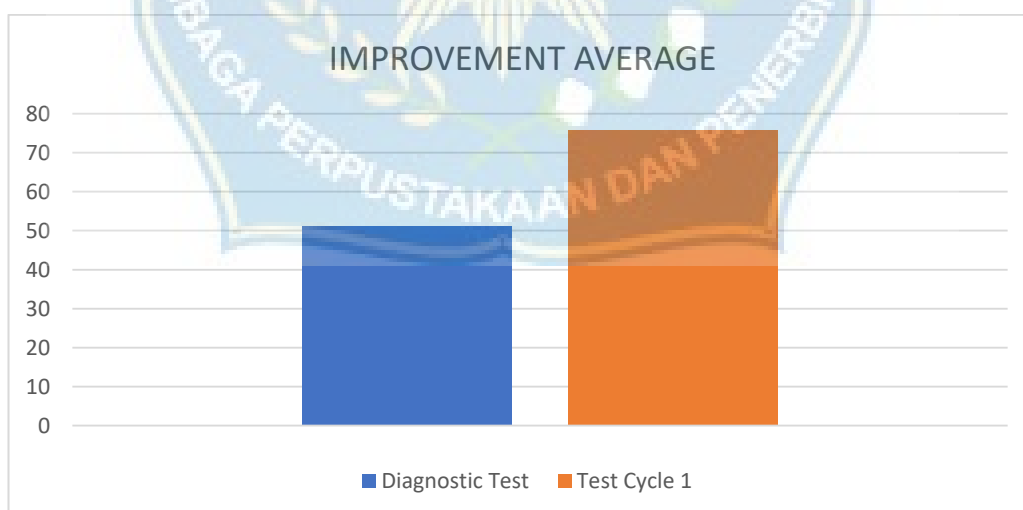
In the results of cycle 1 data there is a very significant increase when compared to the results of the diagnostic test and these results can be seen in the following graph and table

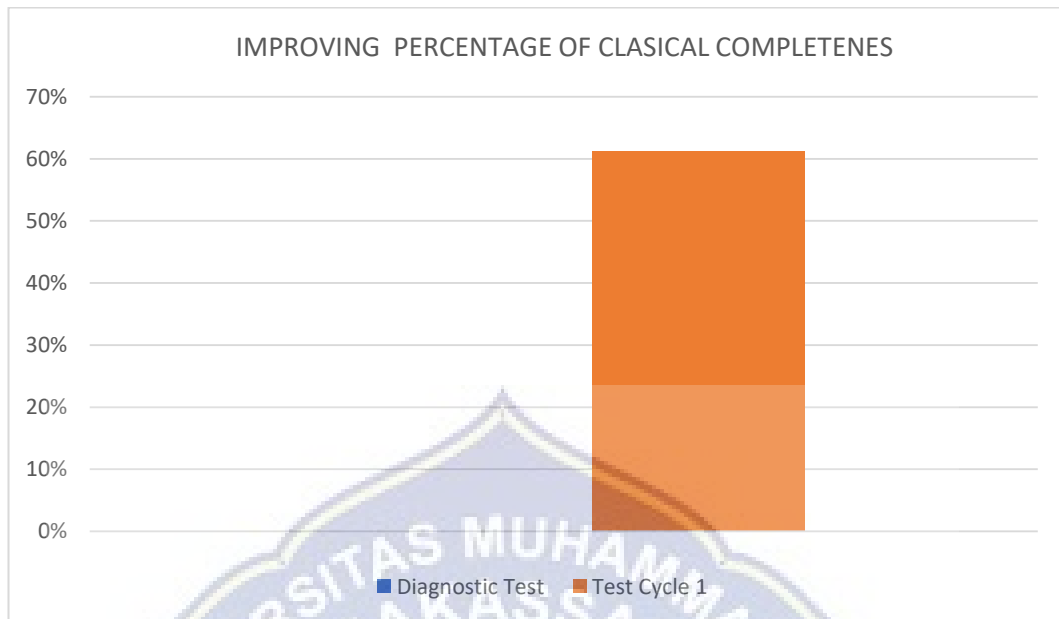
**Test Cycle 1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	3	8.3	8.3	8.3

70	11	30.6	30.6	38.9
80	20	55.6	55.6	94.4
90	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Based on the output of the Test Cycle 1 table above, it is known that the number of students who got a score of 60 was 3 people or 8.3%. The number of students who got a score of 70 was 11 people or 30.6%. The number of students who got a score of 80 was 20 people or 55.6%. And the number of students who got a score of 90 was 2 people or 5.6%. (Because all the data is valid, the Valid Percent column has the same value as the Percent column. Meanwhile, in the Cumulative Percent section, it can be seen that 8.3% of students who got a score of 60, 30.6% of students who got a score of 70, etc. are cumulative score from the sum of the many students who scored 60, 70, 80, and 90). This increase can be seen in the graph below





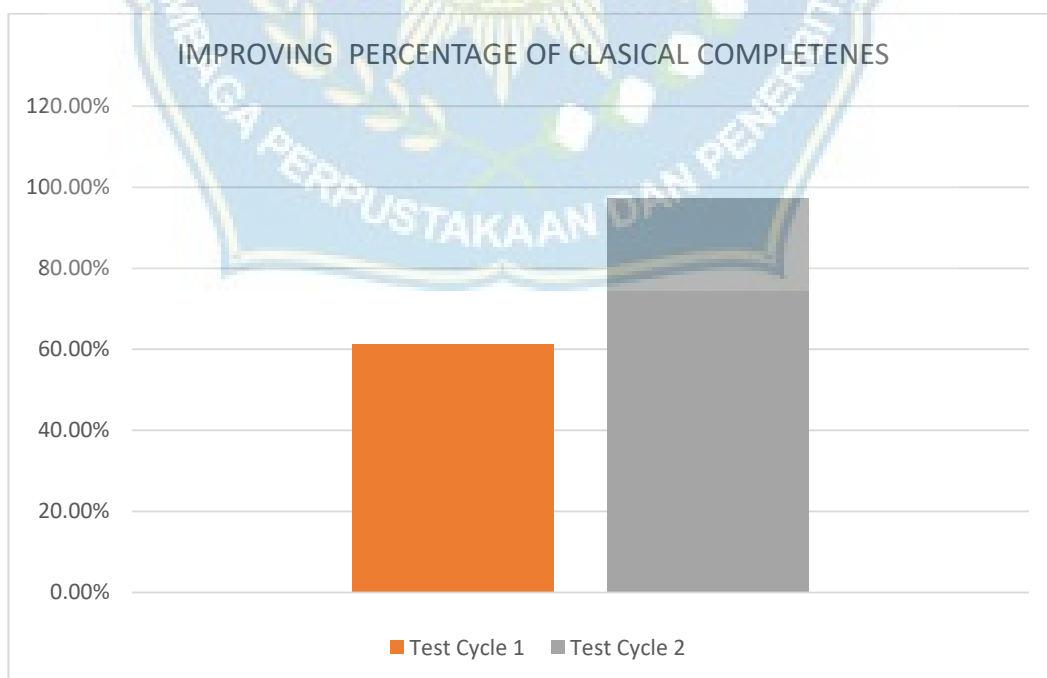
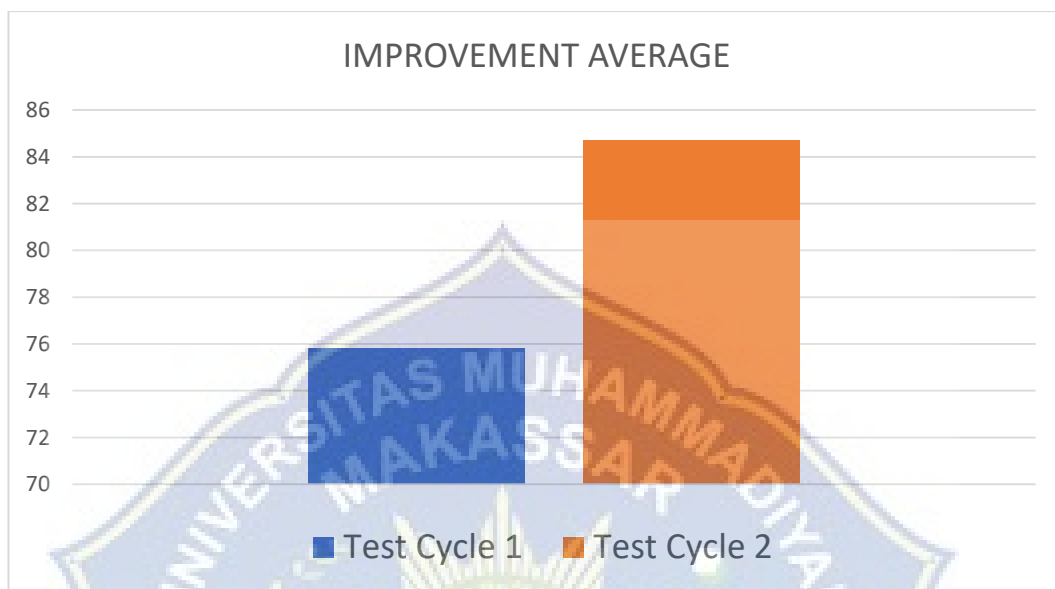
ii). Cycle 2

**Test Cycle 2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	2.8	2.8	2.8
80	17	47.2	47.2	50.0
90	18	50.0	50.0	100.0
Total	36	100.0	100.0	

Based on the output of the Test Cycle 2 table above, it is known that the number of students who got a score of 70 was 1 person or 2.8%. The number of students who got a score of 80 was 17 people or 47.2%. And the number of students who got a score of 60 was 18 people or 50%. (Because all the data is valid, the Valid Percent column has the same value as the Percent column. Meanwhile, in the Cumulative Percent section, it can be seen that 2.8% of students who got a score of 70, 50% of students who got a score of 80, and 50%

of students who got a score of 90 is 100% the cumulative score of the sum of the many students who got scores of 70, 80, and 90).



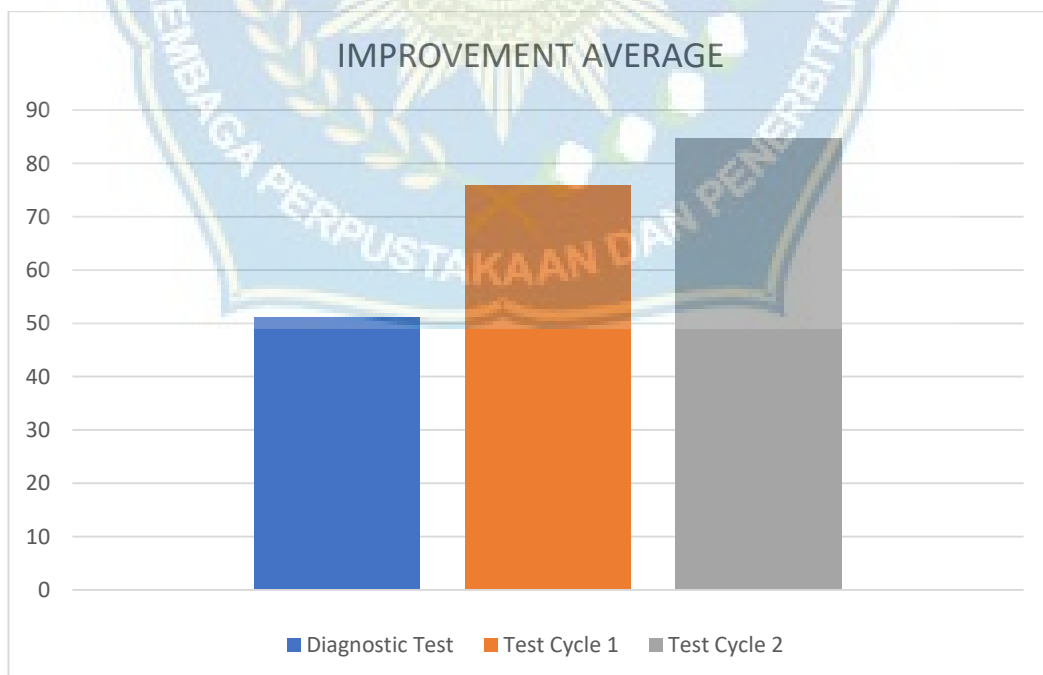


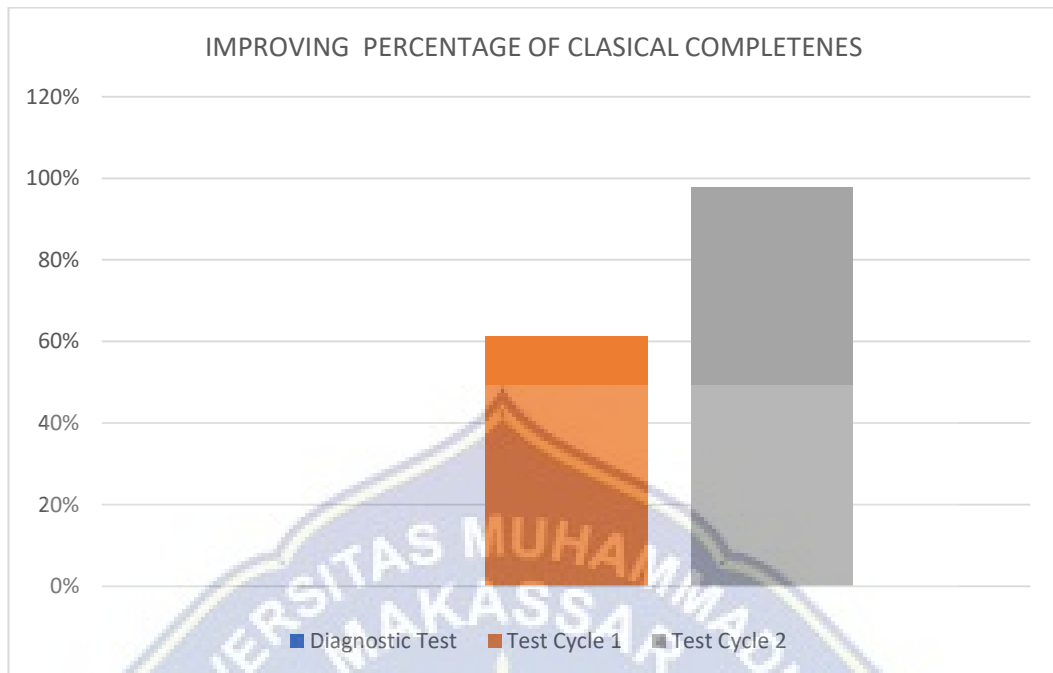
The overall improvement that occurred from before the researcher used the tongue twister technique until the researcher carried out 2 cycles can be seen in the table and graph below.

**Statistics**

		Diagnostic Test	Test Cycle 1	Test Cycle 2
N	Valid	36	36	36
	Missing	0	0	0
Mean		51.11	75.83	84.72

The output statistics table above provides information regarding the number of students analyzed based on the Diagnostic Test, Test Cycle 1 and Test Cycle 2 variables, namely 36 students. Because all students are processed in this analysis, missing has a value of 0.





## 2. Student Enthusiastic Level Questionnaire Results

Based on result of enthusiastic questionnaire of the students of SMP Muhammadiyah Limbung who have taken part in the activities in this research that was conducted on 9<sup>th</sup> May 2024, the researcher found a problem, namely the lack of enthusiasm for students to learn English, such as bore in studying and lack of pronunciation but after researcher using Tongue Twister technique, the results of the student questionnaire showed that there were 36 respondents there were 32 respondent answered very happy (4) =88,9% ,3 respondents answered happy (3) = 8.3 % and 1 respondents answered unhappy (1) = 2,8% . This has shown that improving students' pronunciation by using the tongue twister technique can be said to be interesting and can make the student's learning atmosphere more enjoyable and can even overcome students' difficulties in pronunciation skills.

## B. Discussion

After conducting classroom action research on seventh grade students at SMP Muhammadiyah Limbung using the tongue twister technique, the researchers concluded that:

### 1. Improvement of English Consonant Labiodental dan Dental Fricative Voiceless Pronunciation by Using Tongue Twister Technique

There is an increase in the quality pronunciation of consonant voiceless labiodental fricative at [ f, v,] *and* voiceless dental fricatives at [ θ, ð]. Tongue Twisters Technique could improve students' pronunciation because it allowed students to practice the language without fear of making a mistake. Miftahur Rahman (2019) stated Tongue Twisters Technique could improve students' pronunciation because it allowed students to practice the language without fear of making a mistake. Tongue twisters are not only suitable for young learners but also adult learners. While improve the pronunciation skills, students also can improve their vocabulary. It is because the repetition of sound makes these lessons in pronunciation an amusing time for everyone as Danijela (2009) argues that tongue twister can be as a potentially ideal pronunciation exercise because tongue twister has a repetition of a sound and has own stress, rhythm and intonation of natural speech. By practicing Tongue Twisters make students who are learning English to strengthen their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills. As Alicia (2012) states that using tongue twisters is a common EFL teaching technique because it helps students to learn correct pronunciation of

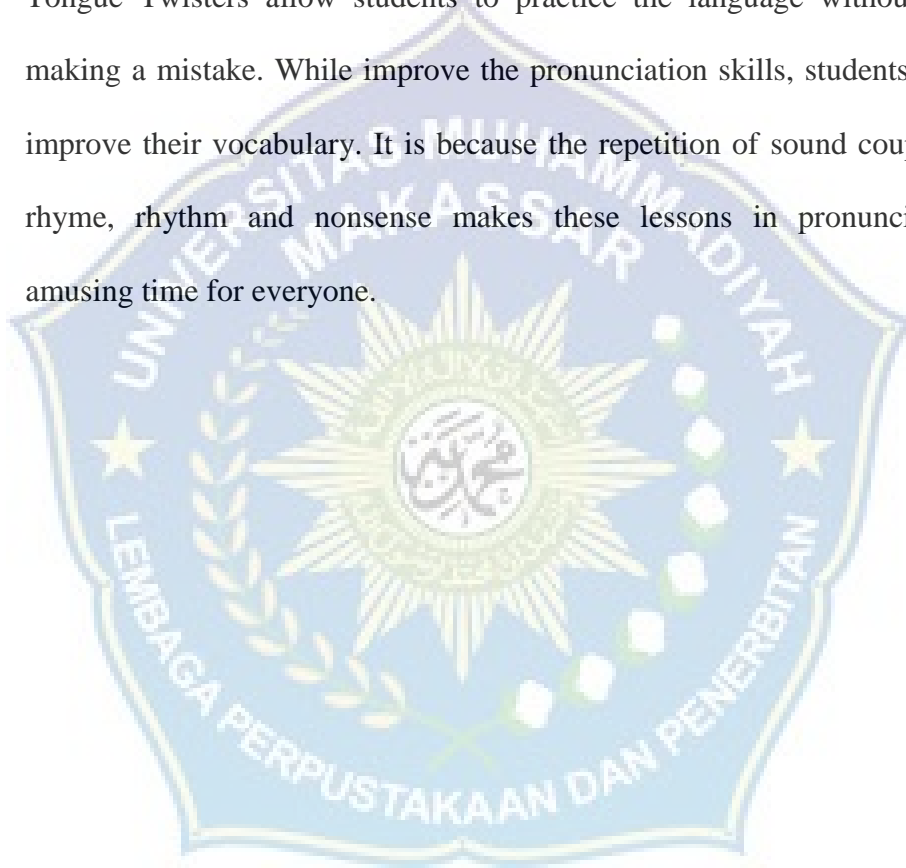
English words to correctly use vowels and consonants and to become familiar with common English words.

This is in line with what was stated by Senem (2015), one of the interesting ways to teach pronunciation is by tongue twister. It is very useful to practice pronunciation, especially for the sounds that does not exist in the students' mother tongue. This method is also popular as it is fun and interesting not only for young but also adult learners. Sitoresmi, (2015) states that Tongue Twisters are helpful to learn many minimal pairs, despite the difficulty especially for foreign English. According to Cintron (1999-2020) by practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills.

## 2. The Enthusiastic of Students in Learning English Consonant Pronunciation by Using Tongue Twister Technique

There are several things that make students feel satisfied after learning using tongue twisters, some of which are ttongue twisters are one of types of spoken wordplay that are fun to recite and are a great tool to aid children's language development. Gonzales (2009) states that Tongue Twisters game is used to repeat pronunciation as quickly possible without mispronunciation. By use this game, hopefully can make students more enthusiastic and easier master the pronunciation. According to Sitoresmi, (2016) Tongue Twisters are one of types of spoken wordplay that are fun to recite and are a great tool to aid children's language development some because:

1. Tongue Twisters are not only a linguistic fun and game but serve a practical purpose for language and speech development. For example, tongue twisters may be used by foreign students of English to improve their accent and speech pathologists. They often use them as a tool to help those with speech difficulties.
2. Tongue Twisters allow students to practice the language without fear of making a mistake. While improve the pronunciation skills, students also can improve their vocabulary. It is because the repetition of sound coupled with rhyme, rhythm and nonsense makes these lessons in pronunciation an amusing time for everyone.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the research that was conducted at the Seventh-grade Students of SMP Muhammadiyah Limbung Academic Year 2023/2024, it could be concluded that:

1. By using Tongue Twister Technique, students' pronunciation of voiceless labiodental fricative at [f, v,] and voiceless dental fricatives at [θ, ð]. /θ/ and /ð/ sounds before Classroom Action Research were low and it showed only 5 students or 13.9% who could pass the Minimum Mastery Criterion or KKM which is 75. In the first cycle, the students' mean score improved to 75 which from (76,11%). In the second cycle, the result of the students mean score of 34 students (94.4%) achieved 84.02. It could be concluded that Tongue Twister Technique could improve students' pronunciation on voiceless labiodental fricative [f, v] and voiceless dental fricatives [θ, ð] sounds. It meant that using Tongue Twister Technique gives positive improvement to the students in learning English consonant pronunciation because there are enjoyable dan fun. Since it is like a game in practicing the difficult word and can even overcome students' difficulties in pronouncing voiceless dental fricative.
2. Due to result of students' enthusiastic showed that there were 32

respondents (88,9%) very enthusiast using Tongue Twister Technique in learning pronunciation. They were enthusiast because Tongue Twisters are linguistic fun and game that serve a practical purpose for language and speech development. Tongue Twisters may be used by foreign students of English to improve their accent and speech pathologists. They often use them as a tool to help those with speech difficulties.

### **B. Suggestions**

The following suggestion could be making the other people create the learning activities actively and communicatively. There are:

1. The English teachers are suggested to use Tongue Twister technique to improve students' pronunciation especially the English dental fricative consonant sounds of /θ/ and /ð/ and labiodental fricative consonant {f} and {v} because Tongue Twister technique give a positive effect to the students that could helped them to foster pronunciation.
2. Teaching and learning English consonant by using Tongue Twister Technique are suggested to use by teacher in improving students English Pronunciation because in in teaching and learning process can be mixed with the other activities such as, games or video of rhyme for make the students enjoy to learn in the class.
3. It is suggested to next researchers to use this research as an addition reference in relation with using Tongue Twister Technique in improving the student's pronunciation English consonants and vowels.



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## Appendix VI. Questionnaire for Students' Enthusiastic

No	Statements	Responses			
		Strongly Agree	Agree	Quite Agree	Do not Agree
1	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique is like learning while playing				
2	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique can help students with pronunciation difficulties				
3	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique makes learning more fun and more enjoyable				
4	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique makes students no longer afraid of making mistakes in pronouncing words				
5.	I am enthuaust because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister gives students the opportunity to repeat words that are considered difficult through songs and rhythm				
6.	If given a score range of 1 to 10 then students are willing to give a score of 8-9 on the use of tongue twister techniques in improving consonant [ f, v,] and [ θ, ð] pronunciation				

## APPENDICES

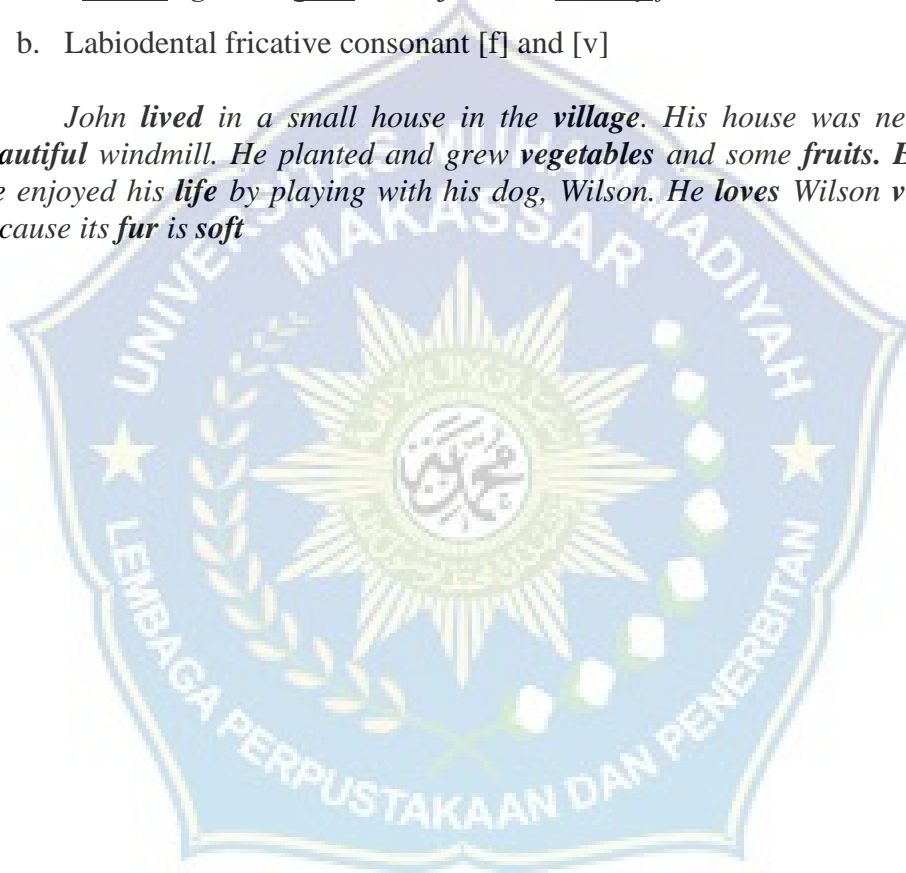
### Appendix 1 (Diagnostic Test)

- a. (Dental Fricative consonant [ð/ and/θ/]

*Andy is absent today. His **father** says **that** he has a **throat** sore. The doctor examined him **thoroughly**. He asked him to open his **mouth**. **Then**, he **gave** him prescription. Andy's **mother** was worried about his condition because he had the illness a **month** ago. She **gave** to the **father** a **healthy** food and medicine.*

- b. Labiodental fricative consonant [f] and [v]

*John **lived** in a small house in the **village**. His house was near to the **beautiful** windmill. He planted and grew **vegetables** and some **fruits**. **Every day** He enjoyed his **life** by playing with his dog, Wilson. He **loves** Wilson **very much** because its **fur** is soft*





## Appendix II

### Lesson Plan

#### Cycle 1 (2 meetings)

Nama Sekolah : SMP Muhammadiyah Limbung

Mata Pelajaran: Bahasa

Inggris

Kelas/Semester: 7/Genap

Materi Pokok : Consonant sound

Alokasi Waktu : 2 x 1 JP (80 menit)

#### I. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### II. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 1.2 Menunjukkan perilaku jujur, disiplin, tanggung jawab dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 1.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan consonant sound
- 1.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan consonant sound yang benar sesuai konteks

#### III. Indikator

- 1.1.1 Siswa mampu menunjukkan semangat dalam mengikuti pembelajaran.
- 2.1.1 Siswa mampu bersikap santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.3.1 Siswa mampu mengidentifikasi gagasan umum *tentang consonant voiceless labiodental fricative [f], [v] and voiceless dental fricative /θ/ and /ð/*.

3.4.1 Siswa mampu memberikan contoh consonant sound dengan tehnik *Tongue Twister*.

3.4.2 Siswa mampu mengucapkan kalimat yang terdapat consonant sound dengan tehnik *Tongue Twister* dengan pelafalanyang benar

3.4.3 Siswa mampu mengucapkan kata-kata dalam bahasa Inggris yang mengandung huruf voiceless labiodental fricative [f], [v] and voiceless dental fricative /θ/ and /ð/.

3.4.4 dengan pelafalan yang benar.

IV. Materi : Consonant sound (Past sentence Types of tongue twister)

V. Metode : Tounge Twister Technique by scientific approach

VI. Langk  
ah-  
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**Cycle 1.1 (waktu pelaksanaan)**

❖ Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➢ Guru memberikan penjelasan tentang tujuan datang ke kelas 7 Bilingual</li> <li>➢ Guru membuka diskusi tentang pengalaman belajar bahasa Inggris siswa terutama belajar Pronunciation</li> </ul>	10 Menit
❖ Kegiatan Inti	<b>A. Mengamati (Observation)</b> <ul style="list-style-type: none"> <li>✓ Guru menjelaskan tentang Tongue Twister pada siswa “I thought to tell them the truth One thumb, three thumbs There are three brothers gather in the room</li> </ul>	15 Menit
	<b>B. Mempertanyakan (Questioning)</b> <ul style="list-style-type: none"> <li>✓ Guru bertanya kepada siswa “apakah ada yang bersedia untuk menjadi relawan untuk membaca</li> </ul>	5 Menit
	<b>C. Mengasosiasi (Associating)</b> <ul style="list-style-type: none"> <li>✓ Guru dan siswa berdiskusi tentang <i>Tongue Twister</i> bisa meningkatkan pelafalan siswa</li> </ul>	10 Menit
	<b>D. Mengkomunikasikan (Communicating)</b> <ul style="list-style-type: none"> <li>✓ Siswa melafalkan kalimat Tongue Twister dan guru memperbaiki pelafalan siswa</li> <li>✓ Guru memperbaiki pelafalan siswa dengan</li> </ul>	30 Menit
❖ Kegiatan Penutup	<ul style="list-style-type: none"> <li>✓ Guru berdiskusi dengan siswa tentang perasaan mereka menggunakan Tongue Twister dan games untuk</li> </ul>	15 Menit

**Cycle 1.2 (waktu pelaksanaan)**

❖ Kegiatan Pendahuluan	✓ Guru memberikan Energizer dengan melakukan gerakan Dum Dum Duh Duh	5 Menit
❖ Kegiatan Inti	<p><b>A. Mengamati (Observation)</b></p> <ul style="list-style-type: none"> <li>✓ Guru memberikan Tips untuk melakukan pemanasan mulut (mouth twisting) sebelum mengucapkan kalimat dalam Tongue Twister</li> <li>✓ Guru memberikan contoh kalimat Tongue Twister.</li> <li>✓ Siswa menirukan apa yang diucapkan guru</li> <li>✓ Guru mengamati pengucapan siswa</li> </ul>	30 Menit
	<p><b>B. Mempertanyakan (Questioning)</b> Guru bertanya kepada siswa kesulitan yang ditemukan siswa dan bertanya apakah ada yang bersedia untuk menjadi relawan untuk membaca kalimat tersebut?"</p> <p><b>C. Mencoba (Experimenting)</b> Siswa berlatih melafalkan kalimat secara bersama sama</p> <p><i>Paragraph 1</i></p> <p>Andy is absent today. His <b>father</b> says <b>that</b> he has a <b>throat</b> sore. <b>The</b> doctor examined him <b>thoroughly</b>. He asked him to open his <b>mouth</b>. <b>Then</b>, he <b>gave</b> him prescription. Andy's <b>mother</b> was worried about his condition because he had the illness a <b>month</b> ago. She <b>gave</b> him a <b>healthy</b> food and medicine.</p> <p><i>Paragraph 2</i></p> <p>John <b>lived</b> in a small house. His house was near <b>beautiful</b> windmill. He grew <b>vegetables</b> and enjoyed playing with his dog Wilson. <b>The view from</b> her window was <b>funny</b>. She did not <b>have</b> a <b>vehicle</b> of her own so it was difficult.</p>	25 Menit
	<p><b>D. Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>✓ Guru mengoreksi pelafalan siswa</li> </ul>	10 Menit
❖ Kegiatan Penutup	<ul style="list-style-type: none"> <li>➤ Siswa menyampaikan kesulitan yang dialami selama proses pembelajaran</li> <li>➤ Guru menanyakan kepada siswa terkait tentang perasaan</li> </ul>	10 Menit

## VII. Sumber

- a. Youtube

## VIII. Alat Bantu Pembelajaran

- Infocus dan Projector
- Laptop
- Speaker

IX. Penilaian

- a. Penilaian pengetahuan dan keterampilan dilakukan dengan Test cycle 1 (Soal terlampir)

Limbung,.....2024

Mengetahui,

Guru Bidang Study

Peneliti

**Nurfaidah, S.Pd**

**Syahrani**



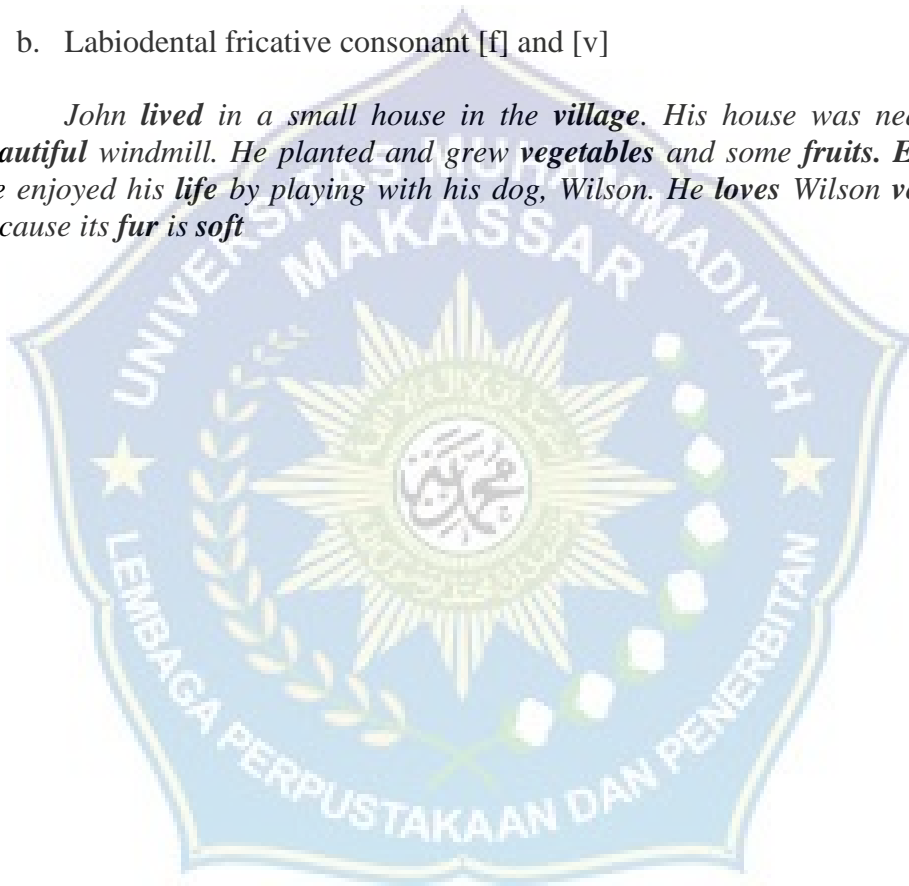
### Appendix III. (Test Cycle 1)

a. (Dental Fricative consonant [ð/ and/θ/]

*Andy is absent today. His **father** says **that** he has a **throat** sore. The doctor examined him **thoroughly**. He asked him to open his **mouth**. **Then**, he **gave** him prescription. Andy's **mother** was worried about his condition because he had the illness a **month** ago. She **gave** to the **father** a **healthy** food and medicine.*

b. Labiodental fricative consonant [f] and [v]

*John **lived** in a small house in the **village**. His house was near to the **beautiful** windmill. He planted and grew **vegetables** and some **fruits**. **Every day** He enjoyed his **life** by playing with his dog, Wilson. He **loves** Wilson **very much** because its **fur** is **soft***



## Appendix IV

### Lesson Plan

#### Cycle 2 (2 meetings)

Nama Sekolah :SMP Muhammadiyah Limbung

Mata Pelajaran :Bahasa Inggris

Kelas/Semester :7 /Genap

Materi Pokok :Consonant sound

Alokasi Waktu :2 x 1 JP (80 menit)

#### I. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### II. Kompetensi Dasar

- 1.5 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku jujur, disiplin, tanggung jawab dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan consonant sound
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan consonant sound yang benar sesuai konteks

#### III. Indikator

- 1.5.1 Siswa mampu menunjukkan semangat dalam mengikuti pembelajaran.
- 1.1.1 Siswa mampu bersikap santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.3.1 Siswa mampu mengidentifikasi gagasan umum consonant sound Siswa mampu mengucapkan contoh huruf consonant khususnya voiceless labiodental fricative [f], [v] and voiceless dental fricative /θ/ and /ð/.
- 3.4.1 Siswa mampu mengucapkan kata-kata dalam bahasa Inggris yang mengandunghuruf /θ/ dan /ð/ dengan pelafalan yang benar.

IV. Materi : Consonant sound (Past Sentence Types of Tongue Twister)

V. Metode : Tongue Twiater Technique by Scientific approach

VI. Langkah

### Cycle 2.1

❖ Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➢ Guru memberikan apresiasi tentang akibat dari Pronouncation yang buruk</li> <li>➢ Guru meluruskan beberapa kata yang diucapkan salah oleh</li> </ul>	10 Menit
❖ Kegiatan Inti	<p><b>A. Mengamati (Observation)</b></p> <ul style="list-style-type: none"> <li>✓ Guru memberikan contoh kalimat yang digunakan Tongue Twister</li> <li>✓ Siswa menirukan kalimat yang diberikan</li> </ul>	15 Menit
	<p><b>B. Mempertanyakan (Questioning)</b></p> <ul style="list-style-type: none"> <li>✓ Guru bertanya kepada siswa kesuliatn yang dihadapi siswa dan menayakana apakah ada yang bersedia untuk menjadi relawan untuk membaca kalimat tersebut?"</li> </ul>	5 Menit



	<p><b>C. Mengeksperimen</b></p> <ul style="list-style-type: none"> <li>✓ Siswa mencoba untuk melatih pelafalan menggunakan kalimat Tongue Twister yang diberikan oleh guru</li> <li>a. Past sentence types <ul style="list-style-type: none"> <li>Yesterday, mother and I went to a store. It is about thirty meters away from my house. The store has three floors. At first, we walked around the first floor. Mother wanted to buy my brother new clothes for his birthday gift. Then, we walked through to the shoes corner. We could see many shoes and mirrors there. There are rubber and leather shoes too. Mother thought to buy one for father. I choose the one near that mirror.</li> <li>After that, we went to the third floor. There were housewares sold here. I saw a thin aunty gathered kitchen utensils. She brought thick napkin, glass and plate. Mother did not buy anything there. Then, we went downstairs to the cashiers. They were busy serving the customers.</li> </ul> </li> </ul>	30 Menit
	<p><b>D. Mengasosiasi (Associating)</b></p> <ul style="list-style-type: none"> <li>✓ Guru dan siswa berdiskusi tentang Tongue Twister bisa meningkatkan pelafalan siswa</li> </ul>	10 Menit
	<p><b>E. Mengkomunikasikan (Communicating)</b></p> <ul style="list-style-type: none"> <li>✓ Siswa melafalkan kalimat Tongue Twister dan guru memperbaiki pelafalan siswa</li> <li>✓ Guru memperbaiki pelafalan siswa dengan memberikan Reward</li> </ul>	30 Menit
❖ Kegiatan Penutup	➤ Guru berdiskusi dengan siswa tentang perasaan mereka menggunakan Tongue Twister dan games untuk meningkatkan Pronouncation mereka	15 Menit

### Cycle 2.2

❖ Kegiatan Pendahuluan	➤ Guru memberikan Energizer dengan melakukan gerakan Boom Snap Clap	5 Menit
❖ Kegiatan Inti	<p><b>A. Mengamati (Observation)</b></p> <ul style="list-style-type: none"> <li>✓ Guru memberikan Tips untuk melakukan pemanasan mulut (mouth twisting) sebelum mengucapkan kalimat dalam Tongue Twister</li> <li>✓ Guru memberikan kalimat Tongue Twister dengan menggunakan games: Read My Lips</li> </ul>	30 Menit

	<b>B. Mencoba (Experimenting)</b> ✓ Siswa bermain game: Read My Lips ✓ Guru memberikan reward kepada kelompok yang menang	20 Menit
	<b>C. Mengkomunikasikan (Communicating)</b> ✓ Guru melakukan Test 2 pada cycle 2 dengan memanggil siswa ke depan satu per satu dan mengecek pelafalan mereka.	10 Menit
❖ Kegiatan Penutup	➤ Siswa menyampaikan kesulitan yang dialami selama proses pembelajaran ➤ Guru menanyakan kepada siswa terkait tentang perasaan	10 Menit

VII. Sumber

- Youtube

VIII. Alat Bantu Pembelajaran

- Infocus dan Projector
- Laptop
- Speaker

IX Penilaian

- Penilaian pengetahuan dan keterampilan dilakukan dengan Test cycle 2 (Soal terlampir)

Limbung,.....2024

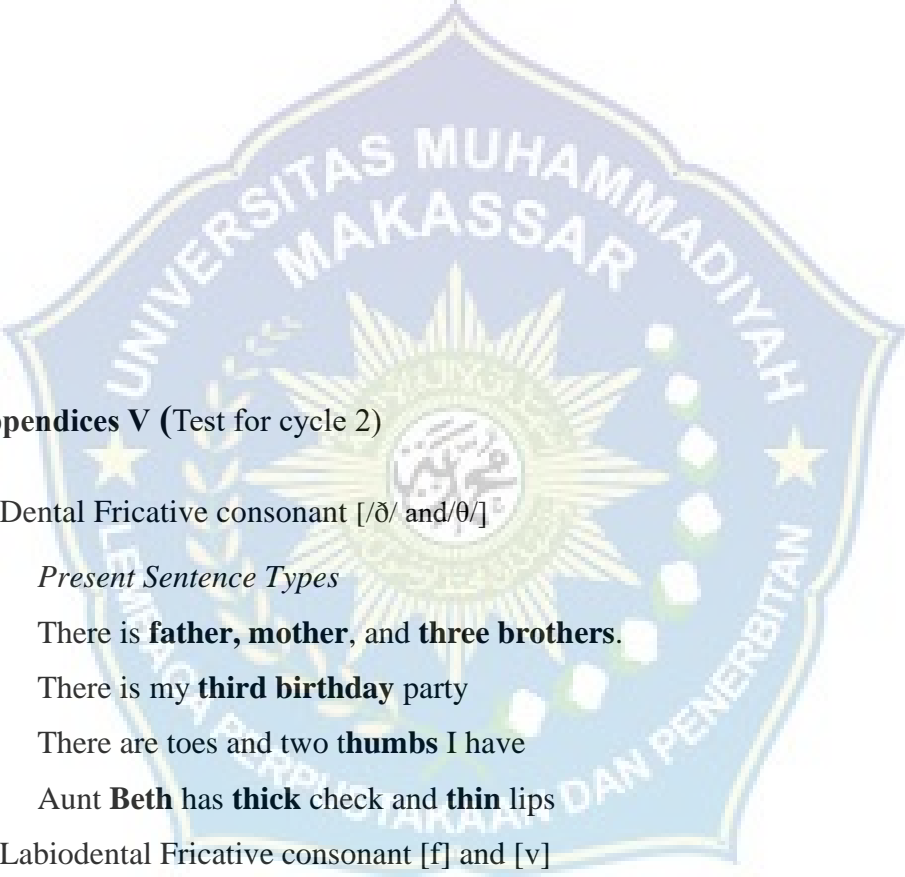
Mengetahui,

Guru Bidang Study

Peneliti

Nurfaidah, S.Pd

Syahrini



**Appendices V** (Test for cycle 2)

a. Dental Fricative consonant [ð/ and/θ/]

*Present Sentence Types*

There is **father, mother,** and **three brothers.**

There is my **third birthday** party

There are toes and two **thumbs** I have

Aunt **Beth** has **thick** check and **thin** lips

b. Labiodental Fricative consonant [f] and [v]

Harry bought a new **vehicle**

This is a good **investment**

He will **develop** an app

They celebrate their **victory**

He will come **over** day

This **video** is really **funny**

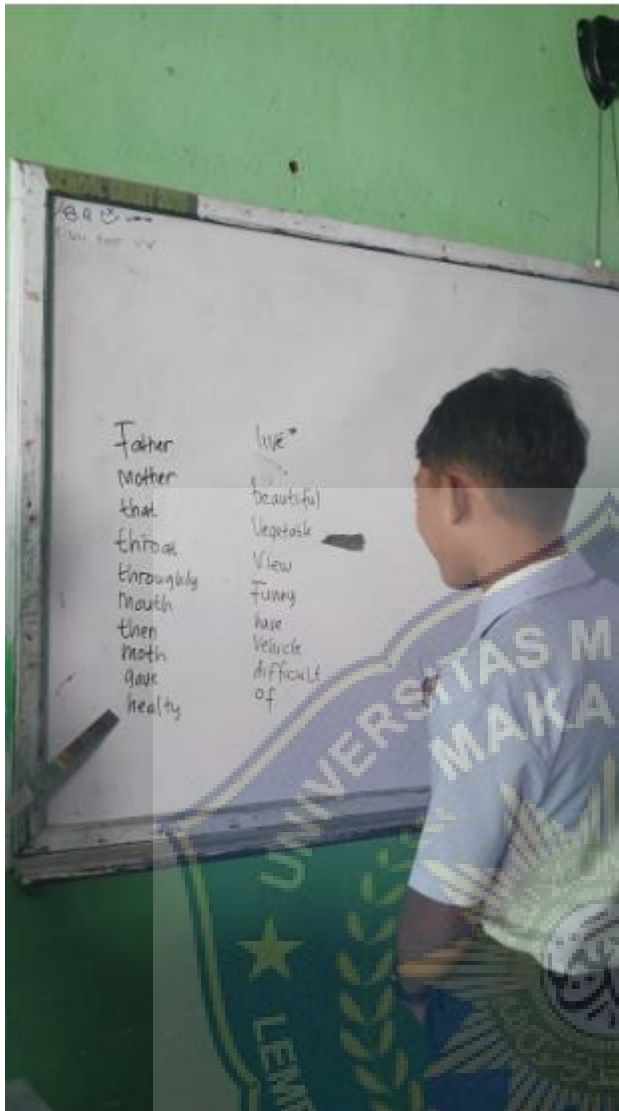
the child **fought** very **fiercely**

		Responses
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**Appendix VI (Questionnaire)**

		Strongly Agree	Agree	Quite Agree	Do not Agree
1	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique is like learning while playing	11 students	3 students	-	-
2	I am enthusisast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique can help students with pronunciation difficulties	2 students	-	-	-
3	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique makes learning more fun and more enjoyable	11 students	-	-	-
4	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister Technique makes students no longer afraid of making mistakes in pronouncing words	2 students	-	-	1 student
5.	I am enthusiast because learning consonant [ f, v,] and [ θ, ð] pronunciation with the Tongue Twister gives students the opportunity to repeat words that are considered difficult through songs and rhythm	3 students	-	-	-
6.	If given a score range of 1 to 10 then students are willing to give a score of 8-9 on the use of tongue twister techniques in improving consonant [ f, v,] and [ θ, ð] pronunciation	3 students	-	-	-



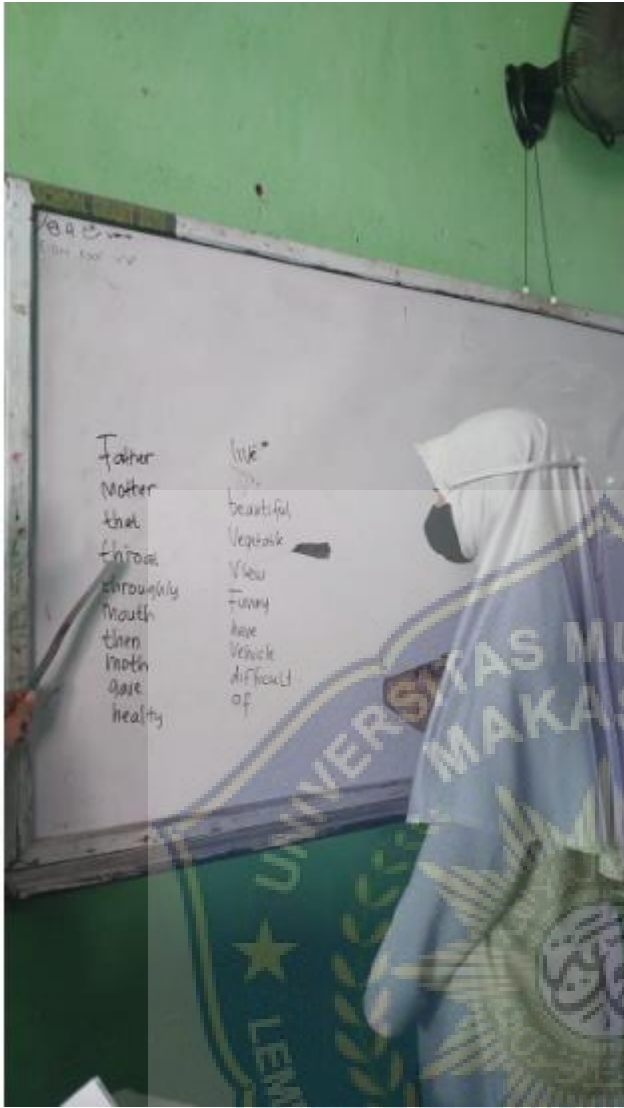


Father  
Mother  
that  
through  
thoroughly  
mouth  
then  
moth  
care  
heater

love  
beautiful  
vegetable  
vision  
funny  
nose  
vegetable  
and fiction









Father  
mother  
that  
Ethical  
Elaborating  
Mouth  
Shen  
both  
have  
healthy

live  
beautiful  
location  
View  
Famous  
have  
services  
affair  
of







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**SURAT KETERANGAN BEBAS PLAGIAT**

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Syahruni

Nim : 105071100222

Program Studi : Magister Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	21 %	25 %
3	Bab 3	6 %	15 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

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## CURRICULUM VITAE



Nama Penulis adalah Syahrini, S. Pd., M. Pd. Penulis lahir di Bontocinde pada tanggal 22 Nopember 1983. Penulis tinggal di Bontocinde Desa Panakkukang Kecamatan Pallangga Kabupaten Gowa. Penulis merupakan anak ke tiga dari enam bersaudara dari ayah yang bernama Mustari Dg Ngempo dan ibu yang bernama Syamsiah Dg Bulan. Penulis menikah pada tahun 2008 bersama Kamaruddin S. Pd.I., M.Pd.I dan dikaruniai tiga orang anak.

Riwayat pendidikan yaitu penulis menempuh pendidikan sekolah dasar pada SDN Bontocinde pada tahun 1990-1996 lalu melanjutkan pendidikan pada Sekolah Menengah Pertama pada SMP Muhammadiyah Limbung pada tahun 1996-1999, setelah itu penulis melanjutkan pendidikan pada Sekolah Tingkat Menengah Atas pada Madrasah Aliyah Perguruan Islam Syekh Yusuf Sungguminasa-Gowa pada tahun 1999-2002 dan melanjutkan kuliah ke Perguruan Tinggi pada Universitas Negeri Makassar jurusan Pendidikan Bahasa Inggris pada Fakultas Bahasa dan Seni pada tahun 2002 -2007. Penulis kemudian berkarir pada dunia pendidikan sebagai guru bahasa Inggris di berbagai sekolah seperti SMPIT Al Fityan, MTS dan Madrasah Aliyah Darul Ihsan pada Yayasan DDI Al Irsyad Makassar dan SMP Muhammadiyah Limbung. Pada tahun 2022 penulis kembali melanjutkan pendidikan pada Universitas Muhammadiyah Makassar jurusan Magister Pendidikan Bahasa Inggris dan menyelesaikan Pendidikan pada tahun 2024. Pada tahun 2023 lalu penulis mendirikan sebuah Yayasan Pendidikan yang menaungi tiga Lembaga yaitu Kelas Bermain Islam Terpadu usia 3-4 tahun, Taman Kanak Kanak Islam Terpadu usia 4-6 tahun dan Taman Pendidikan Al Qur'an.

Selain berkarir pada dunia Pendidikan penulis juga dari usia SD sudah berkarir di bidang Tilawatil Qur'an dan sering mengikuti Mushabaqah Tilawatil Qur'an pada bidang Tilawah dan Qira'ah Sab'ah dan telah menjuarai dan mendapat penghargaan pada beberapa event mulai dari Tingkat Kecamatan hingga Tingkat Provinsi.