

**USING TONGUE TWISTER TECHNIQUE TO IMPROVE STUDENTS'  
PRONUNCIATION AT THE SEVENTH GRADE OF MTSN 2  
KARANGANYAR IN THE ACADEMIC YEAR 2018/2019**

**THESIS**

Submitted as A Partial Requirements for the Undergraduate Degree in  
English Language Education



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*Wassalamu 'alaikumWr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved father (Mr. Agus) and my beloved mother (Mrs. Rini) who always has honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
2. My beloved brothers (Sholahuddin, Iqbal and Farhan) and my sister (Rahma). Thanks for your love, help and support for me.
3. My close friends in the college (Pipin, Davi, Khusnul, Abdul, Beni, Asih, Isty, Intan, Swas, Anggi and Afifah). You are the reason for me to always smile and lower my ego and force me to always work hard. I owe you my life and the best I possibly can do for the time being succeed to reach all of my dreams and make it happen, Thank you so much.
4. My old friends (Agritya, Zahra, Galuh, Kholid and Cici). You are the people who contribute to my life through any means. Each of you should know that what you have done to me didn't end in vain. All those prayers for my self that you sent are very mean a lot to me. I should really thank you, so much. For always have my back, whenever I got nothing to do but cry.

## MOTTO

*Go easy on yourself, for the outcome of all affairs is determined by God's decree. If something is meant to go elsewhere, it will never come your way, but if it is yours by destiny, from you it cannot flee.*

(Quotes by Umar bin Al-Khattab)

*The best revenge is to improve yourself.*

(Quotes by Ali bin Thalib)

*Allah never said the road would be easy.  
But He said "I will be with those who have patience."*

(Pinterest Quote)

*Allah will help a person as long as he is helping his brother.*

(Hadiths by Muslim: 6853)

*Too many of us are not living our dreams because we are living our fears.*

(Quotes by Less Brown)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Using Tongue Twister Technique to Improve Students’ Pronunciation at the Seventh Grade of MTs N 2 Karanganyar in Academic Year 2018/2019”** in my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 13<sup>th</sup> 2019

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## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the only power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*Using Tongue Twister Technique to Improve Students’ Pronunciation at the Seventh Grade of MTs N 2 Karanganyar in Academic Year 2018/2019*”. Peace be upon Prophet Muhammad SAW, the great leader and the good inspiration of world revolution.

The researcher is sure that this thesis can not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M. Ag. as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum. as the Dean of Cultures and Languages Faculty.
3. Dr. Imroatus Solikhah, M. Pd. as the Head of English Language Education.
4. Dr. Rochmat Budi Santoso, S.Pd.,M.Pd. as the advisor who has given the researcher time to guide on finishing the work. Thanks for his guidance, precious advice, correction, suggestion, and motivation for the researcher.

5. Mrs. Widyaningsih, S.Pd.as the English teacher of MTs N 2 Karanganyar who has allowed the researcher to carry out this research in the seventh grade students in her class.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, June 13<sup>th</sup>2019

The researcher



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## ABSTRACT

ShofiatsuFikri. 2019. Using Tongue Twister Technique to Improve Students' Pronunciation at the Seventh Grade of MTSN 2 Karanganyar in the Academic Year 2018/2019. Thesis English Education Department. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

First Advisor : Dr. Rochmat Budi Santoso, S.Pd.,M.Pd.

Key Word : Pronunciation, Tongue Twister, Technique.

Tongue twister can become a learning technique for the students in the classroom. The objective of this research is to find out how the use of Tongue Twister technique helps students' to improve students' pronunciation at the seventh grade of MTs N 2 Karanganyar in the academic year 2018/2019.

This research is classroom action research. This research was conducted at MTs N 2 Karanganyar from November 2018 until January 2019. The subject of this research was VII B class students of MTs N 2 Karanganyar in academic year of 2018/2019. This research was conducted in two cycles of action with three meetings in cycle one and one meeting in cycle two. In every findings of cycle consisted of planning, implementing, observing and reflecting. The data were collected by observation, interview, and test (pre-test and post-test). Then, the data were analyzed by qualitative data (data reduction, data display, and conclusion drawing) and quantitative data (descriptive statistic).

The research finding showed that there was improvement of students' pronunciation skill and class situation of English class. The use of Tongue Twister technique could improve the positive atmosphere in students' pronunciation ability. The score of Minimum Mastery Criterion (KKM) of English lesson is 70. The improvement of students' pronunciation skill can be seen from the improvement of the mean score of pre-test, post-test cycle 1 and post-test cycle 2, which is 52.6, 64.3 and 86.32. While, the improvement of classroom situation and students' activity during teaching and learning process occurred includes: (1) The students became more active in the class. (2) They have more enthusiasm and enjoy in teaching and learning process. Tongue twister technique improved the students' pronunciation ability with whisper tongue twister activities.

In conclusion, the implementation of Tongue Twister technique can improve students' pronunciation skill and give students' positive atmosphere in English class. The researcher recommended that the teacher are recommended to provide or find out interesting tongue twister to give chances the students to practice their pronunciation by using tongue twister. The researcher hopes that it will inspire the English teachers to use Tongue Twister technique in their English class.

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## CHAPTER I

### INTRODUCTION

This chapter deals with background of the study, problem statement, the objective of the study, and the benefit of the study.

#### **A. Background of The Study**

In social life, human uses spoken language to communication, interaction and socialize with two people or more to give information, transfer ideas, giving instruction etc. Communicating can be done by using direct and indirect communication. Direct communication is speaking while indirect communication is writing. Communication has relation with language. English is one of international language which is used by many people from different country.

Depdiknas (2003:9) stated that English becomes the first foreign language and the compulsory subject in the Secondary School of Indonesia. Practically, the students in Indonesia have been taught by their teacher about four skills in English. Those skills are Listening, Speaking, Reading and Writing. In addition there are subs skills in English. Those are Vocabulary, Grammar and Pronunciation. All skills in English are essential because these skills relate to others. As one language skills, speaking is considered as the most important skill in learning foreign language. Fulcher (2003:24) stated that speaking is the verbal use of language to communicate with others. Maxom (in Nurokhma, 2009: 183) stated that speaking is the most important skill in English language to be

mastered in the school. Through speaking, students express their ideas, feelings, and desires to others. So, it can be known that based on the theories before that speaking is very important because it can be because speaking is the easiest abilities that must be possessed by human to communicate to others people by using verbal language.

Almost of the students in Indonesia face many difficulties with English subject particularly in speaking ability because the students speak a word with wrong pronunciation. Fraser (2000:11) stated that many adult learners find pronunciation one of the must be difficult aspects of English to acquire, and need explicit to help from the teacher. This happens because they have to transfer their idea from their first language to foreign language. Problem in learning and teaching English still exist at the school, because English language is completely different from Indonesian language in the structure and pronunciation. English Pronunciation is one of the problems for Indonesian. Pronunciation is the important thing that is highly considered in spoken language. The ability of speaking skill is closely related to pronunciation. Burns (2003:5) stated that Pronunciation refers to phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener.

As foreign learner of English, Indonesian students very often make mistake in pronunciation especially when talking to the native speakers because of pronunciation error. For instance, the researcher did a pre research for herself

before she decided to make this thesis. Her pre research was to know students' pronunciation ability in seventh grade of MTS N Surakarta by teaching vocabulary in the classroom. She did her pre-research in VII A class. There are 30 students in the class then she found that most of students in seventh grade of MTs N 2 Karanganyar were confused to say these words, "*steal, steel and still*" just because those words, when spoken or heard by a person who is not mastering in pronunciation will certainly sound the same, but the meaning of two words is very much different. That's just some small examples that shows how important to master pronunciation in English.

Based on the pre research that the researcher did in MTs N 2 Karanganyar when the researcher was doing her *PPL(PraktekPengalamanLapangan)*, she observed many things that happened in the classroom. Many students in MTs N 2 Karanganyar had difficulties in learning English especially learning pronunciation. After doing pre-research, the researcher did observation again. She examined how teachers teach pronunciation in the class then she found that there were two problems in her observation. The first, the technique which has used by the teacher is only reading aloud. Here, the students studied pronunciation by hearing and repeated what the teacher said from the text or conversation. The researcher also asked the teacher about the kinds of technique should be taught to increase the students' pronunciation in MTs N 2 Karanganyar. The teacher's utterance can be seen below.

R: "What kinds of material should be taught to increase students' pronunciation in MTs N 2 Karanganyar?"

T:“The technique to improve students’ pronunciation is reading aloud. We usually teach based on the curriculum design. Speaking and pronunciation are interrelated so we often used reading aloud”.

From the utterances above, it can be known that the technique used by the teacher in teaching pronunciation was only reading aloud. The researcher wanted to compare her technique that she will use when the researcher conducted her research with the technique that is usually used by the teacher in the class. Here the researcher wanted to prove that there is another technique that can be used while reading aloud and she also wanted to fix the technique that is often used by the teacher so that it will be a new innovations to teach pronunciation.

The second problem is that based on the result of observation in MTs N 2 Karanganyar conducted study during teaching and learning activity at the seventh grade students, the researcher found that many students of seventh grade had difficulties in learning English especially in the pronunciation. When students tried to read and speak some English words in the whiteboard, they can’t pronounce the correctly sound. Here, almost all of the students in seventh grade class didn’t understand how to spell a word in English correctly. This was a serious problem in the class to the future. There are many foreign learners do error pronunciation. Making error in pronouncing English words is common for foreign learner especially when students still wrongs to pronounce their familiar and unfamiliar vocabulary and lead them confused while doing speaking with others. It has become a dilemma for the students. Kelly (2001:19) stated that pronunciation is confusing part of language that can make the learner frustrated. Making errors is natural for foreign because it is natural in the early stage of

second language learning process. Goodwin (2001:117) stated that in teaching pronunciation, the goal of instructions divided into three parts: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment. Pronunciation problem occur because of English is foreign language for the students in this country that make them confused because they are not familiar with the language. Ramelan (2003:4) stated that if someone wants to learn a foreign language, he will obviously meet with all kinds of learning problem. The researcher didn't forget to do interview to the students. There were five students which are interviewed by the researcher.

Here teacher should give the students some motivations in teaching English. Some motivation can build their spirit in the class. One of the teaching strategies that can make the students motivated to learn English especially in pronunciation is Tongue Twister. Murcia (in Pitoyo, 2016:3) stated that tongue twister is a technique from speech correction strategy. Oxford Dictionary (2008:468) stated that tongue twister is word or phrase that is difficult to say. When the students has done mispronounced some words, tongue twister can be a motivating technique for students, they can learn the sound of words that seem similar and it make several students got slip of tongue. Bailey (1994:246) stated that a tongue twister is an activity that is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice. It is a suitable tool to increase students' pronunciation. There are many tongue twister

sentences in English. Tongue twister sentences consist of some similar sounds of words and every words of the sentence has different meaning. It may help students to facilitate them to increase their pronunciation. This technique is expected make them more active and confident in English class.

In conclusion, the students of MTs N 2 Karanganyar are able to improve the students' pronunciation by using tongue twister and help them remember about the rule of segmental features and suprasegmental features of pronunciation itself easily. It is expected to be positive atmosphere in teaching-learning process. This technique may be an alternative way to remember their pronunciation in their brain, so they know that every word in English has different pronunciation though when the word is read almost similar. The following below are the example of Tongue twister sentences:

**Table 1.1**

**The Examples of Tongue Twister Sentences**

**“She sells sea shells by the sea shore”**

**“How much wood would a woodchuck chuck if a woodchuck could chuck wood”**

**“How can a clam cram in a clean cream can?”**

In English, there are two kinds of sound, vowel and consonant. Between those two, vowel is considered as the most complicated sounds because most of English students found difficulties to differentiate vowel sounds. Vowel is

divided into three categories as follow monophthong, diphthong and triphthong. Here the researcher explained about diphthong by the example of the tongue twister above. Diphthong is known as a double vowel because there are two vowel coming together, for instance in the word “how” /haʊ/, ‘by’ /baɪ/, and ‘clam’ /klæm/ are categorized as a diphthong. Here the researcher emphasize in diphthong material in order to add new insight to the students about diphthong which is material that is rarely discussed by the teacher.

In this research, the teacher gives example of the tongue twister in the classroom and some explanation about pronunciation especially in diphthong and after that the teacher ask them to play game together. Finally, it can increase the students’ pronunciation ability by using Tongue Twister.

Regarding the issues, the researcher provides some information about previous study from taken from “*The Effectiveness of Using Tongue Twister to Teach Students Pronunciation at Kampung Inggris Solo Course*” (2016) composed by Muhammad Davit Pitoyo, the students of Tarbiyah Faculty of State Islamic Institute of Surakarta. He had proven the using tongue twister in Kampung Inggris Solo Course. He found that tongue twister is effective to teach pronunciation to the students in Kampung Inggris Solo Course. The students who were taught with tongue twister technique had a higher pronunciation score and there was significant difference in the achievement between students taught by using tongue twister and students not taught by using tongue twister.

The second research was done by Bc. Eva macháčková. His research was about *“Teaching English Pronunciation to Secondary School Students with Focus on “th” Consonants”*(2012). He had proven that there was a benefit of tongue twister technique in his research especially to teach ‘ə’ sound and it made the students learn pronunciation with enjoyable activities.. The objective of the research was focused on teaching secondary school students to practice and produce these sounds correctly. He also did three activities such as minimal pairs, oral reading and tongue twister. From all the result of the previous study, it can be known that tongue twister is highly assumed effective by the researcher to improve students’ pronunciation.

Another research has done by MiftahurRohman, his research was about *“The Use of Tongue Twister Technique to Improve EFL Students’ Pronunciation (A classroom Action Research at the Tenth Grade of SMA UnggulanNurulIslami Semarang in the Academic Year of 2015/2016).”* He was a student from Tarbiyah Faculty of Walisongo State Islamic University Semarang. This research aim is to describe the implementation of Tongue Twister technique in improving EFL students; pronunciation. This research used qualitative data. This research observed that Tongue twister is a good technique that can make students more enthusiastic and easier to master pronunciation of English especially on segmental features and some parts of suprasegmental features (word stress and sentence stress). This research was classroom action research done through two cycles. On the other hand, tongue twister is important terms that used by English



teacher to improve students' pronunciation ability and this technique is more effectively to understand for the students to learn pronunciation.

The method of this research is classroom action research (CAR). Arikunto (2009:58) stated that classroom action research is an action research which is conducted at the classroom aimed to improve learning practice quality and also the researcher has some goals in this research. Those are to increase teaching and learning process or to enhance the understanding of students to the lesson especially in students' pronunciation.

Based on the explanation above, the researcher conducted a study entitled *USING TONGUE TWISTERTECHNIQUE TO IMPROVE STUDENTS' PRONUNCIATION AT THE SEVENTH GRADE OF MTs N 2 KARANGANYAR IN THE ACADEMIC YEAR 2018/2019.*

## **B. Limitation of Problem**

This research intends to find out how tongue twister works and helps seventh grade students to improve their pronunciation ability. The researcher has found many mistakes which have been made by students while they were doing speaking English. She focuses on increasing students' pronunciation by using tongue twister at the seventh grade of MTs N 2 Karanganyar. Moreover, the tongue twister material used in this research is about adjective words.

### **C. Problem Formulation**

Based on the background and limitation of the problem above, the researcher formulated the problem is “*How does Tongue Twister help the students to improve their pronunciation at seventh grade of MTs N 2 Karanganyar?*”

### **D. The Objective of the Study**

The objective of the study is “*To find out how the use of Tongue Twister technique helps students’ to improve students’ pronunciation at the seventh grade of MTs N 2 Karanganyar*”.

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

The researcher hopes that in this research study will give some benefits especially for the researcher and the reader. The benefits of the study are stated as follows:

1. Theoretically
  - a. This research can give knowledge in teaching pronunciation with fun way techniquethat namely Tongue Twister.
  - b. This research can make English learning in the class become more interesting.

## 2. Practical benefit

### a. For the English teachers

- 1) The result of this study gives more information to the teachers about the technique that can be used when teaching pronunciation.
- 2) Tongue twister can be applied in teaching to enrich students' pronunciation.

### b. For the students

- 1) This result of this research can help students' pronunciation in learning process so they will be more interested in learning English because all of them need some motivation to learn English especially for increasing their pronunciation ability.
- 2) Using tongue twister in the class is a good choice because this technique is friendly and fun for students.

### c. For the researcher

This research has advantage itself for the researcher to get experiences in the classroom and more knowledge for the researcher as a teacher in the future.

### d. For the school

This research gives a new contribution in Junior High School especially MTS N 2 Karanganyar in English subject because this

technique is famous in the world to increase pronunciation skill but not all teachers know about it.

## **F. Definition of Key Terms**

The researcher describes definition of key terms of the title to understand this thesis easier. In this line, the researcher of this thesis defines some definitions. They are:

### 1) Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

### 2) Tongue Twister

According to Machackova (2012), tongue twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice.

## CHAPTER II

### REVIEW AND RELATED LITERATURE

This chapter consists of three parts of theories. Those are theoretical description, previous study, rationale, and action hypothesis.

#### A. Theoretical Description

##### 1. The Nature of Pronunciation

###### a. Definition of Pronunciation

There are many experts that have views about pronunciation. Pronunciation is a production of the sounds of a language and it has an impact on the listener for a communication. Burns and Claire (2003:5) defines that pronunciation refers to phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener. Goodwin as cited in Celce-Murcia (2006:117) stated that pronunciation is the language feature that most readily identifies speakers as non-native. Pronunciation can identify us as non-nativespeaker; it can be regarded with the way we pronounce.

Pronunciation is an essential part of language. It is very important part in speaking activity to deliver message with others people in human life especially to face the globalization era. If there is mispronounce in a word while doing speaking with others, it will ruin the conversation indirectly. Celce-Murcia and Goodwin (in Budiasih, 2013:1) stated that

Pronunciation is considered as a requirement for the development of speaking. Carmen (2010:24) stated that learning words without pronunciation on the first lesson is damaging. Pronunciation is how we pronounce or procedure sounds from words. Yates (in Sitoresmi, 2016:1) stated that pronunciation is defined as production of sounds that we use to make meaning. According to Fangzhi as cited in Ridarma (2017:2) stated that pronunciation is also one of the important things to the learner' need in order that speakers will have proper conversation, it needs good enough concentration for speakers and listeners to identify the pronunciation of the words because if they miss it the message between them are going to be messed up and misunderstanding will appear immediately.

Those above definition have explained the meaning of pronunciation. From all of the explanation about the definition of pronunciation, it can be known that pronunciation is able to avoid the misunderstanding when the speakers are doing communication to others people. It means that pronunciation is important to decide an understanding between speaker who transfer their idea or message and easy to understand for the listener.

b. Element of Pronunciation

Pronunciation is necessary to study in nowadays to pronounce words correctly. Having good pronunciation will give guidance to speak fluently and it gives good quality of conversation with others. Burns and Claire(2003:5) stated that pronunciation refers to the phonology of language or meaningful perception or production of the sound of the

language and how they impact the listener. Ramelan (2003:23) stated that English pronunciation has the element. It divides into two parts namely segmental and suprasegmental features. Segmental feature is sound unit arranged in a sequential order. It can be studied in isolation. In this features means that every utterance may be cut up or segmented into a linear sequence of segmental feature.

The second is suprasegmental features, which refers to such feature as stress, length, intonation, and others features that always accompany the production of segmental. Suprasegmental cannot be studied in isolation. This element deals with segmental.

Two features unit of pronunciation are needed to master English pronunciation. Students should learn not only segmental features but also suprasegmental features. Both of them are connected. Budiasih(2013:12)stated that in learning pronunciation, it is very important to understand the main features of pronunciation, and distinguish between the phonemes, and suprasegmental features.

#### 1) Segmental Features

English segmental features are consists of three parts. Those are vowels, diphthongs and consonants. Here are the classifications:

##### a) English Vowels

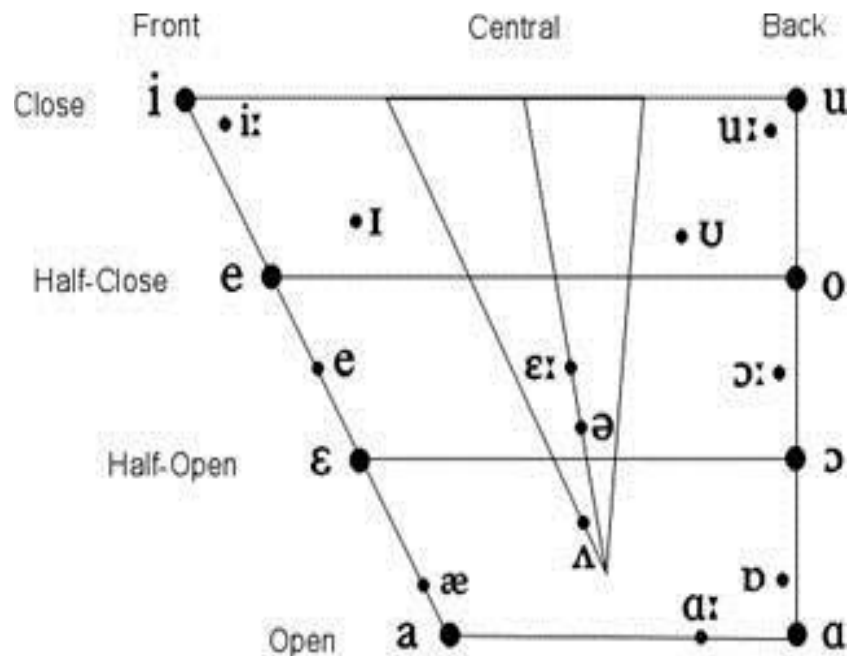
Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without

obstruction. English vowels are divided into two kind, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ

There are some processes that happened and responsible for the vowels production, those are: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness/frontness and roundedness. In phonetics it is usual to symbolize the place of vowels in the mouth schematically by a chart as displayed below:

**Figure 2.1**

**The English Vowel Chart**



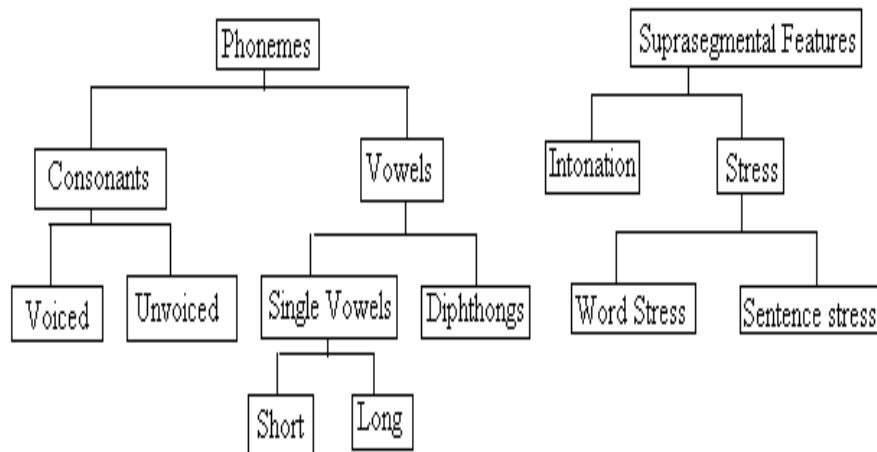


b) Diphthong

Diphthong is included in a vowel sound with a special feature. Crannel (2000:121) stated that a diphthong is a speech sound composed of two vowels within the same syllable. Gerald Kelly draws that diphthong is a part of vowels in the main features of pronunciation diagram as follow:

**Figure 2.2**

**The Main Features of Pronunciation**

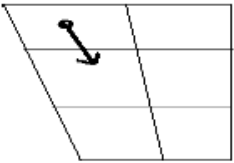
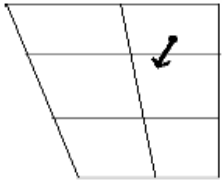
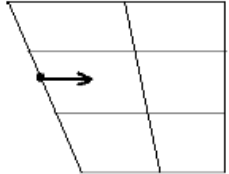


According to Kelly (2000:34), diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like/ eɪ/, as in rain). Roach (in Pitoyo, 2016:18) stated that Diphthong is like long vowel sound. Diphthong is a combination of two vowels sounds. The first sound in each phoneme is longer and louder than the second in English. There is

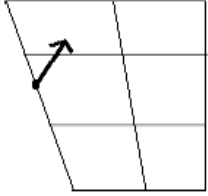
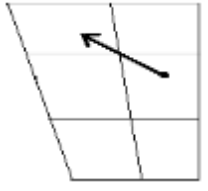
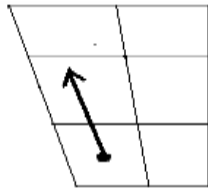
intentional glide (or movement of the tongue, lips, and jaw) made from one vowel position to another vowel position. It is produced in one single impulse or breath. For example: ‘lay’, ‘how’, ‘hair’, ‘boy’, ‘poor’, etc.

Gerald Kelly stated (2000:35-36) that English has eight diphthongs and they can be usually grouped in the following way:

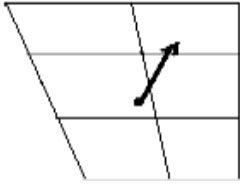
### Centering diphthongs ending in /ə/

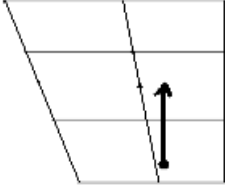
1.	<p>/ɪə/</p> 	<p>Characteristics: The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. As in...<i>beer</i> /bɪə(r)/, <i>fear</i> /fɪə(r)/, <i>here</i> /hɪə(r)/.</p>
2.	<p>/ʊə/</p> 	<p>Characteristics: The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are closely rounded, becoming neutrally spread. As in... <i>tour</i> /tʊə(r)/, <i>obscure</i> /əbˈskjʊə(r)/.</p>
3.	<p>/eə/</p> 	<p>Characteristics: The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. As in...<i>where</i> /weə(r)/, <i>wear</i> /weə(r)/, <i>chair</i> /tʃeə(r)/.</p>

### Closing diphthongs ending in /ɪ/

1.	<p>/eɪ/</p> 	<p>Characteristics:</p> <p>The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. As in...<i>cake</i> /keɪk/, <i>way</i> /weɪ/, <i>weigh</i> /weɪ/, <i>say</i> /seɪ/.</p>
2.	<p>/ɔɪ/</p> 	<p>Characteristics:</p> <p>The glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral. As in...<i>toy</i> /tɔɪ/, <i>avoid</i> /əˈvɔɪd/, <i>voice</i> /vɔɪs/, <i>boy</i> /bɔɪ/.</p>
3.	<p>/aɪ/</p> 	<p>Characteristics:</p> <p>The glide begins in an open position, between front and center, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread. As in...<i>high</i> /haɪ/, <i>tie</i> /taɪ/, <i>buy</i> /baɪ/, <i>eye</i> /aɪ/.</p>

### Closing diphthongs ending in /ʊ/

1.	<p>/əʊ/</p> 	<p>Characteristics:</p> <p>The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. As in...<i>go</i> /gəʊ/, <i>snow</i> /snəʊ/, <i>toast</i> /təʊst/, <i>home</i> /həʊm/.</p>
----	---	--

2.	/aʊ/ 	<b>Characteristics:</b> The glide begins in a position quite similar to /ɑ:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always complete, as the movement involved is extensive. As in ...house /haʊs/, loud /laʊd/, down/daʊn/.
----	---	--

### c) Consonant

Consonant is one of the speech sounds or letters of the alphabet that is not a vowel. According to Ramelan, the term consonant is negatively defined that is sounds which are not vowels are consonant. There are 24 consonants in English, those are:

p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ŋ, h, i, r, w, and j.

According to the position of consonants, it can be divided into:

(1) Voiced consonants: / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ /

(2) Unvoiced consonant: /f, p, t, tʃ, k, θ, s, ʃ/

Those are many kinds of segmental features in English. Indonesian language is different with English. Indonesian language has 5 vowels, 21 consonants and 3 diphthongs. The condition is very hard for many students in this country because

they will find difficulties when they learn to produce English words.

## 2) Suprasegmental Features

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes. Ramelan defines three kinds of suprasegmental features and it is very important in English. Four kinds of suprasegmental features are below:

### a) Stress

According to Ramelan (2003:25) Stress is the degree of force or loudness with which a syllable is pronounced so as to give it prominence. It can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has role in English such as different stress. Different stress makes differentiate a meaning and intonation of word. The example of sentence stress with differentiates meaning below:

<u>This is my <b>house</b></u> : primary stress on 'house', the normal way of saying the sentence.
--

<u>This is <b>my</b> house</u> : primary stress on 'my', to emphasize the possessor, the implication that it's not your house, but my house.
--

<u>This <b>is</b> my house</u> : primary stress on 'is', to emphasize the affirmative element of the statement, the implication is 'it is not a lie, this house does belong to me'.
---

**This is my house:** primary stress on the word 'this', the implication is 'it is this house that belongs to me, and not that house'.

b) Pause

A message is not simply conveyed by words but also by pauses. Pause is very important in speaking activity. In writing activity need comma, period, paragraph, and exclamation point, an underline. It means that pause. Syafei (1998:28) defines that there are two kinds of pauses. Those are a short one and a final one.

c) Intonation

Intonation is kind of melody or tune of a language itself. Intonation is such of rhythm when the speaker says a word of phrase in a tone of the voice. Intonation expresses the meaning of what we say. Kelly (2000:86) define that intonation refers to the way voice goes up and down in pitch when we are speaking.

c. Main Problem in Pronouncing English

Celce-Murcia and Goodwin cited (Budiasih, 2013:2) explained the main problems in pronouncing English can be seen in table below:

**Table 2.1**

**The Main Problem in Pronouncing English**

Area of difficulty	Implication of this particular area
1. Pronunciation	There may be confusion between

of individual sounds	minimal pairs (e.g. bed/bad, ship/sheep) and this may compromise meaning.
2. Word stress	Sometimes words 'shift' their stress is so word stress can actually change the meaning of the word (e.g. record (v) record (n))
3. Sentence stress	Sometimes emphasizing different words suggests different contrasting information (e.g. how does the meaning change when different words of the following sentence are stressed: 'Mary saw a red car driven by a young man with brown hair')
4. Rhythm	Rhythm is important to maintain the flow of the language. English is a stress-timed language. Problems with this are not so likely to affect comprehension but getting the rhythm right does help the listener to follow your argument.
5. Intonation	Getting the right intonation is important to convey the right attitude- i.e. high star for questions, tentative and wide pitch variation to show greater enthusiasm.

#### d. The Importance of Pronunciation

One of the important things in stage of language learning is preparing a correct foundation of language itself. Having good pronunciation and intonation will help when doing communication. Burns and Claire (2003:5) stated that clear pronunciation is essential in spoken communication.

Burns and Claire (2003:5) add that it is important for the speaker of English to achieve in three parts. Here the parts of that:

- 1) Intelligibility (the speaker produces sound patterns that are recognizable as English).
- 2) Comprehensibility (the listener is able to understand the meaning of what is said).
- 3) Interpretability (the listener is able to understand the purpose of what is said).

e. Factors Affecting Pronunciation

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue because each language has different phonological system. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

1) Native Language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age factors

Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native: if they have continued exposure in authentic context. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular



advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

### 3) Exposure

It is difficult to define exposure. One can actually like a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more length of time, the class time need to focus on pronunciation improvement in order that students can get better pronunciation.

### 4) Innate Phonetic Ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has an exposure to a foreign language as a child, this ‘knack’ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

### 5) Identity and Language Ego

Another influence is one’s attitude towards speakers of the target language and the extent to which the language ego identifies with those speakers.

### 6) Motivation and Concern for Good Pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic

motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Those factors above can open the teacher mind of understanding a learners' willing to improve their pronunciation.

Teachers can assist learners towards these factors.

#### f. Goals in Teaching Pronunciation

According to Morley (1999), there are four realistic goals in pronunciation teaching. They are:

##### 1) Functional intelligibility

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

##### 2) Functional communicability

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

##### 3) Increased self-confidence

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

#### 4) Speech monitoring abilities

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

#### g. Students Problem in Pronunciation

Pronunciation is the very difficult for students in Indonesian school because English is adopted as the foreign language. They often pronounce new sounds that do not exist in their mother tongue. Celce-Murcia (in Budiasih, 2013:1) stated that non native speakers in English (NNS) often have problems with pronunciation. What is written is different than what is spoken. For example, the word of *diamond* is pronounced /'daɪəmənd/. In Indonesian language, we pronounce it /diamond/. Another problem in learning pronunciation is people's hearing. Everyone has different hearing ability and it has big impact when pronouncing words. People will make mistake. O'Connor (1980:1) gives a good illustration related to how important our ears are. He says:

“Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak.”

The illustration above often happens to people who learn English. If there someone cannot listen to English pronunciation well, he/she cannot produce the sounds well. Gerald Kelly (2008:8) has an explanation will be faced by learners to what they study about. They are as follows:

- 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- 2) Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.
- 3) There may be sounds, and combinations of sounds L1, which do not occur in English.
- 4) There may be sounds, and combination of sounds, used in English which do not occur in L1.
- 5) English may use stress and intonation patterns which feel strange to the learner.

In general, it can be concluded that in English and Indonesian pronunciation are different. The differences can be seen in English spelling system and suprasegmental features that do not exist in Indonesian language.

#### h. Teacher's and students' Role in Teaching Pronunciation

Teacher and students have roles in the class. Their roles are very important. Teacher is the person who explains the material in the lesson to the students. Kenworthy (1998:1) has explained the teachers' and students' roles. Here are some of his explanations:

##### 1) Teachers' Roles

The teacher should understand some important factors in teaching English Pronunciation.

a) Helping students hear

Teacher has a part to help the students hear to sense sounds. Sounds are needed to differentiate in pronunciation because the students imitate a new of sounds. Firstly the students should give a clue which may help students to produce new sound then the teachers have to check students' hearing sound.

b) Helping students make sounds

Teachers' role in this situation is guiding the students and explaining how to imitate and pronounce new sounds that do not exist in their mother tongue.

c) Providing feedback

Teacher must give information to the students' progress to see their failure or success in their performance.

d) Pointing out what is going on

Students need to know how to pay attention to and what to work out on because speaking is unconsciously controlled, students may not recognize that when particular word is stressed or said in different way, it may affect the message that is delivered to the listeners.

e) Establishing priorities

In this step, teacher must help students to make a suitable plan to knowing goals of pronunciation study. For example students' pronunciation learning like a native speaker.

f) Devising activities

The most important and difficult role of the teachers have to play is devising what kind of activities and exercise will be helpful. Teachers task are creating good activities, good opportunities to the students for practice, experiment, and exploration.

g) Assessing progress

Assessing is not an easy task for any teachers. It is kind of a feedback between teacher and students. Teachers should provide their students about the information in their progress. When students knew their progress they will have further motivation. Kenworthy (1998:2) stated that sometimes many teachers ignore this role whereas in fact it is crucial for maintaining students' motivation.

2) Students' Role

To get a good pronunciation, students need respond. Kenworthy (1998:2) stated that success of pronunciation learning depend on how much efforts the students put into it. Students have to give pay attention in the classroom and focusing in teachers' explanation. Students have to be active participants in the learning process.

**2. Teaching Techniques**

Kelly (2006: 16) offers several techniques and activities to improve students' pronunciation:

a. Drilling

Drilling is the basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says.

b. Chaining

Chaining is done through isolating certain part of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete.

c. Minimal pairs

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

d. Pronunciation and spelling activities

These activities can help students to find relation between how words are spelled and how to pronounce them well. These activities can use homographs and homophones as the references.

e. Taping students' English

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

f. Listening activities

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

g. Reading activities

In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading teacher can encourage students to read aloud the text and then he can monitor their pronunciation

### **3. The Nature of Tongue Twister**

a. Definition of Tongue Twister

According to Stuckey (2009:222) stated that tongue twister are words, phrases, or sentences that are difficult to say by virtue of a varying combination of similar sounds. Machackova (2012) stated that tongue twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice. Bailey (1994:246) stated that tongue twister is a popular game enjoyed by the children and adults alike, this technique is aimed to consolidate the English sounds students have learned by creating game like atmosphere for a practice. Carmen (2010:8) stated that a tongue twister is a sequence of words that is difficult to pronounce quickly and correctly. Baker and Goldstein as cited in Pitoyo (2016:32) stated that tongue twister is a phrase or sentences which are difficult to say as it has similar repeated sounds. Cintron (2018) stated that tongue twister are a great way to introduce the concept of alliteration and help those trying to learn English better understand the language.



Besides all the definition above, tongue twister is the order of words, phrases or sentences that are difficult to pronounce quickly and correctly and it used to improve the quality of pronunciation especially for non native speaker. Tongue twister is really difficult to do because of students' mother tongue and the pattern of the sound sentence is similar and it can be

#### b. Types of Tongue Twister

There are some types of tongue twister which can be used in the classroom. Those are:

##### 1) Sentence Type

Example:

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

How can a clam cram in a clean cream can?

I scream, you scream, we all scream for ice cream!

##### 2) Repetitive

1.	World Wide Web
2.	Cras Quiche Course
3.	Sheena leads, Sheila needs
4.	Eleven benevolent elephants
5.	Babbling bumbling band of baboons
6.	Thirty-six thick silk threads

##### 3) Story

1.	When you write copy you have the right to Copyright the copy you write. You can write good
----	--

	and copyright but copyright doesn't mean copy good – it might not be right good copy, right?
	Now, writers of religious services write rite, and thus have the right to copyright the rite they write. Conservatives write right copy, and have the right to copyright the right copy they write. A right wing cleric might write right rite, and have the right to copyright the right rite he has the right to write. His editor has the job of making the right rite copy right before the copyright would be right. Then it might be copy good copyright.
	Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong. Right?

Types of tongue twister have indicated that tongue twister has a level in difficulty. Each level is different. It can be studied based on the age ability of the students. Teacher should choose type which are suitable for his/her students.

c. The Advantage of using Tongue Twister

Tongue twister is a funny way to teach English especially to increase students' pronunciation ability. Wells-Smith Partners (2012) stated that tongue twister can also make speech therapy drills more of an enjoyable game, particularly for children. According to Well-Smith Partners (2012) Tongue twister has some advantages to use especially for therapy exercise the muscle in the mouth, the advantages are such follows:

- 1) Helping students gain awareness of their pronunciation problem

- 2) Helping students focus on and tackle the problems which lead to quick improvement
- 3) Helping students build a new muscle memory
- 4) Improving their listening
- 5) Tongue twister can definitely relieve the monotony of the lesson
- 6) Students can practice the language without fear of making mistake since everyone makes mistake with tongue twister, including teachers.

d. Teaching Tongue Twister

Pronunciation is a sub skill in English that has to be a target for students in the classroom. It is not easy for teacher to teach pronunciation. Teacher has a big role to correct students' pronunciation. In fact, students still make many mispronounce especially while they are asked to read or pronounce an English sentence. The teacher should have a good way to repair their pronunciation. There were many techniques in teaching pronunciation. Those are drilling, pronunciation and spelling activities, taping students' English and employ poetry, raps, etc. The researcher used tongue twister technique.

In teaching tongue twister in the class, the researcher combined with some activities that make students are more interesting with the material and able to gain the students' attention. Stewart (2014:3) stated that there are three activities that used to teach pronunciation by using tongue twister. Those are dictogloss, chain reading and whisper tongue twister technique. Here the researcher just used whisper tongue twister activity. This activity

is interactive and challenging because students must memorize a tongue twister sentence and whisper it to the next member of the group. The result of students' whisper will be varied depend on the listening ability and language competences they have. It procedures can be implemented as following to Balley (1994: 24):

- a) Teacher explains the task to students.
- b) Teacher introduces the sounds students are to practice and write their symbols on the whiteboard.
- c) Teacher asks students to suggest words that illustrate the various sounds written on the whiteboard.
- d) Teacher reads aloud the words and asks students to listen carefully.
- e) Teacher reads aloud words randomly selected from the list, and ask students to identify the words by watching the movement of teacher's mouth and tongue.
- f) Teacher asks students to practice pronouncing the sounds.
- g) Teacher divides the class into groups and has each group sitting or standing in single file.
- h) Teacher distribute a short, typed tongue twister to the first student in each group, typed tongue twister to the first student in each group and ask him/her to learn it by heart.
- i) Teacher takes away the strips of paper.

- j) Each student is asked to repeat the tongue twister to next person in line. The person repeats the message to the next line. In this way, the message is passed from one student to the next.
- k) The last students who hear the tongue twister in each group write it on the whiteboard.
- l) The group finishing correctly in the shortest time wins the game.
- m) Repeat the process with another tongue twister.

In this research, the researcher used whisper tongue twister and chain reading as the way to teach pronunciation as a treatment by using tongue twister technique.

## **B. Previous Related Study**

In this research, there have been many researchers who attempt to study the topic with the same topic. There are some previous studies that concerned about tongue twister technique in pronunciation. Here are studies in line with the researchers' research:

1. The researcher gets some information from the other researcher to prove the origin of this study. The researcher is taken from "*Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*" (2012) by Bc. Eva macháčková, He was the students of Masaryk University Brno. The objectives of the works are focus on teaching secondary school students to produce the voiced and voiceless of 'th' consonants in English. In his thesis, he find out that using tongue twister in teaching pronunciation is making classroom more and enjoyable this way is

fun to learn. The sound “th” consonant can be mastered by doing three activities such as minimal pairs, oral reading, and tongue twister.

2. Muhammad Davit Pitoyo (123221194), *the Effectiveness of Using Tongue Twister to Teach Students Pronunciation at Kampung Inggris Solo Course*.

He was a student from Tarbiyah Faculty of State Islamic Institute of Surakarta, 2012. This aim of the study are to know the significant differences in learning achievement of pronunciation practice between the students who were taught by using tongue twister and those who were taught by using imitation technique in Kampung Inggris Solo Course. This research used quantitative research in Kampung Inggris Solo Course. The researcher observed that in studying English especially to increase speaking ability, there is important activity that has done by the students. One of activity was tongue twister. Tongue twisters were more effective for teaching Pronunciation in Kampung Inggris Course Solo. Thus, tongue twister is acceptable to be an option of pronunciation teaching technique.

3. Lilis NurLaili (113221181), *The Effectiveness of Using Tongue Twister Strategy in Teaching English Pronunciation (An Experimental Study in English Grade Students of SMP Nurul Islam Ngemplak Boyolali in The Academic Year of 2015/2016)*. She isa student from Tarbiyah Faculty of State Islamic Institute of Surakarta, 2011. This aim of the study are to know how is tongue twister strategy applied to teach English pronunciation and how is the effectiveness of using tongue twister strategy in teaching English pronunciation in SMP Nurul Islam Ngemplak Boyolali. This research used

quantitative data. This research observed that teaching pronunciation needed fun learning strategy especially for students in Indonesia. Using tongue twister strategy is suitable to be applied in teaching English pronunciation and this strategy is effective to teach English pronunciation because this strategy has many practical applications in teaching English Pronunciation. This strategy will help student to practice their English Pronunciation and effective for them.

4. MiftahurRohman (113411025), *The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A classroom Action Research at the Tenth Grade of SMA UnggulanNurulIslami Semarang in the Academic Year of 2015/2016)*. He isa student from Tarbiyah Faculty of Walisongo State Islamic University Semarang, 2016. This research aim is to describe the implementation of Tongue Twister technique in improving EFL students; pronunciation. This research used qualitative data. This research observed that Tongue twister is a good technique that can make students more enthusiastic and easier to master pronunciation of English especially on segmental features and some parts of suprasegmental features (word stress and sentence stress). This research was classroom action research done through two cycles.

### **C. Action Hypothesis**

Based on the explanation above, the researcher knows that there are many Indonesian find a lot of difficulties in mastering speaking skill. Kayi (2006:1) stated that speaking is the productive skill in oral made. The

researcher has found one of the problems in speaking faced by Indonesian students. It is pronunciation problem. In fact, pronunciation is a fundamental of speaking for speakers of English especially non-native or foreign learner. They often do mistake in pronunciation because it is very hard to learn and understanding about it. Kelly (2001:19) stated that pronunciation is a confusing part of language that can make the learner frustrated. Sometimes many students are confused by how to read the correct word in English because they have same pronunciation but written differently with different meanings such as “*she, see and sea*”. Pronunciation is an important part to making successful communication. Teachers have to help students feel frustration with pronunciation. Teachers should create fun learning in building good pronunciation. This situation is different with the reality. Many teachers don't give attention to pronunciation. Most of them only focused on teaching lexis and grammar than pronunciation. Machackova(2012:8) stated that pronunciation as an inseparable aspect of the language has a great influence on our successful communication but it still overlooked by a large number of teacher, who would rather pay attention to teaching lexis and grammar as they feel more certain about them.

Based on the explanation above, it is very important to teach pronunciation by using effective technique. Here, the researcher decided that she used tongue twister technique to teach pronunciation in the classroom. According to Harmer (2007:256) stated that teacher can use



tongue twister in working with difficult sounds. Sitoresmi cited in Mu'inet *al.* (2017:367) stated that implemented tongue twisters in the pronunciation class and the result was tongue twister were useful to improve motivation, class condition, and pronunciation ability. Mui'inet *al.* (2017:376) stated that tongue twister comes as a technique that promotes native-like pronunciation provides exposure of certain different sounds, and drives students' motivation for a good pronunciation. According to Well-Smith Partners (2012) Tongue twister has some advantages to use especially for therapy exercise the muscle in the mouth, the advantages are such follows:

- (1) Helping students gain awareness of their pronunciation problem
- (2) Helping students focus on and tackle the problems which lead to quick improvement
- (3) Helping students build a new muscle memory
- (4) Improving their listening
- (5) Tongue twister can definitely relieve the monotony of the lesson
- (6) Students can practice the language without fear of making mistake since everyone makes mistake with tongue twister, including teachers.

Based on theories underlying on pronunciation, teaching pronunciation, and tongue twister technique, the researcher proposes the hyphotesis that the implementation of tongue twister technique can improve the students' pronunciation skill of seventh grade students in MTS N 2 Karanganyar especially VII B class in academic year of 2018/2019.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology of the present study. It contains research design, setting of the research, subject and instrument of the research, the technique of collecting data, research procedure, and technique of analyzing data. The discussion of each part is presented below.

#### **A. Research Design**

In this research, the researcher observes and uses classroom action research for the design in her research itself. In this study, the researcher has some reasons to use action research. The reasons are to improve the teacher and learning quality in the classroom, the second is to reduce a problem in teaching learning process, etc. the research framework was integrated action adapted from Kurt Lewin. The purpose of this research is to improve students' pronunciation ability.

Classroom action research gets lot of attention in education of Indonesia. The result of this research is developed by the teacher to improve the quality of learning in the classroom directly. Wallace (2006:5) stated that classroom action research is a type of classroom research carried out by the researcher in order to solve the problems or find the answer toward context specific issues. In this method, the teacher focuses on teaching learning process.

In this research, the researcher observes the classroom and uses classroom action research. Classroom action research gets lot of attention in the education of Indonesia. The result of this research was developed by teacher to improve the

quality of learning in the classroom directly. Harmer (2003: 344) stated that action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success of certain activities and procedures. It means that, in addition to improve the teaching learning in the classroom, the teacher also wants to improve their teaching skill in the class.

Classroom action research is applied in this research since it is regarded important for the researcher to develop the students' problem in their pronunciation ability of seventh grade at MTs N 2 Karanganyar by applying suitable technique, tongue twister. Kusumah (2006:9) stated that classroom action research is a research which conducted by the teacher in their class with three ways, first is planning, second is acting and third is reflecting which has the aim to develop teachers' skill and to improve students' score. It means that the aims of classroom action research are not only for developing teachers' skill but also to improve the students' score in the classroom and trying to solve their problem in learning process.

Based on the definition above, it can be conclude that action research is the research which is conducted by the teacher and students in the classroom to improve and solve the problem of teaching learning process until it can be solved well.

## **B. Setting of the Research**

### **1. Place of the research**

This study was conducted in MTs N 2 Karanganyar. It is located in Mongisidi Street, Manggeh which is 1 km from downtown of Karanganyar, Central Java, Indonesia.

This school is chosen as the field of the research based on some reasons. The reasons are firstly the researcher has teaching learning experience during *Praktek Pengalaman Lapangan(PPL)* for 2 months, so the researcher knew the real condition of this school, and she can identify the problems in teaching pronunciation easily, second the researcher suggested that innovation is needed in developing students' pronunciation ability for the better quality of the school.

The researcher chooses the class based on the information from the English teacher that most of her students' pronunciation was poor. Therefore, their pronunciation ability needs to be developed by using effective technique. The technique is tongue twister.

## 2. Time of the research

This research was carried out at seventh grade class of MTs N 2 Karanganyar in the academic year of 2018/2019. Time of observation and research are used to take the data was conducted on August 2018.

The observation was conducted six times and interview with the lecturer one time. The duration of once teaching and learning process was 45 minutes in a class. The researcher did four observations on 8<sup>th</sup> July, 9<sup>th</sup> July, 13<sup>th</sup> July and 14<sup>th</sup> July, 2018.

**Table 3.1****Research Schedule**

No	Activities	In month								
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1.	Title consultation	■								
2.	Conducting the observation. and interview		■							
3.	Proposal draft consultation		■	■						
4.	Proposal Draft Seminar				■					
5.	Research					■	■	■		
6.	Data Analysis								■	■
7.	Analysis Report									■

**C. Subject and Instrument of the Research**

## 1. Subject

The subject of the study is students at seventh grade of MTs N 2 Karanganyar in academic year 2018/2019. This school has 10 classes in seventh grade and the quantity all of the students are 333. The sample of this research was VII-B which contains 34 Students, 15 male and 19 female in the

2018-2019 academic years as the subject of the research. Here we are the participants of the research:

No	Students' Name	Students' Code
1.	AchlanRomdani	Student-1
2.	Adella Citra Artamareta	Student-2
3.	Adiftiya	Student-3
4.	AlfianniaEkaNurFaizah	Student-4
1.	Aliptiari Muhammad Saputra	Student-5
2.	AnnisaFarikah	Student-6
3.	AnnisaRamadhaniSafitri	Student-7
4.	Bayu Ari Maryono	Student-8
5.	DhaniFirmansyah	Student-9
6.	Dinar Rufaidah	Student-10
7.	DwimaratunMuthiah	Student-11
8.	EkaIntanMaryana	Student-12
9.	FatikhaFathoFani	Student-13
10.	FathirNazrillPradevta	Student-14
11.	Hanan Demas Ferdinan	Student-15
12.	IinIndrawati	Student-16
13.	Ilham Putra Herlambang	Student-17
14.	Ipan Indri Awan	Student-18
15.	Isarafah	Student-19
16.	IsmiNurKhasanah	Student-20
17.	Jeni Bella AyuSetianingsih	Student-21
18.	Jihan Nur Azizah	Student-22

19.	Latifatul Annisa'	Student-23
20.	Melati Sukma Wulan Ningsih	Student-24
21.	Muhammad Amirudin	Student-25
22.	Muhammad AndiSusilo	Student-26
23.	Nandita Prastiwi	Student-27
24.	Oktatya Rahmawati	Student-28
25.	Puteri Sefriza Nurul Ramadhan	Student-29
30.	Revalina Dhea Salsyabila	Student-30
31.	Reza Ainnur Rahman	Student-31
32.	Rozan Zahya Qalbu Zaky	Student-32
33.	Saifull Achmad Fathoni	Student-33
34	Sarah Rizkita Azzahwa	Student-34

## 2. Instrument

The instrument of collecting the data analysis of this research is the researcher collaborated with the one of English teacher of MTs N 2 Karanganyarnamely Mrs. Widyaningsih,S.Pd in order to get objective data about the development of students' pronunciation skill.

### **D. Technique of Collecting the Data**

There are two kinds of data collected in this research. They are qualitative and quantitative data. The details technique of data collections are on the following explanation. Here, the quantitative data is students' pronunciation scores. It is collected by using test which is divided in pre-test and post-test. The researcher did the pre-test after her observation in this study then she did post-

test in each meeting. Meanwhile the qualitative data was collected by using interview and observation. In this case, the researcher gave a test after each cycle and pre-cycle. Here is the more explanation about the technique of collecting data.

### **1. Qualitative Data**

In this study, the descriptive of qualitative research relates to providing a description of phenomenon in an environment. Moleong (2004:6) stated that qualitative research as a method called to understand the phenomenon of what research subjects, behaviors, perceptions, motivation, actions, etc., holistically, and description in the form of words, words and languages, special natural and natural contexts using natural ways.

Qualitative research is important because this research dependent on human observation. Qualitative research is also research that is more emphasis on aspects of deep understanding of a problem. Creswell (in Sugiyono, 2016:16) stated that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

#### **a. Observation**

In this part, the objects of the researcher's observation were students' activities in English language teaching and learning. The researcher used the observation checklist to make it more systematic.

In this observation, the researcher observes in the classroom of English subject at the seventh grade of MTs N 2 Karanganyar. The



researcher observed the teacher action in teaching-learning process in front of the class and the interaction among the students with the teacher from the beginning until the end of the lesson.

**b. Interview**

In this section, the researcher conducted to some people for collecting an information. The process of interview is face to face. Siregar (2017: 18) stated that interview is process of taking information/data, the purpose itself is the way to ask and answer face to face between the interviewer with the respondent. The respondent in this research are English teacher and the students of MTs N 2 Karanganyar.

Aryet. *al.* (2010:438) stated that interview is one of the most widely used methods for obtaining qualitative data. There are three kinds of interview based on the type of questions, those are:

- a. Unstructured interview is a conversational type of interview in which the questions arise from the situation.
- b. Structured interview is the lists of questions are generally more limited in length and most questions cannot be answered with yes or no or limited responses.
- c. Partially structured interview is interview which the area of interest is chosen and questions are formulated but the interviewer may modify the formal/question during the interview process.

In this research, the researcher used partially structured interview. It means that before doing interview, the researcher prepares some

question to the interviewee. The researcher makes sure that the questions are made according to the context. The researcher do partially interview in informal condition to get deeper information.

## **2. Quantitative Data**

### **a. Test**

Arikunto (2002: 127) stated that test is a sequence of questions or exercise along with other tools which is used to measure skill, intelligence of knowledge, ability or aptitude which had by individual or a group of people.

The researcher started to collect data by giving a test to the students. There are two tests for the students in this research. Those are pre-test and post-test. The first is pre-test, it was done in the beginning of collecting data and it was given before the treatment. The aim of this test is to measure the students' achievement in their pronunciation. The test was conducted in the class in which students came forward one by one. They have to read some sentences given by the researcher in the whiteboard orally. The researcher will take 20 English words from the sentence and it was consisted of vowel, consonants and diphthong. In this phase, the researcher will record every student' activity when they pronounced the sentence in the class. The students have to read carefully. The second, after giving pre-test, the researcher will give treatment for the students. The treatment in teaching pronunciation used tongue twister and then the third is post-test. It will be applied in the classroom to find the score of the students' achievement in

pronunciation mastery. The kinds of the pre-test and post-test in this study is formative test. The researcher used formative tests because she thought that formative test is suitable for her research to collect the data with classroom action research design and it has many advantages not only for the teacher but also for the students and school. Mukhan (2013) stated that formative tests are tests that function is to monitor students in students' learning progress during or after the learning process in the classroom, this test is given in each unit learning and this test has important benefits not only for the school but also for teacher and students themselves. Here the benefits of formative test based on Mukhan (2013):

- a. To know whether the students have mastered the material in learning process or not.
- b. Formative test is reinforcement for students themselves on the material that has been taught to them.

Formative test also allow students to know their weaknesses by knowing which parts of the material have not been mastered by them

#### **b. Pronunciation Rubric**

In this research, the researcher uses pronunciation rubric for her data. It becomes the complement sources of the data. Pitoyo (2016:30) stated that the ideal way to test the pronunciation is actually listen to the learner. The researcher used pronunciation rubric from the previous study. She asked the students to do the test one by one and read aloud 20 words of adjectives then she recorded their voice. Ampunias cited in Laili (2016:28) stated that the

pronunciation rubric used to score the students' pronunciation. However, since this is not always possible and suitable, the alternatives discussed below can be used for testing segments and word stress. Here is the following scoring criteria apply to the speaking items types that are scored on pronunciation using Pearson Test of English Academic's scoring rubric (PTEA,2012). The table can be seen below:

**Table 3.2**

**Pearson Test of English Academic's scoring rubric**

Aspects	Score	Description
Pronunciation	5 Mark	Test taker has excellent pronunciation demonstrating awareness of intonation patterns required for asking question as well as of sentence and word stress and individual sounds.
	4 Mark	Vowels and consonants are pronounced clearly and unambiguously. A few minor consonant, vowel or stress understandable. A few consonants or consonants sequences may be distorted. Stress is placed correctly on all common words and sentence level stress is reasonable.
	3 Mark	Most vowel and consonants are pronounced correctly. Some consistent errors might make a few words unclear. A few consonants in certain context may be regularly distorted, omitted or mispronounced. Stress dependent vowel reduction may occur on a few words.
	2 Mark	Some consonants and vowels are consistently mispronounced in a non-native like manner. At least, 2/3 of speech is

		intelligible, but listener might need to adjust to the accent. Some consonants are regularly omitted and consonants sequences may be simplified. Stress may be placed incorrectly on some words or be unclear.
	1 Mark	Many consonants and vowels are mispronounced, resulting in a strong intrusive foreign accent. Listeners may have difficulty understanding about 1/3 of the words. Many consonants may be distorted or omitted. Consonants sequences may be non-English. Stress is placed in non-English manner, unstressed words may be reduced or omitted and a few syllable added or missed.
	0 Mark	Pronunciation is not recognized as English as discourse.

The explanation of scoring rubric can be elaborated as follows. The lowest score is 0, it means that the pronunciation is not recognized as English discourse. The listener can't reach the speaker utterance. The next score is 1, it means that the most of consonants and vowels are mispronounced and the foreign accent still appears in the pronunciation. The next score is 2, it means that some consonants and vowel still mispronounced as non native speaker. Even the foreign accent doesn't appear in the pronunciation, the listener can catch about 2/3 speech. The up level of score is 3, it means that the vowels and consonants are pronounced correctly, Even though there are still some errors but the listener can catch the speaker utterance. The next score is 4, it means that the vowels and consonants are pronounced clearly and unambiguously. The speaker can use intonation and word stress when

they pronounce the words correctly. The highest score is 5, it means that the speaker has excellent pronunciation using intonation and word stress pattern in the words.

## **E. The Technique of Validity Instrument and Reliability**

### **1. Validity Instrument**

In research, trustworthiness of the data is very necessary to know the validity of the data. The data of qualitative research is trustworthy when it conducts the tests that accumulated by the researcher with increase own understanding of them. To implement the trustworthiness, the researcher examined the test items with validity of the data. Hughes (1989:26) stated that validity is a test is said to be valid if it accurately what it is intended to measure. It means that measure that indicates the level of validity of an instrument. The instrument should be able to measure what should be measure. The conclusion is validity is more emphasis on measurement or observation tool. Validity can be reach by using test.

Burns (in Madya, 2006:38) stated that the criteria of validity in action research. Those are:

#### **a. Democratic validity**

This criterion relates to the extent which the research is truly collaborative and allows for inclusion of multiple voices. In this phase, the researcher asks to the teacher's opinion about students' pronunciation and tongue twister technique that will be applied in the classroom. The opinion

will give many benefits for the researcher to reflect and evaluate the teaching learning process.

b. Outcome validity

This criterion relates to motion of action outcomes that are successful within the research context. The result of this research should be satisfied. In this phase, the researcher has progress. Her progress is the researcher will note the result of her teaching-learning process in each cycle.

c. Process validity

This criterion raises the question about the dependability and competency of the research. The key of question is “are events or behaviors viewed from different perspectives and through different data sources in order to guard against simplistic or biased interpretation?” (Burns, 1999:162). In this stage, the researcher will use the data which is collected in the school such as interview and observation sheet, the recorded video in teaching-learning process, the documentation in the classroom to determine the quality of research process and she adds more validity. The goal is to derive the trustworthiness of qualitative data so the researcher conducts triangulation technique. Burns (1999:163) stated that triangulation is a way of arguing that “if different methods of investigation produce the same result, then the data are likely to be valid.” From the interview with the students and English teacher, the classroom observations and the opinion of respondents were identified to have valid

data. Burns (1999:164) stated that they are 2 types of triangulations. They are:

1) Time triangulation

In this form of triangulation the data were collected over period of time to get a sense of what factors involved in charge processes. In this research, the researcher conducts the research starts from August 2018.

2) Investigator triangulation

Investigator triangulation means more than one observer is used in the same research setting. It helps avoid observer bias and provides checks on the reliability of the observation. In this study, the researcher asked Mrs. Widyaningsih, S.Pd, the English teacher of MTS N 2 Karanganyar to get the investigator triangulation.

d. Catalytic validity

This criterion relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In this research, the teacher and the researcher will study more about pronunciation and tongue twister. They will deepen the material with several sheets that is made by the researcher.

e. Dialogic validity



This criterion parallels the processes of peer review which are commonly used in academic research. In this research, the researcher uses peer review. She asked the teacher that has related to the research.

## **2. Rater Reability**

Indrawati (2009) stated that rater reability generally refers to the consistency of scores that were assigned by two independent raters (inter-rater reability) and that were assigned by the same rater in different point in time (intra-rater-reability). In this research study the researcher did collaboration first with the English teacher to give students' pronunciation scores. There are two rater in this research study, those are the English teacher of MTS N 2 Karanganyar as the first rater and the researcher as the second rater. In this phase, the final students' score are determined by the average score between the English teacher and the researcher. The researcher gave evaluation score of the students' test in different place and time with the English teacher to get an objective score from both evaluators. Then, the researcher determined the mean of the score from both evaluator.

## **F. Research Procedure**

Classroom action research is easy method because in this implementation of this stage needs mature planning to apply this method in the classroom itself. Kusumah (2009:9) stated that classroom action research is a research which conducted by the teachers in their class with three ways, first is planning, second is

acting, and third is reflecting which has the aim to develop teachers' teaching skill and to improve students' score.

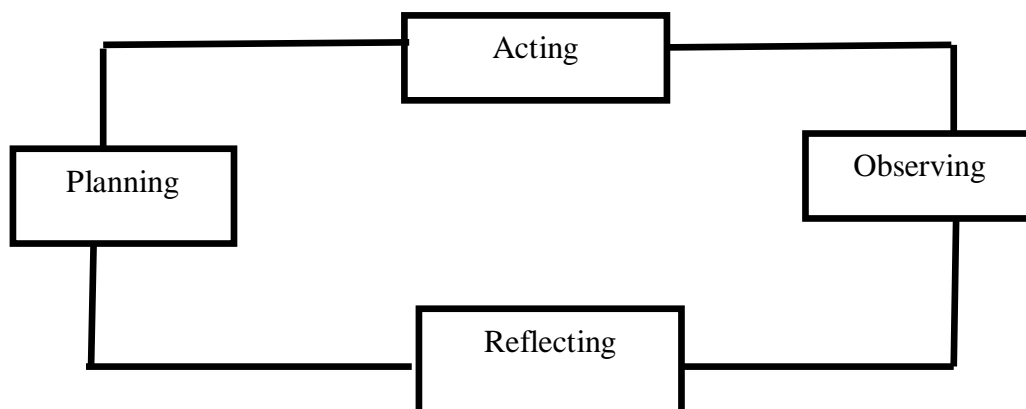
Kusumah (2009: 20) stated that design of Classroom Action Research is divided into six models, there are:

1. Kurt Lewin model
2. KemmisMcTaggarts model
3. Dave Ebbut model
4. John Elliot model
5. Hopkins model
6. Mckeman model

Here, the researcher would apply Kurt Lewin design in teaching and learning activities. Kurt Lewin became the first model in this theory and basic references from other models especially in classroom action research. Kurt Lewin introduced the basic conceptual of classroom action research includes four components:

**Figure 3.1**

**Four components of Kurt Lewin's Classroom Action Research Design**



### 1. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. In this phase, the researcher starts to think about what she will do in the classroom. the activities is prepared well before teaching-learning process such as the researcher makes lesson plan, prepares the support facilities in the classroom (LCD, Power point slide, etc), and the instruments for the researcher to record teaching learning process during in the classroom.

### 2. Acting

Acting is the second step after making planning step to implement the instructional strategy that has been planned. In this phase, the researcher do the activities that has she planned before teaching learning process based on lesson plan.

### 3. Observing

Observing is the process of the collecting data indicating the success of the strategy solving. In this phase, the researcher observes the students behavior that are following the leaning activities. Besides observing students' learning process, the researcher monitoring the understanding of each student in the mastering of leaning materials which has been design with classroom research.

### 4. Reflecting

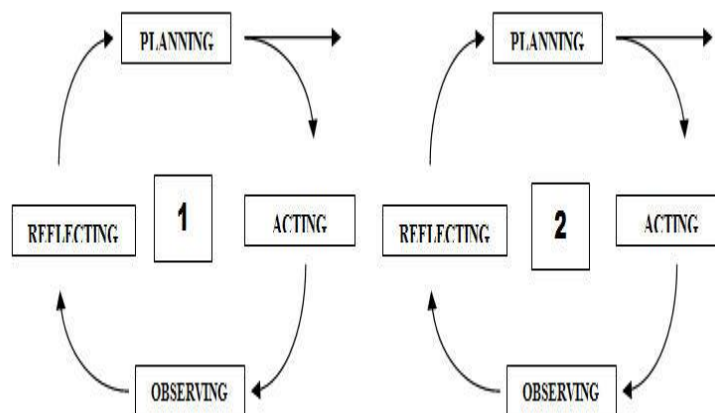
Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving problem. In

this stage, the researcher write down the result of her observation after she analyzing teaching-learning process, evaluate the result of teaching learning process, note the weaknesses to be used as preparation material of the next cycle until the goal of classroom action research achieved.

The procedure in this research uses Kurt Lewin's design. This classroom action research are consists of two cycles. There has four steps phrase in each cycle. Those are planning, acting, observing and reflecting.

**Figure 3.2**

**Kurt Lewin's Action Research Design**



*(Adapted from WijayaKusumah, 2009)*

**1. Cycle One**

**a. Planning**

In this phase, after doing interviewing the researcher observe the class directly and prepares the important instruments that related to

tongue twister such as lesson plan and learning material, the instruments to observe students' behavior, and Oxford Dictionary.

b. Acting

The researcher implements the planning step. The researcher will implement her lesson plan that has been made. It is about pronunciation teaching by using tongue twister technique. The researcher will teach students about the example of pronouncing words based on segmental features of pronunciation and giving them some examples of segmental features. The teacher asks the students to read and repeat the example with the teacher and she drilled her students to use tongue twister technique. Then, the students divide into groups and they play games together in the class.

c. Observing

The researcher observes the students' behavior when teaching learning process happened in the classroom such as applying tongue twister activities, the students' responses and identifies students' difficulties. The researcher takes the data from students' condition in the classroom. She analyzes the students' condition during in the class and the researcher observes the students' respond about tongue twister.

d. Reflecting

In this step, the researcher and the teacher analyze the observation result in action and give the evaluation of the activities in the first cycle. The teacher and the researcher are collaborated together to know the

successful of tongue twister improvement in the class. Then, she prepares the new lesson plan for the next cycle and repair some problems in the first cycle.

## 2. Cycle Two

### a. Planning

In this planning phase, the researcher will revise the lesson plan based on the students' problem before in cycle one. Then, the researcher collaborates with the students' to prepare some instruments such as the new lesson plan (with some modifications of tongue twister technique).

### b. Acting

In this acting phase, the writer will implement the new lesson plan. Then, the researcher introduces to the students about the new materials, those are word and sentences stress. Here, the researcher gives them new knowledge about how to accurate stress rule.

### c. Observing

In this observation phase, the researcher observes the students' response in the class. This activity similar to cycle I.

### d. Reflecting

In this phase, the teacher and the researcher discuss about the result of the implementation of the tongue twister in the class. If the Classroom Action Research target could not be achieved yet, the action would be continued and it is still have many weaknesses (moved to

cycle 3), but if the students' result has completed the criterion, the cycle would be stopped.

## **G. Technique of Analyzing the Data**

### **1. Qualitative Mode**

The qualitative mode of analyzing the data that was used by the researcher was descriptive statistics. The researcher used interactive model analysis which is proposed by Miles and Huberman in Sutopo (2006:13). The analysis of qualitative data includes the process of data reduction, data display, and conclusion drawing/verification.

#### **a. Data Reduction**

Data reduction was used to look for the theme and pattern and remove some unused information. Data reduction is the process about data classification which focuses on the reduction and transformation of the raw data gained from pre-research observation, interview, and document. The process includes selecting, focusing, simplifying, and abstracting the data in the field notes. The researcher selects and takes the important information from the data and ignores the less important.

#### **b. Data Display**

Organizing the data based on the relation among the category was the objective of data display. The process of data display relates to arrange information, description, and narration in order to draw the conclusion. By

presenting the important data, the researcher considers what should do next and makes the analysis based on her own understanding.

c. Conclusion Drawing/ Verification

In this phase, the conclusion was drawn and the data were verified. The researcher writes down the conclusion not only based on what the researcher had been seen in the observation, document, and interview result but also interpretation of the observation. The conclusion is written down based on the data and what the researcher had been seen, then analyzes and makes a conclusion

**2. Quantitative Mode**

Technique of data analysis in this research analyzes from the data collection. The researcher got the data from observation, interview, test and documentation of the teaching learning process in the class. It analyzes qualitatively and quantitatively. It means that all the data in this study gathered from the data collection. Those are from the observation during in teaching learning process, interview, test and documentation. The result of observation and interview before and after classroom action research and documentation are analyzed qualitatively. The data of this research gains from test (pre-test and post-test) are analyzed quantitatively (percentage).

The researcher used classroom action research that was completed by qualitative data. In the technique of data analysis, the researcher obtained



qualitative data through observation in teaching learning process. The result of observation was analyzed in the way below:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

In this study, the researcher checked students' voice when they were pronouncing some words in English to get a valid data. It called oral test then she checked students' voice one by one and recorded the students' voice. It will be the result of students test every cycle. There were 20 words in every test, so that the researcher used test score and gave the students' assessment based on the pronunciation rubric.

The researcher complete the numerical to get the average of students' has done treatments using tongue twister sentence and she collected the result of test by using *Mean* formula.

The formula was as follow:

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

Explanation:

M : the average of the students' score (Mean)

$\sum x$  : the sum of the score

N : the number of the students.

The researcher used this formula in pre cycle. Mean of score from the cycle will be compared with mean of the first and second cycle. It is to know the average of students' score after that the researcher will analyze the students' pronunciation score from pre-test and post-test. It used to know

whether students improve their score or not. She uses the formula between two cycles:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Explanation:

P : percentage of students' improvement

y<sub>1</sub> : post-test result

y : pre-test result

The last is the researcher tried to get the class percentage which pass the target score of the minimal level criterion *Kriteria Ketuntasan Minimal* (KKM). The KKM must be attained considered of English lesson for seventh grade and the score is 75 and it is adapted from the school agreement. The formula in this part is:

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

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents about the research finding and the discussion. The research finding is based on the data obtained during the teaching of pronunciation using Tongue Twister technique, and the discussion is based on the research finding.

#### **A. Research Finding**

In this research, the researcher acted as the teacher while the learning process was observed by her partner Mrs. Widyaningsih, S.Pd. The research was a classroom action research on the use of tongue twister technique to improve students' pronunciation. Classroom Action Research (CAR) was a research which was conducted by the teacher who wanted to apply her best method to the students in learning activity. The purpose of classroom action research was to improve students' leaning and teacher's method in the teaching learning process. The researcher passed the research process in a cycle. This research was held on the seventh grade students of MTS N 2 Karanganyar and it was aimed to know students' ability in pronunciation.

This research divided into three activities. Those are preliminary research, cycle one and cycle two. It took four days. Preliminary research and the first cycle were held on Wednesday, 9<sup>th</sup> January, 2019, Thursday, 10<sup>th</sup> January, 201, and Wednesday, 16<sup>th</sup> January, 2019 and the second meeting of cycle two was held on Thursday, 17<sup>th</sup> January, 2019.

The researcher gave pre-test to know the students' pronunciation ability before the treatment and pro-test to know the students' pronunciation ability

after the treatment. In this research, the researcher tried to answer the objective which was to find out whether tongue twister is useful for the students' pronunciation ability in VII B of MTs N 2 Karanganyar.

### **1. Observation**

Although the researcher had teaching leaning experience during her *Praktek Pengalaman Lapangan (PPL)* for two moths in this school, she still decided to do observation again. The researcher conducted her observations after getting the English teacher's permission officially. The researcher did four observations on 8<sup>th</sup> August, 9<sup>th</sup> August, 13<sup>th</sup> August and 14<sup>th</sup> August, 2018. The researcher asked the teacher make cooperation during the research. The researcher did observation in all VII grades of MTs N 2 Karanganyar. Then, the researcher entered the class one by one and she sat down in the back of the classroom. She prepared the paper to take notes of her observation and record the observation on her phone. In observation phase, the researcher found that the students had difficulties in learning English such as vocabulary, pronunciation and grammar. Then, the researcher found that the teacher used English and *Bahasa Indonesia* to explain the material and making instruction. The teacher had to translate her word or sentences to the students. In that week, the teacher explained about greeting and she asked the students to make a dialogue in pairs. The students who had finished their work would practice their dialogue and forward in front of the class. Here, the researcher found that the students' pronunciation

were poor. In the end, the researcher was convinced to decide to do research about pronunciation ability and she chose VII B class for her research.

On 14<sup>th</sup> August, 2018, the researcher did observation two times for VII B class. The researcher wanted to know the students' difficulties in pronunciation. In this part, the teacher explained the students about the previous material. The situation was crowded in teaching learning process but so were the students. The teacher wanted the students' to continue their task before. The researcher examined more deeply and she found that the students had difficulties in pronouncing words which have two or more syllables. Here, the researcher realized that she found the compatible technique to teach the students. Finally, tongue twister was chosen by the researcher to resolve the students' difficulties in learning pronunciation.

## **2. Preliminary Research**

In this phase, the researcher did preliminary research first before implementing tongue twister technique in the class, the researcher made some preparations in planning phase and the students' achievement in English pronunciation in pre-test. In this step, the researcher identified the problem and prepared some preparations. In identifying the problem, the researcher used some students, teacher, observation and other necessary information. The result is as follow:

**Table 4.1**

### **The Result of Pre-Cycle Activity**

No.	Preliminary Research Activity	
	Activity	Description
1.	Students interview	<p>From the interview in pre-cycle to the students, the researcher concluded that:</p> <ol style="list-style-type: none"> <li>1. Some students are interest in English lesson and the most interesting skill for them is speaking.</li> <li>2. Students like to speak English but they can't pronounce English word correctly</li> </ol>
2.	Teacher interview in pre-cycle	<p>From the interview to the English teacher the researcher concluded that:</p> <ol style="list-style-type: none"> <li>1. The minimum passing grade (KKM) of English subject in Seventh Grade is 70 and the students in B class generally can pass it.</li> <li>2. The activeness and enthusiastic the B class students in English is high</li> <li>3. B class students is one of the class that had interest in English</li> <li>4. The first skill that is most interesting for B class students is reading and speaking</li> <li>5. The speaking skill of B class students is middle</li> <li>6. The teacher usually always uses read aloud for practice students' pronunciation</li> <li>7. In generally the students in seventh grade of MTS N 2 Karanganyar in the academic year 2018/2019 had interest in English subject.</li> </ol>

### **3. The Implementation of Tongue Twister Technique in Teaching Pronunciation**

This research was Classroom Action Research (CAR). The research consisted of four steps namely; planning, action, observation, and reflection. Those four steps were implemented in this research by the researcher in a cycle.

#### **a. The First Cycle**

This cycle was conducted on Wednesday, 9<sup>th</sup> January, 2019, Thursday, 10<sup>th</sup> January, 2019, Wednesday, 16<sup>th</sup> January, 2019 with allocation of 2 x 40 minutes. And the post test of the first cycle was conducted at 9<sup>th</sup> January 2019.

The participants of this research were 31 students. In this phase, the researcher had prepared the material based on syllabus and the researcher's material. The cycle one was done in two meetings to give students treatment using Tongue Twister technique in pronunciation skill. The result of the implementation of the four steps in cycle 1 is as follows:

#### **1) Planning**

In the first stage, the researcher asked the headmaster's permission to begin the planning phase in MTs N 2 Karanganyar. Then, the headmaster chose one teacher as the tutor for the researcher. After getting the permission from the school, the researcher did observation and looked for the problem.

Before the implementing tongue twister technique in teaching pronunciation in the classroom for her students, the researcher made some preparations in planning phase. In this stage, the researcher prepared some her preparation related to the action such as teaching learning design and the important media. In teaching learning design, she had arranged the lesson plan based on the teaching material to guide her to control the learning process in the class and the model of exercises for the students. After that she has prepared the observation checklist, the example of tongue twister sentences, and also she prepared attendance list to know students' activeness in joining treatment from the researcher in the class.

In that day was second semester of MTs N 2 Karanganyar so the researcher had prepared the new material in second semester. The material was about adjective. In the first meeting of first cycle, the researcher tried to introduce the students about the phonetic transcriptions of the adjective. The researcher made a plan to use the example adjective words. The researcher took 5 adjective words; she wrote in the whiteboard and asked the students to read aloud it together correctly. Then, the researcher planned to explain the segmental features and suprasegmental features for the students. In the end, the researcher plan to answer the correct 5 adjectives and give the phonetic symbol of those words one by one. After that, the researcher



asked students to come forward one by one in the teacher's desk. They had to read 20 adjective words as their pre-test.

## 2) Acting

The acting phase in first meeting in cycle one was conducted on Wednesday, 9<sup>th</sup> August, 2019. The researcher conducted the teaching in the classroom. In the first meeting the lesson was started at 10.30 a.m. and the class finished at 11.50 a.m. In this first meeting of cycle one, the material was about article and adjective. The class was started by greeting from the teacher, praying together and asking the condition or the current mood of the students and she checked the students' attendance. There were 31 students who were present and 3 students were absent that day. The researcher asked the students whether they were ready to study or not then she started the lesson. The students replied her question that they were ready to study English. Finally, the researcher started to study with them. At the beginning of the lesson the researcher asked the students about what they know about pronunciation.

Teacher introduced students about article and adjective. She gave some example of adjective in the white board then she explained to the students about using an adjective to explain noun itself in daily life after that the researcher gave the examples of adjective. It was 5 examples of adjective were given by the researcher in the whiteboard.

The researcher also introduced the phonetic transcription. She included phonetic transcription in each example of adjective words.

After introducing the phonetic transcription, the researcher back to the material about adjective again. She had made dialogue for the students. The dialogue was as follow:

**Read aloud the dialogue and practice it with your partner.**

(Dialogue)

*Andi and Bella are friends in elementary school. Now, they are junior high school students. They are not in the same class...*

Andi : Do you know Tania?

Bella : Yes, I know her, why?

Andi : Please tell me about her. What kind of person she is? All of my friends talk about her all day!

Bella : Well, Andi. Tania is my classmate. She is very **cute, smart** and **kind person**.

Andi : I love to know her

The students were asked to practice the dialogue together in the class. In this activity, the researcher wanted to know about the students' pronunciation ability and checked the students' understanding of the material that had been delivered by the teacher. The students were asked to give more attention to the bold type of

words too. In this part, students have to pronounce the words correctly as /kju:t/ for cute, /kaɪnd/for kind, and /smɑ:t/ for smart.

After the first activity was done, students did the next activity. In this phase, the researcher gave them the examples of tongue twister sentences. The researcher asked the students to listen the material carefully. After explaining the procedure, the researcher started to read a tongue twister sentences and the students have to listen carefully what the teacher said. Teacher forbade the students to take notes. The researcher used tongue twister sentences at this activity were:

1. World Wide Web
2. Unique New york
3. Three thin things
4. Very well, very well, very well

After the teacher finished her reading, she gave the students a task. The students were asked to write what they have heard before. This was done in individually. The atmosphere of the class was different then before, the class was very crowded. Almost students were active in this stage. The students were very interesting with their task.

The teacher walked around them and asked some of them about their task. The students felt challenged because they had found many

new unique repeated words and new task. After that, the teacher asked students to write their answer on the white board.

The students were curious about the correct answer. Finally, the teacher wrote the right answer in the whiteboard one by one. The teacher asked students to correct their answer. The students shocked with their answer. Many students had written the wrong answer.

The next step, the researcher did pre-test to the students before the treatment in the next meeting. The teacher asked the students a task. They had to come in teacher's desk and read the words that had been prepared by the teacher for them for a pre-test. Those words are the example of adjective and the amounts of the words were 20. In this activity, the researcher prepared her phone and recorded their voice one by one. This step was aimed to know the ability in pronunciation. The result is as follows:

**Table 4.3**

**The Base Line Data of Pre-test result**

No.	Students' Code	Students' Score
1.	Student-1	53
2.	Student-2	43
3.	Student-3	Absent
4.	Student-4	48
5.	Student-5	54
6.	Student-6	49
7.	Student-7	50
8.	Student-8	Absent
9.	Student-9	46

10.	Student-10	46
11.	Student-11	43
12.	Student-12	40
13.	Student-13	40
14.	Student-14	51
15.	Student-15	87
16.	Student-16	72
17.	Student-17	58
18.	Student-18	50
19.	Student-19	51
20.	Student-20	43
21.	Student-21	63
22.	Student-22	67
23.	Student-23	54
24.	Student-24	Absent
25.	Student-25	43
26.	Student-26	41
27.	Student-27	52
28.	Student-28	52
29.	Student-29	56
30.	Student-30	55
31.	Student-31	57
32.	Student-32	50
33.	Student-33	55
34.	Student-34	46
Total		1614
Maximum		87
Minimum		40

The mean of students' score was as follow:

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

$$= \frac{1614}{31}$$

$$= 52,06$$

After knowing the students' average score, the researcher tried to get class percentage which pass the standard minimum scores (KKM). The formula as follow:

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

Explanation:

P = the class percentage

F = the number of students who passed KKM

N = the number of the students

$$\text{Percentage} = \frac{2}{31} \times 100\%$$

$$= 6,45\%$$

After the first meeting before, the researcher started her research again in the second meeting of first cycle. The second meeting of the first cycle was on Thursday, 10<sup>th</sup> January, 2019. The participants were 34. The researcher reviewed again the material before to the students. In this activity, the researcher still explained about adjective.

The researcher explained again about adjective and added a little material about noun because some students still could not distinguish what is noun and adjective because one of the objectives of that activity was also to understand and introduced students about part of speech.

After the researcher reviewed the material before, she explained more about phonetic symbol. The teacher introduced them about phonetic symbol in segmental features. Some students said to the teacher that they had ever found the phonetic symbol on their dictionary and they didn't understand the useful of the phonetic symbol. They realized about the useful of phonetic symbol was from the teacher's explanation before.

In this stage, the researcher explained about English sounds and English letter first before she gave the treatment to the students. The researcher gave the students more explanation about the material. In that day, she introduced them about vowel. The material in this meeting was as follow:

**Table 4.4**

**English Sound and English Letter**

**(VOWEL)**

LONG VOWEL		SHORT VOWEL	
i:	<u>Sheep</u> /ʃi:p/	/ɪ/	Sh <u>i</u> p /ʃɪp/
ɜ:	<u>Bird</u> /bɜ:d /	/e/	T <u>e</u> n /tɛn/
a:	<u>Arm</u> /ɑ:m/	/æ/	H <u>a</u> t /hæt/
u:	<u>Cool</u> /ku:l/	/ʌ /	C <u>u</u> t /kʌt /
ɔ:	<u>Pour</u> /pɔ: /	/ʊ/	F <u>oo</u> t /fʊt/
		/ɔ/	G <u>o</u> t /gɒt/

--	--

/ə/	<u>A</u> go /ə'gəʊ/
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DIPHTHONG	
/ɪə/	<u>beer</u> /bɪə(r)/, <u>fear</u> /fɪə(r)/, <u>here</u> /hɪə(r)/
/ʊə/	<u>tour</u> /tʊə(r)
/eə/	<u>where</u> /weə(r)/, <u>wear</u> /weə(r)/, <u>chair</u> /tʃeə(r)/
/eɪ/	cake /keɪk/, way /weɪ/
/ɔɪ/	toy /tɔɪ/, boy /bɔɪ/
/aɪ/	high /haɪ/, buy /baɪ/, eye /aɪ/
əʊ/	go /gəʊ/, home /həʊm/.
/aʊ/	house /haʊs/, loud /laʊd/, down /daʊn/

In this activity, the teacher didn't write the material in the white board. She wanted to explain the material with power point slide but there was no LCD in that class. The researcher shared the material to the students with a sheet of paper. She asked the students to pay attention with her explanation. After giving the material's paper, the researcher gave the students instruction. The students have to listen the teacher's voice, and then practice what they had heard from the teacher about vowel together. The researcher repeated her explanation in three times about this.



The researcher asked question to students whether they understood the material or not. Almost students answered that they had understood and know the material and some students didn't understand the material about diphthong. Then, the researcher replied the material again especially in diphthong, after that she checked the students' understanding of the material that had been delivered by the researcher before.

The next activity, the researcher asked the students to open the next sheet, there was a material about adjective in a dialogue. The material was as follows:

### **Dialogue 2**

Ana : What is your **country** like?

Bella : It's **quite small** and **beautiful**.

Ana : What's your city like?

Bella : It's very **big** and **dirty**.

Ana : Oh really?

Bella : Yes, and it's very **expensive** too!

Ana : What's your home like?

Bella : It's quite small but very **comfortable**.

In this part, the researcher asked the students to read together that dialogue carefully. Here, the researcher asked students' cooperation. She asked students to pay attention and repeated the researcher's sentences. The researcher asked them

to focus on the bold type of words. Here, the researcher made the dialogue based on the material. There were noun and adjective in that dialogue. In this part, students have to pronounce the words with right phonetic transcription correctly as /kʌntri/ for country, /smɔ:l/ for small, /kwait/ for quite, and /big/ for big. The researcher had written the phonetic transcription in the whiteboard.

After read the dialogue together, the researcher asked the students saw the bold type words in the dialogue. Then, she asked a question to the students about which words were the most difficult to say in the dialogue that had been read together earlier. Many students had difficulties to say 'expensive' and 'comfortable'. Then, the researcher demanded students to repeat and read aloud the difficult words together with the right phonetic transcription.

After the students had been accustomed to listen the correct pronunciation on adjectives' words. The researcher started a new material for the students in the class. The researcher asked the students to prepare a blank sheet of paper and looked for the partner. In this activity, the researcher would give the tongue twister sentences to the students so they have to work in pairs. After the students determined the partner and listened the instruction and explanation about their task from the teacher.

Here, the researcher gave the students the example of tongue twisters. The researcher asked the students to listen the sentence; she asked the students to focus and identify the words by watching the movement of teacher's mouth and tongue and repeat those sentences after the teacher. After explaining the procedure, the researcher started to read a tongue twister sentences and the

students have to listen carefully what the teacher said. Teacher forbade the students to take notes. The tongue twister sentences that had been used in this activity were:

1. Sheena leads, Sheila needs
2. She see cheese
3. Betty botter bought some butter
4. I scream, you scream, we all scream for ice cream!

In this activity, the students showed their enthusiasm than the previous meeting because tongue twister was a new thing for them. Here, the students were already familiar with this game. There were many unique repeated words for them so they felt challenged with this task. After the students finished what they had read before, the researcher asked some students to come forward to write what they had heard on whiteboard.

In the last meeting of the first cycle on Wednesday, 16<sup>th</sup> January, 2019, the participants in this section were 34. After the researcher finished her explanation, she reviewed the previous material about vowel again. The researcher asked question to the students about vowel. After that, she explained the new material for the students. The material was about adjective again, but the researcher has

added some new material in pronunciation about segmental features, it was about consonants and introduced to the students about stress word.

The material about consonants that had been taught by the students was about voiced consonants and unvoiced of consonants. The material in this section was as follow:

**Table 4.5**

**English Sound and English Letter**

**(CONSONANTS)**

VOICED CONSONANT				UNVOICED CONSONANT	
b	Book /bʊk/	ð(dh)	Then /ðɛn/	f	Five /faɪv/
d	Bad /bæd/. /	Y	Yard /jɑ:d/	p	Please /pli:z /
dʒ (jeh)	Judge /dʒʌdʒ /	Z	Cozy /'kəʊzi/	t	Ten /tɛn/
g	Good /gʊd /	ʒ/ zh/	Treasure /'treɪzə/	ʃ (ch )	Cheers /ʃiəz/
j	Badge/bædʒ /	ŋ (ng)	Sing/sɪŋ/	k	King /kɪŋ /
l	Leg /lɛg /	r	Red /rɛd/	θ (th	Thing /θɪŋ /

m	Man / <u>mæn</u> /	v	Vanilla /və'ni:lə/
n	No /nəʊ /		

)	
s	Sir /sɜ:/
ʃ(s ye)	She /ʃi:/

In this phase, the researcher shared the material for the students by using a sheet of paper. The researcher gave the students instruction to pay attention with researcher's explanation. The instruction for the students was the students have to listen the teacher's voice, then practice what they had heard from the teacher about consonants together and the students also saw the material on the paper. The researcher repeated her explanation in three times.

After read aloud together, the researcher asked question to the students whether the material was difficult for them or not. Almost of the students answered that they had understood about the material. The next activity was that the researcher asked to the students to open the next sheet of the material that had been given by the researcher before. There was a material about adjective again. The material was as follow:

### ADJECTIVE

Adjective (*Kata Sifat*) adalah atau kata sifat adalah kata yang digunakan untuk menerangkan kata benda (*nouns*).

<u>A</u> ctive	: aktif	Young	: muda
Bad	: jelek	<u>N</u> aughty	: nakal
<u>B</u> usy	: sibuk	<u>C</u> heerful	: ceria
Smart	: pintar	Neat	: rapi
<u>D</u> iligent	: rajin	<u>D</u> elicious	: lezat
Wise	: bijaksana	Kind	: baikhati
<u>A</u> rrogant	: sombong	High	: tinggi
<u>P</u> atient	: sabar	Short	: pendek
<u>H</u> onest	: jujur	Fat	: gemuk
Old	: tua	Slim	: langsing

Sesuai dengan fungsinya, adjective biasanya ditempatkan di depan kata benda.

Contoh:

1. Afifah is *beautiful girl*
2. He is *bad person*
3. My sister is a *smart student*
4. My mother is *good teacher*
5. I am *diligent person*
6. They are *naughty students*

In this section of the last meeting of first cycle, the researcher wanted to emphasize on students about adjective again. The researcher explained to the students about how to describe things in a sentence by using adjective words. The example of that can be seen in the material that had presented the material above.

After explained the material, the researcher asked the students to see the next sheet of the paper that had been given by the teacher before. There was a dialogue about describe things for the students in the next sheet. The material was as follow:

### **Conversation 2**

Dian : Good morning, Tina.

Tina : Good morning, Dian.

Dian : Have you seen our newest English teacher?

Tina : Yes, I have. She is so **beautiful** and **patient**.

Dian : What do you think about her?

Tina : She is **tall** woman; she has **pointed** nose and **smiling** woman.

In this phase, the researcher were divided the students in some groups that consisted of several people then they sat based on their own group. The researcher asked the students to read aloud the dialog together. Then, students were asked to focus on the bold type words whichwere underlined by the researcher and read that words together. The researcher had written the phonetic transcription of the bold type words on whiteboard, so the students could read the words without confused and they were able to pronounce the words correctly.

The researcher asked the student to imitate what they have heard from the students. They have to pronounce the bold type words carefully. Some students asked a question to the researcher about the bold type words which were

underlined by the researcher. Then, she explained to the students a bit of stress words in that bold type words.

After the activity was done, the students did the next activity. The next activity was about tongue twister. Here, the researcher asked to the students to give more attention about this material. The researcher wrote the example of tongue twister sentences on the whiteboard. The example of tongue twister sentences was as follow:

1. Real rock wall, real rock wall, real rock wall
2. The children ear the chicken in the kitchen
3. Can you can a can as a canner can can a can?
4. It's hard to park a car in a dark car pack.

In this section, the researcher did drilling activities with the students to practice pronunciation in tongue twister sentences. Kelly (2006: 16) stated that drilling is the basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. The researcher explained to the students the direction. The researcher asked the student to imitate what she said and they have to imitate the tongue twister. Here, the researcher read the tongue twister in a low speed for five times, the researcher imitated the researcher's said in five times to in low speed, and the second the researcher started to increase the speed of her speech in medium



speech in five times and after that she tried to pronounce tongue twister words in fast speed in five times too.

In drilling activity, the students felt difficult when they tried to say the tongue twister sentences in fast speed. The situation was crowded but they enjoyed what they had got. Then, the researcher asked students practiced that sentence with their group and asked some students to practice together with their group in front of the class. Some students practice in front of the class without fear of making mistake. They enjoyed their challenge in the class. Well-smith Partners (2012) stated that tongue twister has some advantages, one of the advantage is students can practice the language without fear of making mistake since everyone makes mistake with tongue twister, including the teachers.

The next activity was about whisper tongue twister sentences. The researcher had prepared new tongue twister sentence for this section. Here, the students divided into some groups. The researcher explained the direction of that activity that would be done by the students. After that, the representative of each groups were asked to come forward to memorize a tongue twister sentence. Meanwhile, others members made line and waited for researcher's direction. Representative of each group were given time to memorize the tongue twister sentences only for three minutes and they did this activity in three times. The tongue twister sentence which has to memorize was as follows:

1. A big black bug bit the big black bear, but the big black bear bit a big black bug back!
2. Fuzzy wuzzy was a bear. Fuzzy wuzzy had no hair. Fuzzy wuzzy wasn't fuzzy, was he?
3. She sells seashell by the seashore.

After the representative of each groups have memorized the sentences, then the researcher gave instruction for all of the groups to make a line again and tidied up their line and the students started to whisper it to the member of their groups one by one. The groups, who finished earlier, directly wrote their sentence on white board. The researcher resisted the students to help the students who came forward and the researcher discussed the answer after all of the groups had written their answer.

The reason why the researcher used tongue twister was that this technique could help the students to give the correct pronunciation in a game in a interesting way, and to make the students were enthusiastic to learn English especially pronunciation skill.

After the students practiced and tried tongue twister together, they got a task from the researcher for their post-test in the last meeting of first cycle. The researcher had prepared 20 words of adjective which had been read by the students.

### 3) Observing

The observation was conducted at the same time with the acting implementation on Wednesday, 9<sup>th</sup> January, 2019, Thursday, 10<sup>th</sup> January, 2019, and Wednesday 16<sup>th</sup> January, 2019. In this phase, the researcher observed the students' behavior when they were given explanation of the material and doing tongue twister activities, she also asked a help to the teacher to observe what was going on during the acting implementation.

In the first meeting on the first cycle on Wednesday, 9<sup>th</sup> January, 2019, the stage of the learning was done by giving a little material based on syllabus and researcher's material. Earlier, the researcher asked question about article and adjective. She explained that material and introduced them about adjective and gave them the example of adjective itself. After that, the researcher asked to the students to read the dialogue from the researcher about adjective. The researcher asked students to identify adjective words in a dialogue after that she introduced them about tongue twister. The researcher asked the students guessed what the researcher's say individually. The students showed excited and sometimes they were very noisy and active. In this section, the researcher did pre-test for the students. The pre-test was about the students having to read 20 words of adjectives and the researcher recorded the voice of them for an instrument of pre-test.

In the second meeting of the first cycle on Thursday, 10<sup>th</sup> January, 2019, the stage of the learning was done by the researcher. In this phase, the method was same with the previous meeting. Additionally, she gave more explanation

about the previous material. The researcher introduced students about phonetic transcription. It was about segmental features of vowel. Then, the researcher challenged students to write what the tongue twister of the researcher's said in pairs. In getting here, the atmosphere was very crowded in the class.

In the third of the first cycle on Thursday, 16<sup>th</sup> January, 2019, the stage of learning was done by giving the students explanation more about adjective, consonants and stress words. Here, the researcher used different method for the students. The method was drilling method. The students and the researcher enjoyed the drilling method for practicing tongue twister technique. The researcher repeated the material if the students still did not understand yet.

After that, the researcher asked the teacher to do whisper tongue twister. The researcher asked the students to make a group that consisted of five until six members. The whisper tongue twister were mixed with chain reading in this activity so, the students did the whisper tongues twister sentences together with doing chain reading one by one with their groups.

In the end of the class, the researcher asked the students to do a task as their first post-test. The post-test material was same with the pre-test. To add the report for their thesis, the researcher also made data of observation in the first cycle. The data was about observation checklist for the students. The data observation was as follow:

**Table 4.6**  
**Observation Checklist in the First Cycle**

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students' paying attention towards teacher's explanation			V			3
2.	Students answer teacher's question			V			3
3.	Students ask question to clarify understanding				V		4
4.	Students' cooperative in group work				V		4

5.	Students' enthusiasm in doing the task					V	5
Total Score							19

The score of the observation as follow:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{19}{25} \times 100\% \\
 &= 76\%
 \end{aligned}$$

According from the result of the observation above, the researcher concluded that students were enthusiastic and cooperative group work. Here, tongue twister made the class condition became enjoyable. Students did their task well and studied new material that made them challenged. After the whole activities had been finished, the researcher assessed students' test. The result of the test in cycle one was as follow:

**Table 4.7****Students' Achievement in First Cycle Test**

No.	Students' Code	Students' Score
1.	Student-1	55
2.	Student-2	61
3.	Student-3	66
4.	Student-4	73
5.	Student-5	58
6.	Student-6	57
7.	Student-7	72
8.	Student-8	62
9.	Student-9	68
10.	Student-10	74
11.	Student-11	65
12.	Student-12	35
13.	Student-13	58
14.	Student-14	77
15.	Student-15	93
16.	Student-16	74
17.	Student-17	66
18.	Student-18	78

19.	Student-19	68
20.	Student-20	67
21.	Student-21	71
22.	Student-22	82
23.	Student-23	68
24.	Student-24	58
25.	Student-25	42
26.	Student-26	44
27.	Student-27	72
28.	Student-28	55
29.	Student-29	77
30.	Student-30	63
31.	Student-31	71
32.	Student-32	54
33.	Student-33	63
34.	Student-34	38
Total		2185
Maximum		93
Minimum		35

The mean of students' score was as follow:

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



$$= \frac{2185}{34}$$

$$= 64,3$$

After knowing the students' average score, the researcher tried to get class percentage which pass the standard minimum scores (KKM). The formula as follow:

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

Explanation:

P = the class percentage

F = the number of students who passed KKM

N = the number of the students

$$\text{Percentage} = \frac{12}{34} \times 100\%$$

$$= 35,3\%$$

Based on the observation during the first cycle, here the researcher got that the students were very excited in learning pronunciation through tongue twister and active repeating the question from the researcher in the class. Even if the students still did some mistake when pronounce the words but it was reduced from day to day.

In the first meeting of the first cycle, when the researcher asked the students pronounced the adjectives word as their pre-test, almost of them still did mistake, and gave the different pronunciation. Almost students had difficulties when saying “Awesome”, “Dangerous”, and “Unique” for example, when the students tried to pronounce the adjective words of “Awesome” and “Unique”, some students pronounced “Awesome” became “Awesom” /awesome/, “Dangerous” became “Dangers” /dangers” and “Unique” became “unique” /unique/. It could be concluded that the students were having difficulties two or more syllables.

After the pre-test, the researcher introduced the students about phonetic transcription, segmental features, stress words and tongue twister deeper in the second and third meeting of first cycle. Some students asked the teacher to give the phonetic transcription on the whiteboard from the example of adjective words of pre-test. Then, the researcher wrote some phonetic words from the pre-test.

In this phase, the students looked very enthusiastic and familiar to pronounce adjective’s names with the correct phonetic transcription and stress. When the researcher asked students to pronounce and practice the words with phonetic symbol, they enjoyed and pulled out their loud voice.

#### 4) Reflecting

Reflecting was very important parts in Classroom Action Research (CAR). In this phase, the researcher reflected the acting implementation in the classroom. In reflecting, the researcher tried to find out what things went well and what did not go well during in her research. The result of the reflecting was very influential for further research in the next meeting. The researcher saw the result of the pre-test and the first post test in first cycle.

From the result above, the students who could achieve KKM were increased and the students showed their progress of their pronunciation skills through tongue twister. In cycle one, the students more motivated to learn pronunciation because they were taught by using tongue twister. Tongue twister was a technique that they didn't ever see before. Hence, the researcher decided to conduct the next cycle and prepared better lesson plan.

In the second cycle, the researcher planned to review the students' understanding about the importance of stress in pronouncing English words and made the students familiar with long tongue twister sentences because the researcher reflected that tongue twister was helpful to help the students pronounced adjectives' words correctly. The researcher still had same plan to use tongue twister sentences. The researcher would not give the dialogue again but she would give a new game for them by using tongue twister sentences again. The techniques for the second cycle were chaining reading and whisper tongue twister sentences.

After four meetings were conducted, the researcher could see the progress in pronunciation components especially from the students score based on pronunciation rubric. The researcher and the teacher planned to have only one meeting after seeing the score of the students. In the second cycle, the researcher planned to do post-test again.

b. The Second Cycle

In this phase, the second cycle was conducted in one meeting. The meeting of the second cycle conducted on Thursday, 17<sup>th</sup> January, 2019. In this meeting, the participants were 31 and three students were absent.

In this second cycle, the researcher was to do the final post-test for the students but before she started the post-test, the researcher gave the game first. The game was same with the previous meeting. It used whisper tongue twister sentences and chain reading technique. It was aim to give students relaxing before gave the post-test and make students were active and confident in pronouncing English words. The steps in the second cycles were as follows:

1) Planning

In this planning phase, the researcher revised the lesson plan based on the evaluation at the cycle one. The researcher prepared a new tongue twisters activity. The activity for the students is playing game together in a group. The game was tongue twister whisper. The researcher has reason to choose this game. It was considered as the interesting and cooperative pronunciation activity.

In the beginning of the class, the researcher reviewed the previous material to the students especially about stress sentences and added new material about simple present tense to the students for describing something before explained the material, the researcher turn on her laptop and played the music two times. The title of the music was “I Remember” by Mocca and “Nothing Gonna Change My Love for You” by Westlife to make the students happy. After the students enjoyed the music, the researcher asked question about what their feel after hearing the music. The students were happy and asked the researcher to play the music again but the researcher affirmed to the students that the lesson has begun.

## 2) Acting

In this acting phase, the researcher had prepared the material. The material in this phase was about expression but different from previous meeting. It was “Describe Something.” Before the teacher began the teaching and learning process, she asked the students about the previous material. That material was segmental features.

In this section, the researcher explained new material again, it was about the suprasegmental features such as word stress and sentences stress. The researcher drilled the students again she drilled how to pronounce and use those stresses in some sentences, and asked the students to see a sheet of paper which has been given by the researcher as a material, the material was as follows:

### My Cat

That is my cat. Its name is Amy. Amy is an **adorable** cat. It has beautiful paws and cute ears. It has big eyes, clean fur and long **whiskers**. Although its fangs are so sharp, Amy never bites me. I love Amy very much.

- *StrukturBahasa* (Simple Present Tense)

This is the example of simple present tense sentences with nominal sentences.

<p>This is my cat.          Those are my cats.          It is cute.          They are cute.          Amy is an adorable cat.          It has soft fur.          They have long legs</p>
---

#### *Kosa kata*

- Adjective : Cute, **adorable**, beautiful, long, tall, strong, short, big, small, sharp, clean, **retractable**, **twinkling**, smooth,
- Noun : fangs, fur, **whisker**, eyes, nose, teeth, legs, paw, claws, mouth, tail, mane.

In this activity, the researcher read the example of describing thing above with the title “My Cat” and she asked the students to listen and repeated the researcher’ voice and focused on the material especially in bold type words which has underlined given by the researcher. The researcher explained to students that the bold type words which has underlined was stress words and the teacher asked the students to emphasize and repeat that words three times.

To check the students’ understanding about the use of stress, the researcher asked the students to pronounce the example of vocabulary that had been above. These activities aimed to make sure that students really understood on how to have the correct pronunciation by reading the stress word and also to make the students know the function of stress itself.

After the material was delivered by the researcher, the students were asked to pay attention on the white board. There are two sentences of tongue twister sentences for them, those are:

**Table 4.8**

**Students’ Activity in the Class**

1. Three thin things
2. A double bubble-gum bubbles double
3. An ape hates grape cakes

In this section of second cycle, the researcher had written those tongue twister sentences on white board. The researcher did

drill to the students again. The researcher saw their enthusiastic because some of them said that they want to tried tongue twister sentences again.

The researcher explained to the students the direction. She asked the student to imitate what she said and they have to imitate the tongue twister. Here, the researcher read the tongue twister in a low speed for eight times, the researcher imitated the researcher's said in five times to in low speed, and the second the researcher started to increase the speed of her speech in medium speech in eight times and after that she tried to pronounce tongue twister words in fast speed in ten times.

The teacher divided students into some groups and she explained the direction of the activity that will be conducted by the students. After that, the teacher asked the representative of the groups to come forward and memorized a tongue twister sentences that had been given by the teacher. After memorizing the tongue twister sentences, the teacher started to do whisper tongue twister. The representative was ready to whisper it to their member. One by one, they were whispered the sentences and wrote what they had heard on the whiteboard. The class condition was pleasing. Most of students were active and enjoyed that game. Then the teacher and the students discussed the answer. The teacher gave the right answer to them. The used tongue twister sentences at this activity were:

1. The fat cat sat on the man's black hat



2. Lucy loves lemon and lime
3. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

The condition in this activity was crowded but all of students were active and happy to practice whisper tongue twister game together. After the students did whisper tongue twister and chain reading, the researcher asked them to sit in their chair. The next session was, the researcher did a post-test in this last meeting.

The teacher asked the students to come forward and then they had to come in teacher's desk and read the words that had been prepared by the teacher for them for a post-test. Those words are the example of adjective and the amounts of the words were 20. In this activity, the researcher prepared her phone and recorded their voice one by one. This step was aimed to know the ability in pronunciation. The result is as follows:

**Table 4.9**

**Students' Achievement in Second Cycle Test**

No.	Students' Code	Students' Score
1.	Student-1	Absent
2.	Student-2	80
3.	Student-3	82
4.	Student-4	83
5.	Student-5	83
6.	Student-6	94
7.	Student-7	88
8.	Student-8	Absent
9.	Student-9	75

10.	Student-10	81
11.	Student-11	79
12.	Student-12	87
13.	Student-13	94
14.	Student-14	76
15.	Student-15	100
16.	Student-16	100
17.	Student-17	96
18.	Student-18	92
19.	Student-19	91
20.	Student-20	94
21.	Student-21	92
22.	Student-22	91
23.	Student-23	92
24.	Student-24	92
25.	Student-25	60
26.	Student-26	Absent
27.	Student-27	94
28.	Student-28	83
29.	Student-29	96
30.	Student-30	92
31.	Student-31	84
32.	Student-32	89
33.	Student-33	73
34.	Student-34	63
Total		2676
Maximum		100
Minimum		60

The mean of students' score was as follow:

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

$$= \frac{2676}{31}$$

$$= 86,32$$

After knowing the students' average score, the researcher tried to get class percentage which pass the standard minimum scores (KKM). The formula as follow:

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

Explanation:

P = the class percentage

F = the number of students who passed KKM

N = the number of the students

$$\begin{aligned} \text{Percentage} &= \frac{29}{31} \times 100\% \\ &= 93,54\% \end{aligned}$$

Based on the result of students' achievement in the cycle two test above, the researcher concluded that the students' pronunciation skill had improved. There were many students who had good scores. It proved that their values had increased than before.

### 3) Observing

The observation in cycle 2 was also done by the researcher as the teacher and her collaborator, Widyaningsih, S.Pd. It was conducted at the same time with the acting implementation on Thursday, 17<sup>th</sup> January 2019. In this section, the researcher began the lesson by greeting and asking question to students about their current mood. Then, the researchers began the class by asking the students to hear two songs "I Remember" and



1.	Students' paying attention towards teacher's explanation				V		4
2.	Students answer teacher's question			V			3
3.	Students ask question to clarify understanding				V		4
4.	Students' cooperative in group work				V		4
5.	Students' enthusiasm in doing the task					V	5
Total Score							20

The score of observation as follow:

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

$$= \frac{20}{25} \times 100\%$$

$$= 80\%$$

According to the result of the observation above, it can be conclude that students were more enthusiastic and cooperative in group than in cycle one meeting. Students paid attention and braved to deliver their question

about the material. It means that they want to clarify their understanding more. Teaching learning process ran well, there were feedback between the teacher and the students and some of the students could pronounce English words well.

#### 4) Reflecting

The data identified in the students' post-test score was used a basis to implement the next cycle or teaching leaning activities. Therefore, it was the last step of the second cycle. From the implementation, the researcher reflected that this stage went well. The researcher always reviewed and repeated the material to make sure about students' understanding about new knowledge especially for their pronunciation skill. The researcher reflected that there were some students still didn't understand with the material but there were a lot of students understood the use of phonetic transcription of adjective words. The researcher also gave tongue twister as the model was good technique because the students could develop their pronunciation skills.

In a meeting of second cycle, the students also could the post-test well although there were some students who were not spirit at that time. The researcher always checked the students' understanding and helped them in reading the phonetic transcription. She reflected that giving tongue twister could help the students to understand the way of reading English word well. Most of the students had similar answer that tongue twister helped them to read English correctly. One of the examples was from students-21. Students-21 said that "*Aku suka banget sama tongue twister,*

Miss. *Aku merasa dia membantu buat ngomong dengan Bahasa Inggris dengan cepat lalu jadi mengetahui ada beberapa kata yang berbeda dalam Bahasa Inggris namun dibacanya hamper sama seperti,* 'she sells sea shell by the seashore', Miss". (I like tongue twister so much, I felt that it really helps me to pronounce English word quickly and then knowing something new such as, there are some different words in English that has same way to read like 'she sells seashell by the seashore', Miss). That statement had showed that the students enjoyed to learn pronunciation by using tongue twister as learning technique.

After that, the researcher analyzed the result of the second cycle; she concluded that tongue twister technique had improved the student's pronunciation skill. There was significant improvement in the second cycle. It could be seen from the average improvement score of the test and their enthusiasm in teaching learning process. The students' average score was 86, 32. The minimum score was 60 and the maximum score was 100. The enhancement between cycle one and cycle two was 4 %. The teacher and researcher decided to stop this cycle because 80% students have reached the standard minimal score (KKM) of pronunciation teaching. The teacher and researcher conclude that the problem had been solved and tongue twister technique was effective to improve students' pronunciation.

## **B. Discussion**

In this discussion part, the researcher had purpose to describe the students' pronunciation score in seventh grade students of MTs N 2 Karanganyar in academic year 2018/2019.

Here, the researcher wanted to give the answer of the objective from the students about whether tongue twister is very useful for the students' pronunciation ability and the researcher wanted to identify the improvement of students' pronunciation skill on tongue twister to answer the research question as stated in the chapter one by interview analysis.

### **1. The Implementation of Tongue twister technique in seventh grade students of MTs N 2 Karanganyar in academic year 2018/2019**

In this field present the research finding that found when the researcher gave the students test and interview. She wanted to describe her data from preliminary research up to the second cycle when she did teaching learning process with tongue twister technique.

Based on the result of the research, it had showed that there was a significant improvement in students' pronunciation ability. It could be seen from the researcher data. The data indicated that students increased their score in every test and their participation during teaching learning process. The result of the students' test was as follow:

**Table 4.11**

#### **The Result of Students' Score in Every Cycle**

No.	Students' Code	Preliminary	Cycle 1	Cycle 2
1.	Student-1	53	55	Absent
2.	Student-2	43	61	80
3.	Student-3	Absent	66	82
4.	Student-4	48	73	83
5.	Student-5	54	58	83
6.	Student-6	49	57	94
7.	Student-7	50	72	88
8.	Student-8	Absent	62	Absent
9.	Student-9	46	68	75

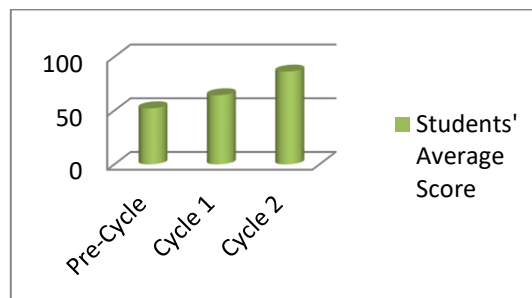


10.	Student-10	46	74	81
11.	Student-11	43	65	79
12.	Student-12	40	35	87
13.	Student-13	40	58	94
14.	Student-14	51	77	76
15.	Student-15	87	93	100
16.	Student-16	72	74	100
17.	Student-17	58	66	96
18.	Student-18	50	78	92
19.	Student-19	51	68	91
20.	Student-20	43	67	94
21.	Student-21	63	71	92
22.	Student-22	67	82	91
23.	Student-23	54	68	92
24.	Student-24	Absent	58	92
25.	Student-25	41	42	60
26.	Student-26	52	44	Absent
27.	Student-27	52	72	94
28.	Student-28	52	55	83
29.	Student-29	56	77	96
30.	Student-30	55	63	92
31.	Student-31	57	71	84
32.	Student-32	50	54	89
33.	Student-33	55	63	73
34.	Student-34	46	38	63
Total Score		1614	2185	2676
Mean		52,1	64,3	86,32

From the table above, it can be seen that the students' average score from pre-test to post-test were increased significantly. It means that tongue twister technique was effective to improve students' pronunciation so the researcher concluded that classroom action research was successful in her research. After The improvement of the students' achievement in pronunciation can be seen through diagram below:

Chart 4.1

## Improvement of Students' Average Score



In pre-test above, the average of students' score was only 52,1, while the percentage of students who master pronunciation only 2 students or 6,45%. It means that students' pronunciation were still low because most of them could not reach the standard minimum score (KKM). In the first cycle, the average score result was 64,3. The enhancement of students' average score between pre-cycle and cycle one was 26,39%. There were 29 students or 86,32% of the whole students in the class who able to reach KKM (70). In this activity, the teacher introduced segmental features to the students. The students were also asked to do phonetic exercise on the worksheet. This was to familiarize them in identifying English phonetic transcriptions. After that, students were given treatment in the classroom. They paid more attention and showed their enthusiasm in doing the task.

In the second cycle, the average of students' score was increased significantly, that was 86, 32. The enhancement between cycle one and cycle two was 34, 24%. In this meeting, teacher

explained word and sentence stress to check students' understanding, teacher gave them a task. Students were asked to listen some words and identifying the position of stressed syllable in a word. They also practiced a dialogue by using accurate stressed words in a sentence. After that, the teacher conducted treatment by using tongue twister whisper. Students were not only enthusiastic in joining the activity, but also cooperative in group work.

The researcher had observed the students' attention in the class. In every each of the cycle, from the first cycle and the second cycle, the researcher had found the enhancement of students' pronunciation learning. She found that the students gave their attention in the classroom and focusing in teacher explanation. They were very active to be participants in the learning process. As stated by Kenworthy (1998:2), success of pronunciation learning depends on how much efforts the students put into it. So the effort of the students during this lesson had given them good result in pronunciation. It was very important part in this research also because the effort was not only from the researcher but also from the students.

Finally, it can be concluded that a teacher need some alternative techniques or methods in order to create a supportive environment in teaching learning process. Students were more motivated and easy to comprehend the material if the teacher invites them to the pleasant or joyful learning atmosphere. As stated by

Well-Smith Partners (2012) that tongue twister can also make speech therapy drill more of enjoyable game, particularly for the children. The researcher found that the advantages of tongue twister used for therapy exercise from the students' according to Student-19's statement, "*Tongue twister adalah permainan yang menyenangkan dan mengasah otak karena kalimatnya sulit dan melatih mulut untuk berbicara secara cepat. Secara bersamaan dan memerlukan konsentrasi karena harus diucapkan secara cepat mbak dan ini sangatlah berguna untuk meningkatkan pronunciation kita.*" (Tongue twister is an interesting game and it makes us sharpen our brain and exercise our mouth to speak quickly because the sentence was difficult and it is very useful to improve our pronunciation). From that statement, it can be concluded that there were many advantages from tongue twister technique especially for therapy exercise the muscle in the mouth as stated by Well-Smith Partners (2012).

Then, tongue twister technique can be proven as the effective technique to improve EFL students' pronunciation since there was significant improvement of students score from pre-cycle to the last cycle. It had helped the students to improve their pronunciation skill. Well-Smith Partners stated that one of the advantages from tongue twister is helping students gain awareness of their pronunciation problem. Here, the researcher can conclude that tongue twister was really effective technique to help the students faced their pronunciation problem. The students can do two activities together.

They could learn pronunciation and played game together in the class.

## **2. The Interview Analysis**

Related to the data of using tongue twister to improve students' pronunciation ability above, then the data was supported by the result of interview with the English teacher of VII B and the students of VIIB class.

The purpose of interview is to get information or data from the first person and complete data information through their opinions on tongue twisters. Here, the researcher had interviewed 17 students with the following information the researcher interviewed seven students with the best post-test result in second cycle, seven students with grades in the middle, and three students with grades who not able to reach the standard minimum score (*KKM*).

The researcher asked the first interview of students' opinion about whether it is important to have good pronunciation skill in pronouncing English words; all students said that it was important to have good pronunciation skills. From 17 students' answers, the researcher categorized it became 6 categories. Firstly, when the researcher asked question to the students about their opinion in having good pronunciation in English words, all of students said that it was very important part in English because pronunciation is a part of speaking skill so having good pronunciation skill is needed.

In this phase, there were 5 students in this first category. The first category is having the ability to speak with tourists. Those were two of the examples from the best students who get the best score in VII B class:

Student-15 : *“Ya, penting mbak, karena Bahasa Inggris adalah Bahasa Internasional kalau semisal mengucapkannya salah itu akan menyulitkan kita untuk berkomunikasi contohnya saja kalau saya mau keluar negri bisa ngomong Bahasa Inggris sama bule akan menjadi mudah jika pronunciation-nya bagus.”* (It is very important because English is an international language. If we pronounce is wrong, it will make us difficult to do communication for example, if I will go to overseas and I am able to speak English with foreign, it will make us easier if I have good pronunciation)

From the Student-15’s statement, it showed that having good pronunciation was really important for English foreign learner. The benefits of having good pronunciation help to communicate or speak with tourist.

In the second category, there were 2 students; they were Student-17 and Student-3 who said that is important to have good pronunciation skill. According to them, good pronunciation is important in English. It can be the modal for working. This was one of the examples of students said:

Student-17 : *“Ya, penting mbak karena kalau mengucapkanny asalah itu aneh dan memalukan. Kalau kata kakak saya Bahasa Inggris dipakai terus untuk bekerja mbak, menurut saya itu benar jad ipronunciation-nya harus bagus.”* (It is very important because if our pronunciation is wrong, it seem strange and embrassing. My brother has ever said to me that English will be used in the future for working and I agree with him. So, we have to have good pronunciation)

From the Student-17’s statement, it showed that having good pronunciation is important. They realized that good pronunciation skill is needed for the better future.

The third category is, having good pronunciation make us speak fluently. There were six students who said that good pronunciation make us speak fluently in English. This was one example from student who said that;

Student-18 : *“Ya, penting mbak karena Bahasa Inggris itu bahasa internasional yang menyatukan semua orang jadi pengucapan yang benar membuat fasih juga ngomongnya dan percaya diri juga mbak.”* (It is very important because English is International language which unite all of people in the world so good pronunciation is able to make us speak fluently and more confident)

From that statement, it showed that having good pronunciation is important because it is able to make people speak fluently and correctly in English.

The fourth category is about having pronunciation in English is important because it is an international language in the world. There were two students; they were Student-15 and Student-18 who said that. This was one example who said that:

Hanan : *“Ya, penting mbak, karena Bahasa Inggris adalah Bahasa Internasional kalau semisal mengucapkannya salah itu akan.....”* (It is very important because English is an international language. If we pronounce is wrong, it will.....)

From the statement above, it showed that having good pronunciation in English is important because English as International language in the world.

The fifth category, there were one student who said that having good pronunciation is important to pronounce English word correctly without opening the dictionary. Here the one of the examples:

Student-30 : *“Ya, penting banget mbak, karena jamannya sudah maju tapi pronunciation Bahasa Inggrisnya masih kurang ya nanti tidak bisa mengikuti informasi dunia internasional yang jelas di jaman*

*sekarang dan juga pronunciation....*”(It is very important for us because in this modern era, if our English pronunciation is lack so we can’t get more international information in modern era and also pronunciation.....)

From the Student-30’s statement above, it showed that having good pronunciation is needed because with having good pronunciation, we can get much international information in the modern era with English.

The sixth category, there was one students who said that having good pronunciation is important because the use of English is adding new tourist friends. Here the one of the example:

Student-2 : *“Ya, penting sekali mbak biar mantep dan tidak ragu-ragu pas ngomong pakai Bahasa Inggris dan juga kalau keluar negeri bisa kenalan sama orang asing di sana.”* (it is very important because having good pronunciation are able to make us confident in speaking English and also if we will go to overseas, we can get new friends there)

From the Student-2’s statement above, it showed that having good pronunciation is important and it is needed because English can expand our network with native speaker.

The second interview question was about the difficulties that students faced in pronunciation in English. Here, the researcher had made categorize for this section, the researcher divided into 2 categorizes. In the first category, there were 17 students who said that the difficulty they had faced in pronunciation in English itself were about the there may be confusion between minimal pairs. This is the one example of the students’ answer:

Student-15 : *“Kesulitan saya ketika belajar pronunciation dalam Bahasa Inggris itu sendiri adalah ketika ada kata dalam Bahasa Inggris yang berbeda secara tulisan namun dibacanya hamper sama jadi hal itu membuat saya bingung. Kadang saya memilih untuk diam*



*saja dari pada takut salah mengucapkan.” (My difficulties when learning pronunciation itself is when there are words in English that are different in writing but they are read almost the same so it makes me confused. Sometimes I choose to be silent than I did mispronounce that English words)*

From Student-15’s statement, it was really important to know the main problem in pronunciation itself, it would not make the speaker did confused. The researcher realized that there are many students who have a problem in pronouncing English especially in minimal pairs. Celce-Muria and Godwin (in Budiasih, 2013:2) stated that there are 5 main problems in pronouncing English, those are pronunciation of individual sounds, word stress, sentence stress, rhythm, and intonation.

Then, the last, there were 4 students in the second category who said that their difficulty was word stress. This is the one example of students’ answer:

Student-19 : *“Kesulitan saya adalah ketika saya tidak paham tekanan yang ada pada suatu kata dalam Bahasa Inggris. Hal itu yang membuat saya bingung karena saya tidak hafal tekanan kata tersebut.” (My difficulty is I don’t understand with the word stress in English. Words stress has made me confused because I don’t memorize the stress in a word)*

From Student-19’s statement, it was really important for the speaker to know the location of stress in a word. After knowing the stress may be they could read the words correctly.

Then the next interview question was about the students’ opinion about tongue twister itself in English. It is the third question for the students. Almost all of the students in the VII B class said to the researcher that tongue twister was fun game for learning English. There were 3 categorizes for this question. In the

first category, there were 15 students who said that tongue twister is a fun game for the students in the class. This was of the example of the students' answer:

Student-22 : *“Tongue twister adalah permainan yang menyenangkan dan sulit juga karena kita harus mengucapkan kalimat dengan cepat.”*(Tongue twister is a fun and difficult game because we have to pronounce the sentence quickly)

From the statement above, tongue twister is the order words that are difficult to pronounce quickly and correctly but it is the one of great way and fun game for the students in the class.

There were 10 students who said that tongue twister is a sentence which are difficult to pronounce because it has similar sounds. This was the one example of the students' answer:

Student-15 : *“Tongue twister itu game-nya menyenangkan sekali mbak tapi juga susah karena harus cepat ngomong atau ngucapinnya harus dengan latihan karena kayak rapper yang cepat gitu ngomongnya mbak dan juga dia itu termasuk game yang mendidik sekali mbak.”*(Tongue twister is a fun game, it is also difficult because it must be quickly or we can pronounce tongue twister words practice everyday such as rapper who has good speed in saying a sentence other than that tongue twister is an education game)

From the statement above, Student-15 said that tongue twister is really difficult because he have to pronounce English word quickly like a rapper but he thought that tongue twister is such an education game in the class for the students, so although tongue twister was really hard but it has benefit too for the students as an education game.

The third interview question was still about students' opinion. In the third categorizes, there were 3 students who said that tongue twister is such a gymnastic tongue. This was of the example of the students' answer:

Student-15 : *“Tongue twister adalah permainan yang menyenangkan dan mengasah otak karena kalimatnya sulit dan melatih mulut untuk berbicara secara cepat. Secara bersamaan dan memerlukan konsentrasi karena harus diucapkan secara cepat mbak dan ini sangatlah berguna untuk meningkatkan pronunciation kita..”*  
 (Tongue twister is an interesting game and it makes us sharpen our brain and exercise our mouth to speak quickly because the sentence was difficult and it is very useful to improve our pronunciation)

From the statement above, Student-19 thought that tongue twister can make us sharpen our brain and exercise our mouth to speak quickly because the sentence was difficult and helped him to improve his pronunciation. This activity was done together. Well-Smith Partners (2012) had stated the advantages of tongue twister itself, and one of them is helping students focus on and tackle the problem which lead to quick improvement. Isarafah’s statement was true and suitable with Well-Smith theories.

The fourth interview question was about whether the use of tongue twister technique in learning pronunciation in English is needed for the students to give the correct pronunciation or not. All the students said that tongue twister had helped them to give the correct pronunciation. Here, the researcher chose 3 students who had good answer. She also asked the students to give their reason.

This is one of the students’ answers:

Student-15 : *“Kalau menurut saya penting mbak. Kalau ada teknik yang menyenangkan nanti kita (siswa) tidak akan bosan juga belajar, terutama belajar Bahasa Asing yang jarang kita pakai sehari-hari. Selain itu kita mampu membantu mengucapkan kata dengan benar tanpa membuka kamus.”*(I think it is very important. If there is interesting technique, the students will be not bored in learning especially learning foreign language. Moreover, we are able to pronounce English word correctly without open the dictionary)

From Student-15's statement, the use of tongue twister it works in the classroom. Tongue twister technique is needed to improve students' pronunciation ability in pronouncing English. It helped him to study pronunciation without open the dictionary and also tongue twister didn't make the students feel bored in learning English. The researcher chose Hanan's statement because her statement has the best reason than his friends.

The fifth interview question was about whether the use of tongue twister in learning pronunciation in English was really useful or not to the students. All of the students said that the use of tongue twister technique had helped them to pronounce the pronunciation' of English words. In addition, the researcher also asked the students to give the reason of that question before but not many students gave their reasons. They only answered "yes" without giving their reasons. Here, the researcher wanted to know whether tongue twister technique had helped them to pronounce English word or not. From, 17 students, only two students gave their answer with the best reason. This was one of the examples of students' answer with the reasons:

Student-3 : *"Ya lumayan membantu mbak, rasanya jadi menempel di kepala gitu kata-katanya tanpa harus membuka kamus atau hp mbak, dan kadang saya ucapin ketika sedang sendirian saja. Saya jadi tidak takut mengucapkan kata dalam Bahasa Inggris meskipun saya punya lidah jawa"*(It is very help me. I feel like those the tongue twister words had sticked to my head without open the dictionary or phone and sometimes I pronounce that while I was alone. Now, I am not afraid to pronounce English word although I has Javanese accent)

From Student-3's stated tongue twister had helped them to pronounce English words although he has Javanese accent and without realizing it, that tongue twister sentences had been in his brain.

Then, the last interview question was about how the students' feel after learning pronunciation in the class by using tongue twister technique. All of the students had stated that the use of tongue twister technique had made them feel happy and enjoy the atmosphere in the classroom. In this phase, the researcher had chosen one of the best answers. This was the one of the answer:

Student-21 : *"Aku suka banget sama tongue twister, Miss. Aku merasa dia membantu buat ngomong dengan Bahasa Inggris dengan cepat lalu jadi mengetahui ada beberapa kata yang berbeda dalam Bahasa Inggris namun dibacanya hamper sama seperti, 'She sells seashell by the seashore', Miss".* ( I like tongue twister so much, I felt that it really helps me to pronounce English word quickly and then knowing something new such as, there are some different words in English that has same way to read like 'she sells seashell by the seashore', Miss)

Student-21 had stated clearly about how her feeling when learning pronunciation class by using tongue twister technique. Tongue twister had helped them to speak English quickly and introduced her about minimal pairs in English words such as, "She sells seashell by the seashore."

In the end, the researcher concluded that the use of tongue twister technique helped the students a lot in learning English. It is a new technique for them in the class. This technique helped them to learn pronunciation in different and fun way. All of the students enjoyed the class and they had made their score slightly increase.

Hence, the students were not bored when they should learn English anymore. Tongue twister had motivated them to learn English. It helped the students to improve pronunciation ability in VII B class of MTs N 2 Karanganyar.

The evidences about tongue twister had helped to improved the students' pronunciation ability could be seen from the result of pre-test and post-test scores. In the pre-test, the students who got the lower score were 29 and the students who passed the minimum average score were 2. Then, in the first cycle post-test, the students who got the lower score were 22 and the post-test in the second cycle, the students who got the lower score were 2, and the students who got the passed the minimum average score were 29 students.

From the analysis of learning process and the students' result score in every cycle, it could be concluded that the students' result had improved in every cycle. Each tests showed that there were enhancement in the first and the second cycles. In the end, the researcher could make conclusion that tongue twister had gave them motivation to learn English. Tongue twister could minimalize the students' pronunciation ability. As stated about the several factors that can affect pronunciation which are listed (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) that one of them is about motivation and concern for good pronunciation. In this research, tongue twister was the students' intrinsic motivation when they were learning pronunciation. Tongue twister had

become students' motivation; it had increased the students' motivation learning pronunciation not only from the result of they got in the classroom from their test and but also the enhancement of students' observation checklist from first cycle and the second cycle that was conducted by the researcher.

In the end of this research, the researcher wanted to share the limitation of her research because the researcher realized and reflected her research that her research had not been done optimally. There were three obstacles which the researcher faced during the research process. Those were time of the research, the facilities and the indicator of achievement.

The First problem was about time of the research; the researcher had done this research only in four meetings. The researcher realized that the students still got problem in suprasegmental feature such as word and sentences stress, and the researcher only explained the material in the last meeting. The researcher only focused on the specific problem in the segmental feature.

The second problem was about the facilities. The researcher realized that there were some students feel bored with the material because there was not interesting media in this research. Actually, the researcher had prepared the material in power point slide but there was not LCD in the classroom so the researcher only gave them a sheet of material paper before the treatment.

The third problem was about the indicator of achievements. The researcher had asked question first to the English teacher about the indicator of achievement in seventh grades. The indicators of achievements in this research were 70 and from researcher data, the amount of the students who reach the standard minimum score was more than 85% of total students so, the research was not able to reach 100% of total students achievement score.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the study conducted by researcher about using tongue twister technique to improve students' pronunciation in MTs N 2 Karanganyar in the academic year 2018/2019.

#### A. Conclusions

The research was proposed to find out the most appropriate technique to help students' pronunciation skills of the seventh grade of MTs N 2 Karanganyar. Based on the discussion in the previous chapter, the researcher draws conclusion of this research that the implementation of tongue twister can improve students' pronunciation ability in MTS N 2 Karanganyar.

In this research, tongue twister technique improved the students' pronunciation ability with whisper tongue twister. In this research, the researcher did two cycles in this research.

Firstly, the researcher asked the students to listen what she said carefully without taking notes on their book. This activity was dictating students. Students did that in pairs then they discussed the answer with their friends. In the first cycle, the researcher introduced the students about phonetic symbol in vocal and consonant words in English and also she gave them the example of tongue twister sentences.

In the next phase is, the researcher did whisper tongue twister activity in cycle two and studied about stress in a word. The condition in the class was very crowded but the students enjoyed the activity. The students were more

active in this cycle, it was challenging game because they had to memorize sentences and whisper it to the next member one by one. Students showed their attention and participation well. The researcher also did post-test to measure the students' pronunciation ability. The result of the data shows that the average of students' score had increased. Therefore, it can be concluded that teaching pronunciation by using tongue twister technique can improve students' pronunciation ability.

## B. Suggestions

In this phase, the researcher made several important things that can be suggested in this research after implementing and making several evaluation of the research. Hopefully, this research can be useful for the readers, especially:

### 1. For English teacher

In teaching English, the teacher should be creative in transferring the knowledge to the students. The teacher is also interactive with the students. Thus, the students can receive and understand the material of the lesson easily. Besides, this research was necessary to give motivation to their students for the English teacher in learn English. Third, English teacher can choose tongue twister as one of appropriate method in teaching English especially pronunciation.

2. For students

Tongue twister technique is a fun technique to learn pronunciation for students. This technique can make students understand to pronounce English words well and motivate the students to learn English.

3. For the next researcher

This research can be one of the references in the next research in the future. Although, tongue twister was ancient technique, this technique still needed for the students in teaching and learning process.

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**PRE-TEST PHONETIC TRANSCRIPTION RESULT**

Words	Student-1	Student-2	Student-3	Student-4	Student-5	Student-6
Handsome /'hænsəm/	/'hænsəm/ (2)	/'hænsəm/ (2)	Absent	/'hænsəm/ (4)	/'hædsəm/ (1)	/'hænsəm/ (4)
Beautiful /'bju:təfəl/	/'bju:tifəl/ (2)	/'bju:tifəl/ (4)	Absent	/'bju:təfəl/ (4)	/'bju:tifəl/ (4)	/'bju:təfəl/ (4)
Creamy /'kri:mi/	/'kri:m/ (2)	/'kri:m/ (2)	Absent	/'kri:mi/ (4)	/'kri:mi/ (4)	/'kri:mi/ (4)
Angry /'æŋgri/	/'æŋgri/ (2)	/'æŋgri/ (4)	Absent	/'æŋgri/ (2)	/'æŋgri/ (1)	/'æŋgri/ (4)
Brave /breiv/	/'brev/ (2)	/'brove/ (1)	Absent	/'brev/ (2)	/'breiv/ (4)	/'brev/ (3)
Awesome /'ɔ :səm/	/'awesəm/ (2)	/'awesəm/ (2)	Absent	/'awesəm/ (1)	/'owesəm/ (1)	/'awesəm/ (1)
Dangerous /'deɪndʒrəs/	/'dæŋdʒər/ (2)	/'dæŋdʒər/ (2)	Absent	/'dæŋdʒər/ (1)	/'deɪndʒrə/ (3)	/'dæŋdʒər/ (1)
Famous /'feməs/	/'femos/ (2)	/'fumos/ (1)	Absent	/'femos/ (2)	/'famus/ (1)	/'famos/ (1)
Impossible /'ɪm'pɒsəbl/	/'ɪm'pɒsəbl/ (4)	/'ɪmpɒsəbl/ (2)	Absent	/'ɪmpɒsəbl/ (1)	/'ɪmpɒsəbl/ (1)	/'ɪmpɒsəbl/ (2)
Big /bɪg/	/'bɪg/ (4)	/'bɪg/ (4)	Absent	/'bɪg/ (4)	/'bɪg/ (4)	/'bɪg/ (4)
Cheap /'tʃi:p/	/'tʃi:p/ (4)	/'tʃeap/ (1)	Absent	/'tʃi:p/ (4)	/'tʃi:p/ (4)	/'kep/ (1)
Cute /'kju:t /	/'ku:t / (2)	/'cat/ (1)	Absent	/'kat / (1)	/'kjut / (3)	/'kat / (1)
Crazy /'kreɪzi /	/'kreɪzi / (4)	/'kreɪzi / (4)	Absent	/'kreɪzi/ (4)	/'kreɪzi / (4)	/'kreɪzi / (4)
Unique /'ju:'ni:k /	/'ju:'ni:k / (4)	/'unique/ (1)	Absent	/'anɪque/ (1)	/'ju:'ni:que / (3)	/'ju:'ni:que/ (3)
Thin /'θɪn /	/'θɪn / (4)	/'θɪn / (4)	Absent	/'dɪn / (1)	/'θɪn / (4)	/'dɪn / (2)
Thick /'θɪk /	/'θɪks / (2)	/'tɪks / (1)	Absent	/'θɪks / (2)	/'θɪk / (4)	/'θɪk / (4)
Little /'lɪtl/	/'lɪt/ (2)	/'lɪttle/ (1)	absent	/'lɪttle/ (1)	/'lɪttle/ (1)	/'lɪttel/ (1)
Sick /'sɪk /	/'sɪk / (4)	/'sɪk / (4)	Absent	/'sɪk / (4)	/'sɪk / (4)	/'sɪk / (4)
Ugly /'ʌɡli /	/'ugli / (2)	/'ungli/ (1)	Absent	/'ʌɡli / (4)	/'ʌŋɡli / (2)	/'ʌŋɡli / (2)
Wide /'waɪd/	/'wɪekl/ (1)	/'wɪedkl/ (1)	Absent	/'wɪd/ (1)	/'wɪd/ (1)	/'wɪekl/ (1)
Number of correct answer	53	43	0	48	54	49

Continue....

Words	Student-7	Student-8	Student-9	Student-10	Student-11	Student-12
Handsome /'hænsəm/	<b>/'hænsəm/</b> (2)	absent	/'hænsəm/ (4)	<b>/'hænsəb/</b> (2)	<b>/'hænsəm/</b> (2)	<b>/'hædsəm/</b> (2)
Beautiful /'bjʊ:təfəl/	<b>/'bjʊ:təfəl/</b> (4)	absent	/'bjʊ:təfəl/ (4)	<b>/'bjʊ:təfəl/</b> (4)	<b>/'bjʊ:təfəl/</b> (4)	<b>/'bjʊ:təfəl/</b> (4)
Creamy /'kri:mi/	<b>/'kri:mi/</b> (4)	absent	/'kri:mi/ (4)	<b>/'kre:mi/</b> (1)	<b>/'kri:mi/</b> (4)	<b>/'kre:mi/</b> (1)
Angry /'æŋgri/	<b>/'æŋgri/</b> (4)	absent	/'æŋgri/ (4)	<b>/'æŋgri/</b> (1)	<b>/'æŋgri/</b> (4)	<b>/'æŋgri/</b> (4)
Brave /breɪv/	<b>/brɒv/</b> (1)	absent	<b>/brɛv/</b> (3)	<b>/brɛv/</b> (3)	<b>/brɛv/</b> (3)	<b>/brɛv/</b> (3)
Awesome /'ɔ:səm/	<b>/əwɒsəm/</b> (1)	absent	<b>/əwɒsəm/</b> (1)	<b>/əwɒsəm/</b> (1)	<b>/əwɒsəm/</b> (1)	<b>/ɒmsəm/</b> (1)
Dangerous /'deɪŋdʒərəs/	<b>/'dæŋdʒər/</b> (1)	absent	<b>/dæŋdʒər/</b> (1)	<b>/'deɪŋdʒər/</b> (2)	<b>/'dæŋdʒər/</b> (2)	<b>/'deɪŋdʒəri/</b> (1)
Famous /'feɪməs/	<b>/'fæməs/</b> (2)	absent	<b>/fæməs/</b> (1)	<b>/fæməs/</b> (1)	<b>/fæməs/</b> (1)	<b>/fɒms/</b> (1)
Impossible /ɪm'pɒsəbl/	<b>/ɪm'pɒsəbl/</b> (4)	absent	<b>/ɪm'pɒsəbl/</b> (1)	<b>/ɪm'pɒsəbl/</b> (1)	<b>/ɪm'pɒsəbl/</b> (1)	<b>/ɪbɪləbəl/</b> (0)
Big /bɪg/	<b>/bɪg/</b> (4)	absent	<b>/bæg/</b> (1)	<b>/bɪg/</b> (4)	<b>/bɪg/</b> (4)	<b>/bɪg/</b> (4)
Cheap /tʃi:p/	<b>/tʃi:p/</b> (4)	absent	<b>/tʃi:p/</b> (4)	<b>/tʃi:p/</b> (5)	<b>/ki:p/</b> (1)	<b>/ki:ps/</b> (1)
Cute /kju:t/	<b>/kæt/</b> (1)	absent	<b>/kʌt/</b> (1)	<b>/kʌt/</b> (1)	<b>/kæt/</b> (1)	<b>/kæt/</b> (1)
Crazy /'kreɪzi/	<b>/'krenzi/</b> (2)	absent	/'kreɪzi/ (4)	/'kreɪzi/ (4)	/'kreɪzi/ (4)	/'kreɪzi/ (4)
Unique /ju:'ni:k/	<b>/ju:'ni:k/</b> (4)	absent	<b>/æŋk/</b> (1)	<b>/ju:'ni:k/</b> (1)	<b>/ju:'ni:kʌ/</b> (3)	<b>/æŋk/</b> (1)
Thin /θɪn/	<b>/θɪn/</b> (4)	absent	<b>/dɪn/</b> (1)	<b>/θɪn/</b> (4)	<b>/dɪn/</b> (1)	<b>/θɪn/</b> (4)
Thick /θɪk/	<b>/θɪŋk/</b> (1)	absent	<b>/θɪk/</b> (4)	<b>/θɪk/</b> (4)	<b>/θɪk/</b> (4)	<b>/θɪks/</b> (2)
Little /'lɪtl/	<b>/'lɪtl/</b> (1)	absent	<b>/laɪtl/</b> (1)	<b>/lɪtl/</b> (1)	<b>/'lɪtl/</b> (1)	<b>/lets/</b> (0)
Sick /sɪk/	<b>/sɪk/</b> (4)	absent	<b>/sɪk/</b> (4)	<b>/sɪk/</b> (4)	<b>/sɪk/</b> (4)	<b>/sɪk/</b> (4)
Ugly /'ʌɡli/	<b>/'ʌŋɡli/</b> (1)	absent	<b>/fɪkəl/</b> (1)	<b>/'ʌŋɡli/</b> (1)	<b>/'æŋɡri/</b> (1)	<b>/'ʌŋɡli/</b> (1)
Wide /waɪd/	<b>/waɪd/</b> (1)	absent	<b>/waɪsəl/</b> (1)	<b>/waɪd/</b> (1)	<b>/waɪkl/</b> (1)	<b>/waɪds/</b> (1)
<b>Number of correct answer</b>	<b>50</b>	<b>0</b>	<b>46</b>	<b>46</b>	<b>43</b>	<b>40</b>



Continue .....

Words	Student-13	Student-14	Student-15	Student-16	Student-17	Student-18
Handsome /hænsəm/	/hænsəm/ (4)	/hænsəm/ (4)	/hænsəm/ (5)	/hænsəm/ (5)	/hænsəm/ (4)	/hænsəm/ (4)
Beautiful /bju:təfəl/	<b>/bu:təfəl/ (1)</b>	<b>/bju:təfəl/ (4)</b>	<b>/bju:təfəl/ (5)</b>	<b>/bju:təfəl/ (5)</b>	<b>/bju:təfəl/ (4)</b>	<b>/bja:təfəl/ (2)</b>
Creamy /kri:mi/	<b>/kre:me/ (1)</b>	<b>/ceremi/ (1)</b>	/kri:mi/ (5)	/kri:mi/ (5)	/kri:mi/ (4)	<b>/kre:mi/ (1)</b>
Angry /æŋgri/	<b>/angre/ (1)</b>	/æŋgri/ (4)	/æŋgri/ (5)	/æŋgri/ (5)	/æŋgri/ (5)	/æŋgri/ (4)
Brave /breiv/	<b>/brove/ (1)</b>	<b>/brav/ (1)</b>	/breiv/ (5)	<b>/brev/ (3)</b>	/breiv/ (5)	<b>/brev/ (2)</b>
Awesome /ɔ:səm/	<b>/awesom/ (1)</b>	<b>/awesom/ (1)</b>	/ɔ:səm/ (5)	<b>/əwesom/ (1)</b>	<b>/awesom/ (1)</b>	<b>/awesom/ (1)</b>
Dangerous /deɪŋdʒrəs/	<b>/daggers/ (1)</b>	<b>/danger/ (1)</b>	/deɪŋdʒrəs/ (4)	<b>/dangers/ (1)</b>	<b>/danger/ (1)</b>	<b>/danger/ (1)</b>
Famous /feɪməs/	<b>/fomes/ (1)</b>	<b>/famos/ (1)</b>	<b>/famous/ (1)</b>	<b>/faməs/ (2)</b>	<b>/famos/ (1)</b>	<b>/lamos/ (1)</b>
Impossible /ɪm'pɒsəbl/	<b>/imposible/ (1)</b>	<b>/imposible/ (1)</b>	/ɪm'pɒsəbl/ (5)	<b>/imposaible/ (1)</b>	<b>/iamposible/ (1)</b>	<b>/imposible/ (1)</b>
Big /bɪg/	/bɪg/ (4)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)
Cheap /tʃi:p/	<b>/cho:p/ (1)</b>	/tʃi:p/ (4)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (4)	/tʃi:p/ (4)
Cute /kju:t/	<b>/cat/ (1)</b>	<b>/cute/ (1)</b>	<b>/kut/ (1)</b>	/kju:t/ (4)	<b>/cut/ (1)</b>	<b>/ket/ (1)</b>
Crazy /'kreɪzi/	/ 'kreɪzi / (5)	/ 'kreɪzi / (4)	/ 'kreɪzi / (5)	/ 'kreɪzi / (4)	/ 'kreɪzi / (4)	/ 'kreɪzi / (4)
Unique /ju:'ni:k/	<b>/unique/ (1)</b>	<b>/uniqyue/ (1)</b>	/ju:'ni:k/ (5)	/ju:'ni:k/ (4)	<b>/onique/ (1)</b>	<b>/anikue/ (1)</b>
Thin /θɪn/	/θɪn/ (4)	/θɪn/ (5)	/θɪn/ (5)	<b>/dɪn/ (1)</b>	/θɪn/ (4)	/θɪn/ (5)
Thick /θɪk/	/θɪk/ (4)	/θɪk/ (5)	/θɪk/ (5)	/θɪk/ (5)	/θɪk/ (5)	/θɪk/ (5)
Little /'lɪtl/	<b>/lit/ (1)</b>	<b>/little/ (1)</b>	<b>/littel/ (1)</b>	<b>/littel/ (1)</b>	<b>/littel/ (1)</b>	<b>/littel/ (1)</b>
Sick /sɪk/	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)
Ugly /'ʌgli/	<b>/unli/ (1)</b>	<b>/ingly/ (1)</b>	/ 'ʌgli / (5)	/ 'ʌgli / (5)	<b>/ugli/ (1)</b>	<b>/unli/ (1)</b>
Wide /waɪd/	<b>/wɪd/ (1)</b>	<b>/wildsey/ (1)</b>	/waɪd/ (5)	/waɪd/ (5)	<b>/wide/ (1)</b>	<b>/wicel/ (1)</b>
<b>Number of correct answer</b>	<b>40</b>	<b>51</b>	<b>87</b>	<b>72</b>	<b>58</b>	<b>50</b>

Words	Student-19	Student-20	Student-21	Student-22	Student-23	Student 24
Handsome /hænsəm/	/'hænsəm/ (4)	/'hænsəm/ (4)	/'hænsəm/ (4)	/'hænsəm/ (4)	/'hænsəm/ (4)	Absent
Beautiful /'bju:təfəl/	/'bju:təfəl/ (4)	/'bju:təfəl/ (4)	/'bju:təfəl/ (4)	/'bju:təfəl/ (4)	/'bju:təfəl/ (4)	Absent
Creamy /'kri:mi/	/'kri:mi/ (4)	/'kra:mi/ (1)	/'kri:mi/ (5)	/'kri:mi/ (4)	/'kri:mi/ (4)	Absent
Angry /'æŋgri/	/'æŋgri/ (4)	/'æŋgri/ (4)	/æŋgri/ (1)	/'æŋgri/ (4)	/'æŋgri/ (4)	Absent
Brave /breɪv/	/breɪv/ (4)	/breɪv/ (5)	/breɪv/ (1)	/breɪv/ (2)	/brov/ (1)	Absent
Awesome /'ɔ:səm/	/əwəsəm/ (1)	/əwəsəm/ (1)	/əwəsəm/ (1)	/əwəsəm/ (1)	/əwəsəm/ (1)	Absent
Dangerous /'deɪŋdʒərəs/	/dæŋdʒə/ (1)	/dæŋdʒə/ (1)	/dæŋdʒə/ (1)	/dæŋdʒə/ (1)	/dæŋdʒə/ (1)	Absent
Famous /'feɪməs/	/'fæməs/ (1)	/'fræməs/ (1)	/'fæməs/ (1)	/'fæməs/ (1)	/'fæməs/ (1)	Absent
Impossible /ɪm'pɒsəbl/	/ɪæm'pɒsəbl/ (1)	/ɪm'pɒsəbl/ (1)	/ɪm'pɒsəbl/ (4)	/ɪæm'pɒsəbl/ (1)	/ɪm'pɒsəbl/ (1)	Absent
Big /bɪg/	/bærg/ (1)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	Absent
Cheap /tʃi:p/	/tʃep/ (1)	/tʃen/ (1)	/tʃi:p/ (4)	/tʃi:p/ (4)	/tʃi:p/ (4)	Absent
Cute /kju:t/	/ka:t (1)	/ka:t (1)	/ka:t (1)	/ka:t (1)	/ka:t (1)	Absent
Crazy /'kreɪzi/	/'kreɪzi/ (4)	/'kreɪzi/ (4)	/'kreɪzi/ (4)	/'kreɪzi/ (4)	/'kreɪzi/ (4)	Absent
Unique /ju:'ni:k/	/ju:'kue (2)	/unikwe/ (1)	/ju:'nikyu/ (2)	/ju:'nikyu/ (2)	/a:nique/ (1)	Absent
Thin /θɪn/	/θem/ (1)	/θam/ (1)	/θɪn/ (5)	/θɪn/ (5)	/θɪn/ (5)	Absent
Thick /θɪk/	/θɪk/ (5)	/θaɪk/ (1)	/θɪk/ (5)	/θɪk/ (5)	/θɪk/ (5)	Absent
Little /'lɪtl/	/lættel/ (1)	/littel/ (1)	/littel/ (1)	/littel/ (1)	/littel/ (1)	Absent
Sick /sɪk/	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	Absent
Ugly /'ʌgli/	/ju:gli/ (1)	/uŋli/ (1)	/'ʌgli/ (4)	/'ʌgli/ (4)	/uŋli/ (1)	Absent
Wide /waɪd/	/waɪd/ (5)	/wɪll/ (0)	/waɪd/ (5)	/waɪd/ (5)	/wɪd/ (1)	Absent
<b>Number of correct answer</b>	<b>51</b>	<b>43</b>	<b>63</b>	<b>67</b>	<b>54</b>	<b>0</b>

Words	Student-25	Student-26	Student-27	Student-28	Student-29	Student-30
Handsome /'hænsəm/ /'hænsəm/	<b>/'hænsəm/ (1)</b>	<b>/'hænsəm/ (2)</b>	<b>/'hænsəm/ (4)</b>	<b>/'hænsəm/ (4)</b>	<b>/'hænsəm/ (4)</b>	<b>/'hænsəm/ (4)</b>
Beautiful /'bju:təfəl/ /'bju:təfəl/	<b>/'bju:təfəl/ (1)</b>	<b>/'bəfəl/ (1)</b>	<b>'bju:təfəl/ (4)</b>	<b>'bju:təfəl/ (4)</b>	<b>'bju:təfəl/ (4)</b>	<b>'bju:təfəl/ (4)</b>
Creamy /'kri:mi/ /'kri:mi/	<b>/'kri:mi/ (4)</b>	<b>/'kri:m/ (1)</b>	<b>/'kri:m/ (2)</b>	<b>/'kre:mi/ (2)</b>	<b>/'kri:mi/ (4)</b>	<b>/'kri:mi/ (5)</b>
Angry /'æŋgri/ /'æŋgri/	<b>/'æŋgri/ (4)</b>	<b>/'ægrɪ/ (1)</b>	<b>/'æŋgri/ (4)</b>	<b>/'æŋgri/ (4)</b>	<b>/'æŋgri/ (4)</b>	<b>/'æŋgri/ (4)</b>
Brave /breɪv/ /breɪv/	<b>/breɪv/ (1)</b>	<b>/breɪp/ (1)</b>	<b>/breɪv/ (4)</b>	<b>/breɪv/ (4)</b>	<b>/breɪv/ (4)</b>	<b>/breɪv/ (2)</b>
Awesome /'ɔ:səm/ /'ɔ:səm/	<b>/awesome/ (1)</b>	<b>/awesome/ (1)</b>	<b>/awesome/ (1)</b>	<b>/awesome/ (1)</b>	<b>/awesome/ (1)</b>	<b>/awesome/ (1)</b>
Dangerous /'deɪŋdʒrəs/ /'deɪŋdʒrəs/	<b>/dəŋdʒərs/ (1)</b>	<b>/dangre/ (1)</b>	<b>/danger/ (1)</b>	<b>/dinger/ (1)</b>	<b>/danjer/ (1)</b>	<b>/danger/ (1)</b>
Famous /'feɪməs/ /'feɪməs/	<b>/famos/ (1)</b>	<b>/famos/ (1)</b>	<b>/famos/ (1)</b>	<b>/famus/ (1)</b>	<b>/famos/ (1)</b>	<b>/famos/ (1)</b>
Impossible /ɪm'pɒsəbl/ /ɪm'pɒsəbl/	<b>/impossible/ (1)</b>	<b>/imposible/ (1)</b>	<b>/imposible/ (1)</b>	<b>/imposible/ (1)</b>	<b>/imposible/ (1)</b>	<b>/imposibel/ (1)</b>
Big /bɪg/ /bɪg/	<b>/bɪg/ (5)</b>	<b>/bɪg/ (5)</b>	<b>/bɪg/ (5)</b>	<b>/bɪg/ (5)</b>	<b>/bɪg/ (5)</b>	<b>/bɪg/ (5)</b>
Cheap /tʃi:p/ /tʃi:p/	<b>/chep/ (1)</b>	<b>/tʃi:p/ (4)</b>	<b>/ke:p/ (1)</b>	<b>/ke:p/ (1)</b>	<b>/tʃi:p/ (4)</b>	<b>/kəp/ (1)</b>
Cute /kju:t / /kju:t /	<b>/cut/ (1)</b>	<b>/cut/ (1)</b>	<b>/cut/ (1)</b>	<b>/cut/ (1)</b>	<b>/cut/ (1)</b>	<b>/ka:t/ (1)</b>
Crazy /'kreɪzi / /'kreɪzi /	<b>/'kreɪsi/ (1)</b>	<b>/'kreɪz/ (1)</b>	<b>/'kreɪzi / (4)</b>	<b>/'kreɪzi / (4)</b>	<b>/'kreɪzi / (4)</b>	<b>/'kreɪzi/ (4)</b>
Unique /ju:'ni:k / /ju:'ni:k /	<b>/unquel/ (1)</b>	<b>/unqyu/ (1)</b>	<b>/uniqyu/ (1)</b>	<b>/ju:nique/ (2)</b>	<b>/ju:nique/ (1)</b>	<b>/ju:nique/ (3)</b>
Thin /θɪn / /θɪn /	<b>/θɪn / (4)</b>	<b>/θɪn / (5)</b>	<b>/θɪn / (5)</b>	<b>/θɪn/ (5)</b>	<b>/θɪn / (1)</b>	<b>/θɪn / (5)</b>
Thick /θɪk / /θɪk /	<b>/θɪks / (3)</b>	<b>/θɪk / (5)</b>	<b>/θɪk / (5)</b>	<b>/θɪk/ (5)</b>	<b>/θɪk / (5)</b>	<b>/θɪk / (5)</b>
Little /'lɪtl/ /'lɪtl/	<b>/lit/ (1)</b>	<b>/lɪts/ (1)</b>	<b>/littel/ (1)</b>	<b>/littel/ (1)</b>	<b>/littel/ (1)</b>	<b>/littel/ (1)</b>
Sick /sɪk / /sɪk /	<b>/sɪk / (5)</b>	<b>/sɪk / (5)</b>	<b>/sɪk / (5)</b>	<b>/sɪk / (5)</b>	<b>/sɪk / (5)</b>	<b>/sɪk / (5)</b>
Ugly /'ʌgli / /'ʌgli /	<b>/'ʌgli / (5)</b>	<b>/ug/ (1)</b>	<b>/'ʌŋli / (1)</b>	<b>/'ʌŋli / (1)</b>	<b>/'ʌgli / (1)</b>	<b>/'ʌŋli / (1)</b>
Wide /'waɪd/ /'waɪd/	<b>/wɪld/ (1)</b>	<b>/wɪst/ (1)</b>	<b>/wɪd/ (1)</b>	<b>/wɪl/ (0)</b>	<b>/wɪd/ (1)</b>	<b>/wɪd/ (1)</b>
<b>Number of correct answer</b>	<b>43</b>	<b>40</b>	<b>52</b>	<b>52</b>	<b>56</b>	<b>55</b>

Words	Student-31	Student-32	Student-33	Student-34
Handsome /'hænsəm/ /'hænsəm/	<b>/'hænsəm/ (4)</b>	<b>/'hænsəm/ (1)</b>	<b>/'hænsəm/ (4)</b>	<b>/'hænsəm/ (4)</b>

Beautiful /ˈbju:təfəl/ (4)	/ˈbe:təfəl/ (2)	/ˈbju:təfəl/ (4)	/ˈbju:təfəl/ (4)	
Creamy /ˈkri:mi/ (4)	/ˈkre:mi/ (1)	/ˈkri:m/ (1)	/ˈkrem/ (1)	
Angry /ˈæŋɡri/ (4)	/ˈæŋɡri/ (4)	/ˈæŋɡri/ (4)	/ˈæŋɡri/ (4)	
Brave /breɪv/ (1)	/brev/ (2)	/brev/ (2)	/brev/ (2)	
Awesome /ˈɔ:səm/ (1)	/ˈawsəm/ (1)	/ˈawsəm/ (1)	/ˈawsəm/ (1)	
Dangerous /ˈdeɪŋdʒərəs/ (1)	/ˈdeɪndʒər/ (2)	/ˈdeɪndʒər/ (1)	/ˈdeɪndʒər/ (1)	
Famous /ˈfeɪməs/ (1)	/ˈfamos/ (1)	/ˈfamos/ (1)	/ˈfamu:s/ (1)	
Impossible /ɪmˈpɒsəbl/ (2)	/ɪmˈpɒsəbl/ (4)	/ɪəmˈpɒsəbl/ (1)	/ɪmˈpɒsəblm/ (1)	
Big /bɪɡ/ (5)	/bɪɡ/ (5)	/bɪɡ/ (5)	/bɪɡ/ (5)	
Cheap /tʃi:p/ (1)	/tʃe:p/ (1)	/tʃi:p/ (4)	/tʃe:p/ (1)	
Cute /kju:t/ (1)	/kæt/ (1)	/cu:t/ (1)	/cu:t/ (1)	
Crazy /ˈkreɪzi/ (5)	/ˈkreɪzi/ (4)	/ˈkreɪzi/ (4)	/ˈkreɪzi/ (4)	
Unique /ju:ˈni:k/ (1)	/ˈuni:k/ (1)	/ˈuni:k/ (1)	/ˈuni:k/ (1)	
Thin /θɪn/ (5)	/θɪn/ (4)	/θɪn/ (5)	/θɪn/ (4)	
Thick /θɪk/ (5)	/θɪk/ (5)	/θɪk/ (5)	/θɪk/ (4)	
Little /ˈlɪtl/ (1)	/ˈlɪtl/ (1)	/ˈlɪtl/ (1)	/ˈlɪtl/ (1)	
Sick /sɪk/ (5)	/sɪk/ (5)	/sɪk/ (5)	/sɪk/ (4)	
Ugly /ˈʌɡli/ (1)	/ˈʌŋli/ (1)	/ˈʌɡli/ (1)	/ˈʌŋli/ (1)	
Wide /waɪd/ (5)	/waɪd/ (4)	/waɪd/ (4)	/waɪd/ (1)	
<b>Number of correct answer</b>	<b>57</b>	<b>50</b>	<b>55</b>	<b>46</b>

POST TEST CYCLE 1

Words	Student-1	Student-2	Student-3	Student-4	Student-5	Student-6
Active /'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/ (1)
Bad /bæd/	/bæs/ (1)	/bæd/	/bad/ (1)	/bæd/	/bæd/	/bæd/
Busy /'bɪzi/	/'bez/ (1)	/'buzi/ (2)	/'busi/ (1)	/'bɪzi/	/'bjuzi/ (2)	/'buzi/ (1)
Smart /smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/
Diligent /'dɪlɪdʒənt/	/'dɪlɪdʒ/ (1)	/'dɪlɪgənt/ (3)	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/
Wise /waɪz/	/waɪz/	/wɪz/ (1)	/waɪz/	/waɪz/	/wɪz/ (1)	/wɪz/ (1)
Arrogant /'ærəʊgənt/	/'ærəʊgəg/ (1)	/'ærəʊgənt/	/'ærəʊgənt/	/'æroʊgənt/ (2)	/'ærəʊgənt/	/'ærəʊgənt/
Patient /'peɪʃənt/	/'pɛti/ (0)	/'pafənt/ (1)	/'peɪtɪnt/ (2)	/'paɪʃənt/ (1)	/'peɪənt/ (1)	/'paɪtɪnt/ (1)
Honest /'ɒnɪst/	/'hɒnst/ (1)	/honest/ (1)	/hɒnɪst/ (1)	/honest/ (1)	/'hɒnɪst/ (1)	/hɒnɪt/ (1)
Old /əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/
Young /jʌŋ/	/jʌŋ/	/jʌŋ/	/juŋ/ (1)	/jʌŋ/	/jʌŋ/	/jʌŋ/
Naughty /'nɔ:ti/	/'nɔ:gti/ (2)	/'nɔ:ti/	/'nɔ:ti/	/'nɔ:ti/	/'nɔ:ghi/ (1)	/'nɔ:gti/ (1)
Cheerful /'tʃɪəfəl/	/'tʃɪəfəl/ (2)	/cheerful/ (1)	/kɪərɪfəl/ (1)	/kɪərɪfəl/ (1)	/klɪərɪfəl/ (1)	/kərɪfəl/ (1)
Neat /ni:t/	/ni:t/	/neat/ (1)	/ni:t/	/ni:t/	/net/ (1)	/net/ (1)
Delicious /dɪ'liʃəs/	/dɪ'liʃəs/ (3)	/delicious/ (1)	/del'ʃəs/ (2)	/dɪ'liʃər/ (1)	/de'liʃəs/ (2)	/de'liʃəs/ (2)
Kind /kaɪnd/	/kaɪnd/ (1)	/kaɪnd/ (1)	/kand/ (1)	/kaɪnd/ (1)	/kaɪnd/ (1)	/kamd/ (1)
High /haɪ/	/haɪg/ (1)	/hɪg/ (1)	/hɪgh/ (1)	/hɪg/ (1)	/hɪg/ (1)	/hɪg/ (1)
Short /ʃɔ:t/	/ʃɔ:t/	/ʃɔ:rt/ (3)	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/
Fat /fæt/	/fæt/	/fæt/	/fæt/	/fæt/	/fæt/	/fæt/
Slim /slɪm/	/slaim/ (1)	/slɪm/	/slɪm/	/slɪm/	/slaim/ (1)	/slaim/ (1)
Number of correct answer	55	61	66	73	58	57

Continue.....

Words	Student-7	Student-8	Student-9	Student-10	Student-11	Student-12
Active /'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/ (3)
Bad /bæd/	/bæd/	/bæd/	/bæd/	/bæd/	/bæd/	/bæd/
Busy /'buzi /	/'buzi / (1)	/'bɪ / (0)	/'bjuzi / (2)	/'buzi / (1)	/'bjuzi / (2)	/'buzi / (1)
Smart /smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/
Diligent /'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒə/ (2)
Wise /waɪz/	/wɪz/ (1)	/wɪz/ (1)	/waɪz/	/wɪz/ (1)	/wɪz/ (1)	/wɑz/ (0)
Arrogant /'ærəʊgənt /	/'ærəʊgənt/	/'ærəʊgənt/ (1)	/'ærəʊgənt/ (2)	/'ærəʊgənt/	/'ærəʊng/ (1)	/'ærəʊngə/ (1)
Patient /'peɪʃənt/	/'peɪntənts/ (1)	/'patɪənt/ (1)	/'peɪntɪnts/ (1)	/'peɪntɪənt/ (1)	/'peɪtənt/ (1)	/'peɪt/ (0)
Honest /'ɒnɪst/	/hɒnɪst/ (1)	/hɒnɪst/ (0)	/'ɒnɪst/	/'hɒnɪst/ (1)	/hɒnɪst/ (1)	/'hɑnst/ (1)
Old /əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/
Young /jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/
Naughty /'nɔ:ti/	/'naughti/ (1)	/'nɔ:ti/	/'neghti/ (1)	/'nɔ:gti/ (1)	/'nɔ:ghti/ (1)	/'nest/ (0)
Cheerful /'tʃɪəfʊl /	/tʃɪəfʊl /	/kɒlərfʊl/ (0)	/'tʃɪəfʊl / (2)	/tʃɪəfʊl /	/tʃɪəfʊl /	/'tʃɪəfʊl / (1)
Neat /ni:t/	/ni:t/	/net/	/'nei:t/ (1)	/ni:t/	/ni:t/	/net/ (1)
Delicious /dɪ'liʃəs/	/dɪ'liʃəs/	/de'liʃəs/ (2)	/dre'liʃəs/ (1)	/de'liʃəs (1)/	/de'liʃəs/ (1)	/dɪ'liŋgəs/ (1)
Kind /kaɪnd/	/kaɪnd/ (1)	/kaɪnd/ (1)	/kaɪnd/	/kaɪnd/ (1)	/kaɪnd/ (1)	/kaɪnds/ (1)
High /haɪ/	/haɪg/ (1)	/hɪg/ (1)	/haɪg/ (1)	/haɪg/ (1)	/hɪg/ (1)	/haɪgs/ (1)
Short /ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/fət/ (1)
Fat /fæt/	/fæt/	/fæt/	/fæt/	/fæt/	/fæt/	/wæt/ (0)
Slim /slɪm/	/slɪm/	/slɪm/	/'sləm/ (2)	/'sleɪm/ (1)	/slɪm/	/'sleɪm/ (1)
<b>Number of correct answer</b>	<b>72</b>	<b>62</b>	<b>68</b>	<b>74</b>	<b>65</b>	<b>35</b>

Words	Student-13	Student-14	Student-15	Student-16	Student-17	Student-18
Active /'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/	/'æktiv/
Bad /bæd/	/bæd/	/bæd/	/bæd/	/bæd/	/bæd/	/bæd/
Busy /'bɪzi /	/'bɪzi /	/'byuz/ (1)	/'bɪzi /	/'buzi / (1)	/'bɪzi /	/'bɪzi /
Smart /smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/	/smɑ:t/
Diligent /'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/	/'dɪlɪdʒənt/
Wise /waɪz/	/waɪz/	/waɪz/	/waɪz/	/wɪz/ (1)	/wɪz/ (1)	/wɪz/ (1)
Arrogant /'ærəʊgənt /	/'æŋgri/ (0)	/'ærəʊgənt/	/'ærəʊgənt/	/'ærəʊgənt/ (2)	/'ærəʊgənt/	/'ærəʊgənt/
Patient /'peɪʃənt/	/'peɪʃt/ (1)	/'peɪtɪnt/ (1)	/'peɪʃənt/	/'paɪʃənt/ (3)	/'peɪtənt/ (2)	/'peɪʃənt/ (1)
Honest /'ɒnɪst/	/'nɪst/ (0)	/'hɒnɪst/ (1)	/'hɒnɪst/ (1)	/'hɒnɪst/ (1)	/'hɒnɪst/ (1)	/'hɒnɪst/ (1)
Old /əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/	/əʊld/
Young /jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/	/jʌŋ/
Naughty /'nɔ:ti/	/'nəti/ (1)	/'nɔ:ti/	/'nɔ:ti/	/'nɔ:gti/ (1)	/'nɔ:gti/ (1)	/'nɔ:ti/
Cheerful /'tʃɪəfʊl /	/'tʃɪəfʊl/ (1)	/'tʃɪəfʊl /	/'tʃɪəfʊl /	/'kɜ:fʊl/ (1)	/'tʃɪəfʊl / (1)	/'tʃɪəfʊl / (1)
Neat /ni:t/	/'net/ (1)	/ni:t/	/ni:t/	/ni:t/	/'net/ (1)	/ni:t/
Delicious /'dɪ'lɪʃəs/	/'dɪ'lɪʃən/ (1)	/'de'lɪʃəs/ (2)	/'de'lɪʃəs/ (2)	/'de'lɪʃəs/ (2)	/'de'lɪʃəs/ (2)	/'dɪ'lɪʃəs/ (2)
Kind /kaɪnd/	/'klɪd/ (1)	/'kɪnd/ (1)	/kaɪnd/	/'kɪnd/ (1)	/'kɪnd/ (1)	/'kɪnd/ (1)
High /haɪ/	/'haɪs/ (1)	/'hɪg/ (1)	/haɪ/	/'hɪg/ (1)	/'hɪg/ (1)	/'hɪg/ (1)
Short /ʃɔ:t/	/'ʃɑ:t/ (1)	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/	/ʃɔ:t/
Fat /fæt/	/fæt/	/fæt/	/fæt/	/fæt/	/fæt/	/fæt/
Slim /slɪm/	/slɪm/	/slɪm/	/slɪm/	/slɪm/	/slɪm/	/slɪm/
Number of correct answer	58	77	93	74	66	78

Words	Student-19	Student-20	Student-21	Student-22	Student-23	Student-24
Active /'æktiv/ /'æktiv/	/'æktiv/ (5)	/'æktiv/ (5)	/'æktiv/ (5)	/'æktiv/ (5)	/'æktiv/ (5)	/'æktiv/ (5)
Bad /bæd/ /bæd/	/bæd/ (5)	/bæd/ (5)	/bæd/ (5)	/bæd/ (5)	/bæd/ (5)	/bæd/ (5)
Busy /'bɪzi / /'bɪzi /	/'buzi/ (1)	/'bɪzi / (5)	/'byuzi / (1)	/'bɪzi / (5)	/'byuzi / (1)	/'buzi / (1)
Smart /smɑ:t/ /smɑ:t/	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)
Diligent /'dɪlɪdʒənt/ /'dɪlɪdʒənt/	/'dɪlɪdʒənt/ (5)	/'dɪlɪgənt/ (2)	/'dɪlɪdʒənt/ (5)	/'dɪlɪdʒənt/ (5)	/'dɪlɪdʒ/ (1)	/'dɪlɪdʒəs/ (1)
Wise /waɪz/ /waɪz/	/waɪz/ (5)	/wɪze/ (1)	/waɪz/ (5)	/wɪz/ (1)	/wɪz/ (1)	/wɪz/ (1)
Arrogant /'ærəʊgənt /'ærəʊgənt /	/'ærəʊgənt/ (5)	/'ærəʊgənt/ (5)	/'ærəʊgənt / (5)	/'ærəʊgant / (3)	/'ærəʊgənt/ (5)	/'ærəʊs/ (1)
Patient /'peɪfənt/ /'peɪfənt/	/'paɪfənt/ (2)	/'peɪntənt/ (1)	/'paɪfənt/ (1)	/'peɪfənt/ (5)	/'peɪfənt/ (5)	/'peɪntɪs/ (0)
Honest /'ɒnɪst/ /'ɒnɪst/	/'hɒnɪst/ (1)	/'hɒnɪste/ (1)	/'ɒnɪst/ (5)	/'hɒnɪst/ (1)	/'hɒnɪst/ (1)	/'hones/ (1)
Old /əʊld/ /əʊld/	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)
Young /jʌŋ/ /jʌŋ/	/jʌŋ/ (5)	/jʌŋ/ (5)	/jʌŋ/ (5)	/jʌŋ/ (5)	/jʌŋ/ (5)	/jʌŋ/ (5)
Naughty /'nɔ:ti/ /'nɔ:ti/	/'nɔ:gti/ (1)	/'nɔ:ti/ (5)	/'nɔ:gti/ (1)	/'nɔ:gti/ (2)	/'nɔ:g/ (1)	/'nɔ:s/ (1)
Cheerful /tʃɪəfʊl / /tʃɪəfʊl /	/tʃɪəfʊl / (5)	/tʃɪərfʊl / (3)	/tʃɪərfʊl / (3)	/tʃɪəfʊl / (5)	/tʃɪəfʊl / (2)	/tʃɪərfʊl / (1)
Neat /ni:t/ /ni:t/	/net/ (0)	/net/ (0)	/neat/ (0)	/ni:t/ (5)	/ni:t/ (5)	/ni:t/ (5)
Delicious /dɪ'ljʃəs/ /dɪ'ljʃəs/	/de'ljʃəs/ (1)	/de'ljʃəs/ (1)	/de'ljʃɪəs/ (2)	/dɪ'ljʃəs/ (5)	/dɪ'ljʃəs/ (5)	/de'ljʃəs/ (1)
Kind /kɪnd/ /kɪnd/	/kɪnd/ (1)	/kɪnd/ (1)	/kɪnd/ (1)	/kɪnd/ (0)	/kɪnd/ (0)	/kɪnd/ (0)
High /haɪ/ /haɪ/	/haɪ/ (5)	/haɪg/ (2)	/haɪg/ (2)	/haɪ/ (5)	/hɪg/ (1)	/hɪg/ (1)
Short /ʃɔ:t/ /ʃɔ:t/	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)
Fat /fæt/ /fæt/	/fæt/ (5)	/fæt/ (5)	/fæt/ (5)	/fæt/ (5)	/fæt/ (5)	/fæt/ (5)
Slim /slɪm/ /slɪm/	/sleɪm/ (1)	/slɪm/ (5)	/slɪm/ (5)	/slɪm/ (5)	/slɪm/ (5)	/slɪm/ (5)
Number of correct answer	68	67	71	82	68	58



Words	Student-25	Student-26	Student-27	Student-28	Student-29	Student-30
Active /'æktiv/	/'aktiv/ (1)	/'æktiv/ (2)	/'æktiv/ (5)	/'æktiv/ (5)	/'æktiv/ (5)	/'aktiv/ (1)
Bad /bæd/	/bæd/ (5)	/bæd/ (5)	/bæd/ (5)	/bid/ (0)	/bæd/ (5)	/bæd/ (5)
Busy /'bɪzi /	/'buz / (0)	/'buz/ (0)	/'buzi / (1)	/'byuzi / (1)	/'bɪzi / (5)	/'byuzi / (1)
Smart /smɑ:t/	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)
Diligent /'dɪlɪdʒənt/	/'dɪlɪgənt/ (2)	/'dət/ (0)	/'dɪlɪdʒənt/ (5)	/'delɪdʒənt/ (1)	/'dɪlɪdʒənt/ (5)	/'dælɪdʒənt/ (1)
Wise /waɪz/	/wɪz/ (1)	/wɪz/ (1)	/waɪz/ (5)	/wɪz/ (1)	/wɪz/ (5)	/wɪz/ (1)
Arrogant /'ærəʊgənt /	/'ærəʊgənt/ (2)	/'ærəʊg/ (0)	/'ærəʊgənt / (5)	/'ærəʊgənt / (5)	/'ærəʊgənt/ (5)	/'ærəʊgənt/ (2)
Patient /'peɪʃənt/	/'peɪstɪs/ (0)	/'peɪt/ (0)	/'peɪtənt/ (1)	/'peɪtɪ/ (0)	/'peɪtɪənt/ (1)	/'peɪnʃənt/ (2)
Honest /'ɒnɪst/	/'honest/ (1)	/'ɒnst/ (1)	/'ɒnɪstɪ/ (2)	/'honest/ (1)	/'honest/ (1)	/'ɒnɪst/ (1)
Old /əʊld/	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)
Young /jʌŋ/	/'juŋ/ (1)	/'jʌŋ/ (5)	/'jʌŋ/ (5)	/'jʌŋ/ (5)	/'jʌŋ/ (5)	/'jʌŋ/ (5)
Naughty /'nɔ:ti/	/'nɔ:g/ (0)	/'nɔ:t/ (0)	/'nɔ:ti/ (1)	/'nɔ:gti/ (1)	/'nɔ:gti/ (1)	/'nɔ:ti/ (1)
Cheerful /'tʃɪəfʊl /	/'tʃɪəfʊl / (1)	/'tʃɪə/ (0)	/'tʃɪəfʊl / (1)	/'tʃɪərfʊl / (1)	/'tʃɪəfʊl/ (5)	/'tʃɪərfʊl / (1)
Neat /ni:t/	/'net/ (0)	/'net/ (0)	/'ni:t/ (5)	/'ni:t/ (5)	/'ni:t/ (5)	/'ni:t/ (5)
Delicious /'dɪ'lɪʃəs/	/'de'liʃəs/ (1)	/'de'liʃəs/ (2)	/'de'liʃəs/ (2)	/'de'liʃəs/ (2)	/'de'liʃəs/ (2)	/'de'liʃəs/ (2)
Kind /'kaɪnd/	/'kɪd/ (1)	/'kɪd/ (1)	/'kɪn/ (0)	/'kɪnd/ (1)	/'kɪnd/ (1)	/'kɪnd/ (1)
High /'haɪ/	/'hɪg/ (1)	/'haɪg/ (2)	/'hɪŋ/ (0)	/'hɪg/ (1)	/'hɪg/ (1)	/'hɪg/ (1)
Short /'ʃɔ:t/	/'ʃɔ:t/ (5)	/'ʃɔ:t/ (5)	/'ʃɔ:t/ (5)	/'ʃɔ:t/ (5)	/'ʃɔ:t/ (5)	/'ʃɔ:t/ (5)
Fat /'fæt/	/'fæt/ (5)	/'fæt/ (5)	/'fæt/ (5)	/'fæt/ (5)	/'fæt/ (5)	/'fæt/ (5)
Slim /'slɪm/	/'slɪm/ (5)	/'slɪm/ (5)	/'slɪm/ (5)	/'slɪm/ (5)	/'slɪm/ (5)	/'slɪm/ (5)
Number of correct answer	42	44	72	55	77	63

Words	Student-31	Student-32	Student-33	Student-34
Active /'æktiv/ /'æktiv/	/'æktiv/ (5)	/'æktiv/ (5)	/'æktiv/ (1)	/'æktiv/ (1)
Bad /bæd/ /bæd/	/bæd/ (5)	/bad/ (1)	/bæd/ (5)	/bit/ (0)
Busy /'bɪzi / /'bɪzi /	/'byusi/ (1)	/'buzi / (1)	/'buzi / (1)	/'buzi/ (1)
Smart /smɑ:t/ /smɑ:t/	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)	/smɑ:t/ (5)
Diligent /'dɪlɪdʒənt/ /'dɪlɪdʒənt/	/'dɪlɪdʒənt/ (5)	/'dɪlɪdʒənt/ (5)	/'dɪlɪdʒənt/ (5)	/'dɪlɪg/ (0)
Wise /waɪz/ /waɪz/	/waɪz/ (5)	/wɪz/ (1)	/waɪz/ (5)	/wɪz/ (1)
Arrogant /'ærəʊgənt /'ærəʊgənt /	/'ærəʊgənt/ (5)	/'ærəʊgənt/ (2)	/'ærəʊgənt/ (5)	/'ærəʊgənt/ (2)
Patient /'peɪʃənt/ /'peɪʃənt/	/'peɪənt/ (1)	/'paɪnt/ (1)	/'paɪnt/ (1)	/'peɪtət/ (0)
Honest /'ɒnɪst/ /'ɒnɪst/	/'honest/ (1)	/'hoeɪst/ (1)	/'hʌnɪst/ (1)	/'hɒnɪst/ (1)
Old /əʊld/ /əʊld/	/əʊld/ (5)	/əʊld/ (5)	/əʊld/ (5)	/əʊlɪn/ (0)
Young /jʌŋ/ /jʌŋ/	/jʌŋ/ (5)	/jʌŋ/ (5)	/jʊŋ/ (1)	/jʌŋ/ (5)
Naughty /'nɔ:ti/ /'nɔ:ti/	/'nɔ:lfti/ (2)	/'nɔ:ughti/ (1)	/'nɔ:gh/ (1)	/'nɔ:ghɪt/ (1)
Cheerful /'tʃɪəfʊl / /'tʃɪəfʊl /	/'tʃɪərəfʊl / (1)	/'tʃɪərəfʊl / (1)	/'tʃɪərəfʊl / (1)	/'tʃɪətʃʊl / (1)
Neat /ni:t/ /ni:t/	/ni:t/ (5)	/net/ (0)	/ni:t/ (5)	/net/ (0)
Delicious /dɪ'liʃəs/ /dɪ'liʃəs/	/de'liʃəs/ (3)	/de'liʃəs/ (3)	/de'liʃəs/ (3)	/de'liʃsque/ (1)
Kind /kaɪnd/ /kaɪnd/	/kaɪnd/ (1)	/kaɪnd/ (1)	/kaɪnd/ (1)	/kaɪnd/ (1)
High /haɪ/ /haɪ/	/hɪg/ (1)	/hɪg/ (1)	/haɪg/ (2)	/hɪg/ (1)
Short /ʃɔ:t/ /ʃɔ:t/	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)	/ʃɔ:t/ (5)
Fat /fæt/ /fæt/	/fæt/ (5)	/fæt/ (5)	/fæt/ (5)	/fæt/ (5)
Slim /slɪm/ /slɪm/	/slɪm/ (5)	/slɪm/ (5)	/slɪm/ (5)	/slɪm/ (5)
Number of correct answer	71	54	63	38

**POST TEST PHONETIC TRANSCRIPTION RESULT**

Words	Student-1	Student-2	Student-3	Student-4	Student-5	Student-6
Handsome /'hænsəm/	Absent	/'hænsəm/ (5)	<b>/'hænsom/ (2)</b>	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)
Beautiful /'bju:təfəl/	Absent	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)
Creamy /'kri:mi/	Absent	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)
Angry /'æŋgri/	Absent	/'æŋgri/ (5)	/'æŋgri/ (5)	<b>/'aŋgri/ (1)</b>	<b>/'aŋgri/ (1)</b>	/'æŋgri/ (5)
Brave /breiv/	Absent	/breiv/ (5)	/breiv/ (5)	/breiv/ (5)	/breiv/ (5)	/breiv/ (5)
Awesome /'ɔ :səm/	Absent	<b>/awesom/ (1)</b>	<b>/awsom/ (1)</b>	<b>/awesome/ (1)</b>	<b>/awesome/ (1)</b>	/'ɔ :səm/ (5)
Dangerous /'deɪdʒrəs/	Absent	<b>/'deɪdʒrɪs/ (3)</b>	/'deɪdʒrəs/ (5)	<b>/'deɪdʒr/ (2)</b>	<b>/'deɪdʒr/ (2)</b>	<b>/'deɪdʒr/ (2)</b>
Famous /'feɪməs/	Absent	/'feɪməs/ (4)	<b>/'famos/ (1)</b>	<b>/'femos/ (2)</b>	<b>/'faməs/ (2)</b>	<b>/'faməs/ (2)</b>
Impossible /ɪm'pɒsəbl/	Absent	/ɪm'pɒsəbl/ (5)	<b>/ɪm'pɒsəbl/ (1)</b>	/ɪm'pɒsəbl / (5)	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl/ (5)
Big /bɪg/	Absent	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)
Cheap /tʃi:p/	Absent	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)
Cute /kju:t /	Absent	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)
Crazy /'kreɪzi /	Absent	/'kreɪzi / (4)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)
Unique /ju:'ni:k /	Absent	<b>/u:'ni:k / (1)</b>	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)
Thin /θɪn /	Absent	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)
Thick /θɪk /	Absent	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)
Little /'lɪtl/	Absent	/'lɪtl/ (5)	/'lɪtl/ (5)	/'lɪtl/ (5)	/'lɪtl/ (5)	/'lɪtl/ (5)
Sick /sɪk /	Absent	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)
Ugly /'ʌgli /	Absent	<b>/'ʌŋli / (1)</b>	<b>/'ʌŋli / (1)</b>	<b>/'ʌŋli / (2)</b>	<b>/'ʌŋli / (2)</b>	/'ʌgli / (5)
Wide /waɪd/	Absent	<b>/wɪd/ (1)</b>	<b>/wɪd/ (1)</b>	/waɪd/ (5)	/waɪd/ (5)	/waɪd/ (5)
<b>Number of correct answer</b>	<b>0</b>	<b>80</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>94</b>

Words	Student-7	Student-8	Student-9	Student-10	Student-11	Student-12
Handsome /'hænsəm/ /'hænsəm/	/'hænsəm/ (5)	Absent	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (1)	/'hænsəm/ (5)
Beautiful /'bju:təfəl/ /'bju:təfəl/	/'bju:təfəl/ (5)	Absent	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)
Creamy /'kri:mi/ /'kri:mi/	/'kri:mi/ (5)	Absent	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)
Angry /'æŋgri/ /'æŋgri/	/'æŋgri/ (5)	Absent	/'æŋgri/ (5)	/'æŋgri/ (1)	/'æŋgri/ (5)	/'æŋgri/ (5)
Brave /breiv/ /breiv/	/breiv/ (5)	Absent	/breiv/ (5)	/breiv/ (5)	/briv/ (1)	/breiv/ (5)
Awesome /'ɔ :səm/ /'ɔ :səm/	/'ɔ :səm/ (5)	Absent	/'ɔ :səm/ (1)	/'ɔ :səm/ (1)	/'ɔ :səm/ (5)	/'ɔ :səm/ (5)
Dangerous /'deɪdʒrəs/ /'deɪdʒrəs/	/'deɪdʒrəs/ (5)	Absent	/'deɪdʒrəs/ (5)	/'deɪdʒr/ (2)	/'deɪdʒrs/ (3)	/'deɪdʒr/ (3)
Famous /'feɪməs/ /'feɪməs/	/'famos/ (1)	Absent	/'famos/ (1)	/'famos/ (1)	/'famos/ (2)	/'famos/ (2)
Impossible /ɪm'pɒsəbl/ /ɪm'pɒsəbl/	/ɪm'pɒsəbl/ (5)	Absent	/'ɪm'pɒsəbl/ (1)	/ɪm'pɒsəbl / (5)	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl / (5)
Big /bɪg/ /bɪg/	/bɪg/ (5)	Absent	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)
Cheap /tʃi:p/ /tʃi:p/	/tʃi:p/ (5)	Absent	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)
Cute /kju:t / /kju:t /	/kju:t / (5)	Absent	/'nyu:t / (1)	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)
Crazy /'kreɪzi / /'kreɪzi /	/'kreɪzi / (5)	Absent	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)
Unique /ju:'ni:k / /ju:'ni:k /	/ju:'ni:k / (5)	Absent	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)
Thin /θɪn / /θɪn /	/θɪn / (5)	Absent	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)
Thick /θɪk / /θɪk /	/θɪk / (5)	Absent	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)
Little /'lɪtl/ /'lɪtl/	/'lɪtl/ (5)	Absent	/'lɪtel/ (1)	/'lɪtl/ (5)	/'lɪtl/ (5)	/'lɪtl/ (5)
Sick /sɪk / /sɪk /	/sɪk/ (5)	Absent	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)
Ugly /'ʌɡli / /'ʌɡli /	/'ʌŋli / (1)	Absent	/'ʌɡli / (5)	/'ʌŋli / (1)	/'ʌŋli / (1)	/'ʌŋli / (1)
Wide /waɪd/ /waɪd/	/'waɪt/ (1)	Absent	/waɪd/ (5)	/waɪd/ (5)	/'weɪd/ (1)	/'wed/ (1)
<b>Number of correct answer</b>	<b>88</b>	<b>0</b>	<b>75</b>	<b>81</b>	<b>79</b>	<b>87</b>

Words	Student-13	Student-14	Student-15	Student-16	Student-17	Student-18
Handsome /'hænsəm/ /'hænsəm/	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)
Beautiful /'bjʊ:təfəl/ /'bjʊ:təfəl/	/'bjʊ:təfəl/ (5)	/'bjʊ:təfəl/ (5)	/'bjʊ:təfəl/ (5)	/'bjʊ:təfəl/ (5)	/'bjʊ:təfəl/ (5)	/'bjʊ:təfəl/ (5)
Creamy /'kri:mi/ /'kri:mi/	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)
Angry /'æŋgri/ /'æŋgri/	/'æŋgri/ (5)	/'æŋgri/ (5)	/'æŋgri/ (5)	/'æŋgri/ (5)	/'æŋgri/ (5)	/'æŋgri/ (5)
Brave /breɪv/ /breɪv/	<b>/breɪv/ (1)</b>	<b>/breɪv/ (2)</b>	/breɪv/ (5)	/breɪv/ (5)	/breɪv/ (5)	/breɪv/ (5)
Awesome /'ɔ :səm/ /'ɔ :səm/	/'ɔ :səm/ (5)	<b>/awesome/ (1)</b>	/'ɔ :səm/ (5)	/'ɔ :səm/ (5)	/'ɔ :səm/ (5)	/'ɔ :səm/ (5)
Dangerous /'deɪŋdʒrəs/ /'deɪŋdʒrəs/	<b>/'deɪŋdʒr/ (1)</b>	<b>/'deɪŋdʒr/ (1)</b>	/'deɪŋdʒrəs/ (5)	/'deɪŋdʒrəs/ (5)	<b>/'deɪŋdʒrəs/ (2)</b>	/'deɪŋdʒrəs/ (5)
Famous /'feɪməs/ /'feɪməs/	<b>/'famos/ (1)</b>	<b>/'famos/ (1)</b>	/'feɪməs/ (5)	/'feɪməs/ (5)	<b>/'famos/ (2)</b>	/'feɪməs/ (5)
Impossible /ɪm'pɒsəbl/ /ɪm'pɒsəbl/	/ɪm'pɒsəbl / (5)	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl / (5)	/ɪm'pɒsəbl/ (5)
Big /bɪg/ /bɪg/	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)
Cheap /tʃi:p/ /tʃi:p/	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)
Cute /kju:t / /kju:t /	/kju:t / (5)	<b>/kju:te / (2)</b>	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)
Crazy /'kreɪzi / /'kreɪzi /	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)
Unique /ju:'ni:k / /ju:'ni:k /	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)	<b>/u:'ni:k / (1)</b>	/ju:'ni:k / (5)
Thin /θɪn / /θɪn /	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)
Thick /θɪk / /θɪk /	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)
Little /'lɪtl/ /'lɪtl/	/'lɪtl/ (5)	<b>/'lɪtel/ (1)</b>	/'lɪtl/ (5)	/'lɪtl/ (5)	<b>/'lɪtel/ (1)</b>	<b>/'lɪtel/ (1)</b>
Sick /sɪk / /sɪk /	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)
Ugly /'ʌɡli / /'ʌɡli /	<b>/'ʌŋli / (1)</b>	<b>/'ʌŋli / (1)</b>	/'ʌɡli / (5)	/'ʌɡli / (5)	/'ʌɡli / (5)	<b>/'ʌŋli / (1)</b>
Wide /waɪd/ /waɪd/	/waɪd/ (5)	<b>/weɪd/ (1)</b>	/waɪd/ (5)	/waɪd/ (5)	/waɪd/ (5)	/waɪd/ (5)
<b>Number of correct answer</b>	<b>94</b>	<b>76</b>	<b>100</b>	<b>100</b>	<b>96</b>	<b>92</b>

Words	Student-19	Student-20	Student-21	Student-22	Student-23	Student-24
Handsome /'hænsəm/ /'hænsəm/	/'hænsəm/	/'hænsəm/	/'hænsəm/	/'hænsəm/	/'hænsəm/	/'hænsəm/
Beautiful /'bju:təfəl/ /'bju:təfəl/	/'bju:təfəl/	/'bju:təfəl/	/'bju:təfəl/	/'bju:təfəl/	/'bju:təfəl/	/'bju:təfəl/
Creamy /'kri:mi/ /'kri:mi/	/'kri:mi/ (1)	/'kri:mi/	/'kri:mi/	/'kri:mi/	/'kri:mi/	/'kri:mi/
Angry /'æŋgri/ /'æŋgri/	/'æŋgri/	/'æŋgri/	/'æŋgri/	/'æŋgri/	/'æŋgri/	/'æŋgri/
Brave /breɪv/ /breɪv/	/breɪv/	/breɪv/	/brɪv/ (1)	/breɪv/	/brɪv/ (1)	/breɪv/
Awesome /'ɔ :səm/ /'ɔ :səm/	/'ɔ :səm/	/'ɔ :səm/	/'ɔ :səm/	/'ɔ :səm/	/'ɔ :səm/	/'ɔ :səm/ (1)
Dangerous /'deɪndʒərəs/ /'deɪndʒərəs/	/'deɪndʒərəs /	/'deɪndʒərəs/ (1)	/'deɪndʒərəs/ (1)	/'deɪndʒərəs/ (1)	/'deɪndʒərəs/	/'deɪndʒərəs /
Famous /'feɪməs/ /'feɪməs/	/'feɪməs/	/'fəməs/ (1)	/'feɪməs/	/'feɪməs/	/'feɪməs/	/'feɪməs/
Impossible /ɪm'pɒsəbl/ /ɪm'pɒsəbl/	/ɪm'pɒsəbl /	/ɪm'pɒsəbl /	/ɪm'pɒsəbl/	/ɪm'pɒsəbl /	/ɪm'pɒsəbl/	/ɪm'pɒsəbl /
Big /bɪg/ /bɪg/	/bɪg/	/bɪg/	/bɪg/	/bɪg/	/bɪg/	/bɪg/
Cheap /tʃi:p/ /tʃi:p/	/tʃi:p/	/tʃi:p/	/tʃi:p/	/tʃi:p/	/tʃi:p/	/tʃi:p/
Cute /kju:t / /kju:t /	/kju:t /	/kju:t /	/kju:t /	/kju:t /	/kju:t /	/kju:t /
Crazy /'kreɪzi / /'kreɪzi /	/'kreɪzi /	/'kreɪzi /	/'kreɪzi /	/'kreɪzi /	/'kreɪzi /	/'kreɪzi /
Unique /ju:'ni:k / /ju:'ni:k /	/ju:'ni:k /	/ju:'ni:k /	/ju:'ni:k /	/ju:'ni:k /	/ju:'ni:k /	/ju:'ni:k /
Thin /θɪn / /θɪn /	/θɪn /	/θɪn /	/θɪn /	/θɪn /	/θɪn /	/θɪn /
Thick /θɪk / /θɪk /	/θɪk /	/θɪk /	/θɪk /	/θɪk /	/θɪk /	/θɪk /
Little /'lɪtl/ /'lɪtl/	/'lɪtl/	/'lɪtl/	/'lɪtl/	/'lɪtl/	/'lɪtel/ (1)	/'lɪtl/
Sick /sɪk / /sɪk /	/sɪk/	/sɪk /	/sɪk /	/sɪk /	/sɪk /	/sɪk /
Ugly /'ʌgli / /'ʌgli /	/'ʌgl/ (0)	/'ʌŋli / (1)	/'ʌgli /	/'ʌgli /	/'ʌgle/ (0)	/'ʌgli /
Wide /waɪd/ /waɪd/	/waɪd/	/'waɪd/ (1)	/waɪd/	/waɪd/	/'waɪd/	/'waɪd/ (1)
<b>Number of correct answer</b>	<b>91</b>	<b>94</b>	<b>92</b>	<b>91</b>	<b>92</b>	<b>92</b>

Words	Student-25	Student-26	Student-27	Student-28	Student-29	Student-30
Handsome /'hænsəm/ /'hænsəm/	/'hænsəm/ (4)	Absent	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)

Beautiful /'bju:təfəl/ /'bju:təfəl/	/'bju:təfəl/ (5)	Absent	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)
Creamy /'kri:mi/ /'kri:mi/	/'kri:m/ (1)	Absent	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)
Angry /'æŋgri/ /'æŋgri/	/'æŋgər/ (1)	Absent	/'æŋgri/ (5)	/'æŋgri/ (5)	/'æŋgri/ (5)	/'æŋgri/ (5)
Brave /breiv/ /breiv/	/breiv/ (5)	Absent	/breiv/ (5)	/breiv/ (5)	/breiv/ (5)	/breiv/ (5)
Awesome /'ɔ :səm/ /'ɔ :səm/	/'ɔ :səm/ (5)	Absent	/'ɔ :səm/ (5)	/'ɔ :səm/ (5)	/'ɔ :səm/ (5)	/'ɔ :səm/ (1)
Dangerous /'deɪdʒərəs/ /'deɪdʒərəs/	/'deɪdʒəs/ (2)	Absent	/'deɪdʒərəs/ (5)	/'deɪdʒər/ (1)	/'deɪdʒərəs/ (5)	/'deɪdʒərəs / (5)
Famous /'feɪməs/ /'feɪməs/	/'fəməs/ (1)	Absent	/'fəməs/ (2)	/'feɪməs/ (5)	/'fəməs/ (1)	/'fəməs/ (5)
Impossible /ɪm'pɒsəbl/ /ɪm'pɒsəbl/	/ɪm'pɒsəbl/ (1)	Absent	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl / (5)	/ɪm'pɒsəbl/ (5)	/ɪm'pɒsəbl / (5)
Big /bɪg/ /bɪg/	/bɪg/ (5)	Absent	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)	/bɪg/ (5)
Cheap /tʃi:p/ /tʃi:p/	/tʃi:p/ (5)	Absent	/tʃi:p/ (5)	/ki:p/ (1)	/tʃi:p/ (5)	/tʃi:p/ (5)
Cute /kju:t / /kju:t /	/kju:t / (4)	Absent	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)	/kju:t / (5)
Crazy /'kreɪzi / /'kreɪzi /	/'kreɪzi / (5)	Absent	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)
Unique /ju:'ni:k / /ju:'ni:k /	/unique/ (1)	Absent	/u:'ni:k / (1)	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/ju:'ni:k / (5)
Thin /θɪn / /θɪn /	/θɪn / (5)	Absent	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)
Thick /θɪk / /θɪk /	/θɪk / (5)	Absent	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)
Little /'lɪtl/ /'lɪtl/	/'lɪt/ (0)	Absent	/'lɪtl/ (5)	/'lɪtl/ (5)	/'lɪtl/ (5)	/'lɪtl/ (5)
Sick /sɪk / /sɪk /	/sɪk/ (5)	Absent	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)	/sɪk / (5)
Ugly /'ʌgli / /'ʌgli /	/'ug/ (0)	Absent	/'ʌŋli / (1)	/'ʌŋli / (1)	/'ʌgli / (5)	/'ʌgli / (5)
Wide /waɪd/ /waɪd/	/waɪd/ (0)	Absent	/waɪd/ (5)	/wad/ (0)	/waɪd/ (5)	/waɪd/ (1)
Number of correct answer	60	0	94	83	96	92

Words	Student-31	Student-32	Student-33	Student-34
Handsome /'hænsəm/ /'hænsəm/	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)	/'hænsəm/ (5)
Beautiful /'bju:təfəl/ /'bju:təfəl/	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)	/'bju:təfəl/ (5)
Creamy /'kri:mi/ /'kri:mi/	/'kri:m/ (1)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'kre:m/ (1)
Angry /'æŋgri/ /'æŋgri/	/'æŋgri/ (5)	/'kri:mi/ (5)	/'kri:mi/ (5)	/'æŋgri/ (5)
Brave /breɪv/ /breɪv/	/'brɪv/ (1)	/breɪv/ (5)	/breɪv/ (5)	/breɪv/ (5)
Awesome /'ɔ:səm/ /'ɔ:səm/	/'awesəm/ (1)	/'ɔ:səm/ (5)	/'awesəm/ (1)	/'awesəm/ (1)
Dangerous /'deɪndʒərəs/ /'deɪndʒərəs/	/'deɪndʒrəs / (5)	/'deɪndʒr/ (2)	/'deɪndʒr/ (2)	/'deɪrəs/ (1)
Famous /'feɪməs/ /'feɪməs/	/'feɪməs/ (5)	/'fəməs/ (1)	/'fəməs/ (1)	/'feɪməs/ (5)
Impossible /ɪm'pɒsəbl/ /ɪm'pɒsəbl/	/ɪm'pɒsəbl (5)/	/ɪm'pɒsəbl / (5)	/ɪm'pɒsəbl/ (5)	/ɪm'prəbl m/ (1)
Big /bɪɡ/ /bɪɡ/	/bɪɡ/ (5)	/bɪɡ/ (5)	/bɪɡ/ (5)	/bɪɡ/ (5)
Cheap /tʃi:p/ /tʃi:p/	/tʃi:p/ (5)	/tʃi:p/ (5)	/tʃi:p/ (5)	/'ki:p/ (1)
Cute /kju:t / /kju:t /	/kju:t / (5)	/kju:t / (5)	/'cu:t / (1)	/kju:t / (5)
Crazy /'kreɪzi / /'kreɪzi /	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)	/'kreɪzi / (5)
Unique /ju:'ni:k / /ju:'ni:k /	/ju:'ni:k / (5)	/ju:'ni:k / (5)	/'u:'ni:k / (1)	/'u:'ni:que / (1)
Thin /θɪn / /θɪn /	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)	/θɪn / (5)
Thick /θɪk / /θɪk /	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)	/θɪk / (5)
Little /'lɪtl/ /'lɪtl/	/'lɪtl/ (1)	/'lɪtl/ (1)	/'lɪtl/ (1)	/'lɪdel/ (1)
Sick /sɪk / /sɪk /	/sɪk/ (5)	/sɪk/ (5)	/sɪk / (5)	/sɪk / (5)
Ugly /'ʌɡli / /'ʌɡli /	/'ʌɡli / (5)	/'ʌŋli / (5)	/'ʌɡli / (1)	/'ʌŋli / (1)
Wide /waɪd/ /waɪd/	/waɪd/ (5)	/waɪd/ (5)	/waɪd/ (5)	/'wɪll/ (0)
<b>Number of correct answer</b>	<b>84</b>	<b>89</b>	<b>73</b>	<b>63</b>



## APPENDIX 04

### TEACHER'S INTERVIEW TRANSCRIPT

Interviewer : Shofiatu Fikri

Teacher : Widyaningsih S.Pd.

Place : Teacher Room

No		QUESTIONS
1.	Researcher  Teacher	<b>How is your students' ability in English pronunciation?</b> (Bagaimana kemampuan pronunciation siswa-siswi ibu?) Kemampuan pronunciation kelas VII rata-rata masih kurang. Mereka datang dari background sekolah yang berbeda. Ada yang dari sekolah negeri dan swasta. Kalau ada yang pintar pun itu masih kurang pemahamannya terhadap bahasa inggris tapi kemampuan rata-rata siswa masih biasa saja, siswa atau siswi yang kemampuannya kurang lebih banyak daripada yang kemampuannya di atas rata-rata.
2.	Researcher  Teacher	<b>What kinds of material or the technique should be taught to increase students' pronunciation in MTs N 2 Karanganyar?</b> (materi apa saja yang harus diajarkan untuk meningkatkan kemampuan pronunciation siswa-siswi di MTs N 2 Karanganyar?) Dalam meningkatkan pronunciation siswa-siswi biasanya masih sesuai dengan desain kurikulum contohnya reading aloud. Speaking dan pronunciation biasanya saling berkaitan karena pronunciation itu sendiri adalah bagian dari speaking.
3.	Researcher  Teacher	<b>What kind of difficulties you find in teaching pronunciation?</b> (Kesulitan apa saja yang ibu jumpai saat mengajar pronunciation?) Banyak sekali, salah satunya adalah kemampuan dasar Bahasa Inggris mereka yang dikatakan masih rendah.
4.	Researcher  Teacher	<b>What do you think about Tongue Twister technique?</b> (Apa yang ibu ketahui tentang teknik Tongue Twister?) Saya tidak tahu apa itu tongue twister tapi saya pernah mendengarnya.

## STUDENTS' INTERVIEW TRANSCRIPT

1. Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat?
2. Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?
3. Bagaimana pendapatmu sendiri tentang *tongue twister game*?
4. Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) sangat diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!
5. Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?
6. Apa yang kamu rasakan setelah belajar pronunciation dengan menggunakan teknik *tongue twister*?

## RESULT OF STUDENTS' INTERVIEW

- A. Name : Hanan Demas Ferdinan  
Class : VII B  
Code : Student-15
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”  
Student : “Bisa mbak”  
Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”  
Student : “Menulis dan membaca mbak.”  
Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat?Tolong berikan alasannya ya!”  
Student : “Ya, penting mbak, karena Bahasa Inggris adalah Bahasa Internasional kalau semisal mengucapkannya salah itu akan menyulitkan kita untuk berkomunikasi contohnya saja kalau saya mau ke luar negri bisa ngomong Bahasa Inggris sama bule akan menjadi mudah jika *pronunciation*-nya bagus.”  
Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”  
Student : “*Tongue twister* itu game-nya menyenangkan sekali mbak tapi juga susah karena harus cepat ngomong atau ngucapinnya harus dengan latihan karena kayak *rapper* yang cepetgitu ngomongnya mbak dan juga dia itu termasuk *game* yang mendidik sekali mbak.”  
Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris?Tolong berikan alasannya!”  
Students :“Kalau menurut saya penting mbak. Kalau ada teknik yang menyenangkan nanti kita (siswa) tidak akan bosan juga belajar, terutama belajar Bahasa Asing yang jarang kita pakai sehari-hari.”  
Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”  
Students : “Sangat membantu sekali mbak, apalagi banyak kata yang sama eh ternyata diucapkannya berbeda, saya suka sekali mbak sama permainan ini ga bikin bosan.”  
Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”  
Students : “Yang saya rasakan setelah belajar *tongue twister* lidah dan mulutnya kayak capek tapi senang mbak.

Saya jadi mengerti cara orang bule ngomong, belibet dan ribet tidak seperti orang Indonesia yang mudah, hehehe.”

B. Name : Iin Indrawati

Class : VII B

Code : Student-16

Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Walaikumussalam, iya mbak”

Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”

Student : “Kosakata dan membaca”

Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat?Tolong berikan alasannya ya!”

Student : “Ya, penting mbak karena Bahasa Inggris itu penting terus juga biar bisa berbicara dan paham sama apa yang orang asing katakan mbak”

Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”

Student : “*Tongue twister* itu nano-nano mbak. Ada rasa menyenangkan, unik dan susah soalnya kayak senam lidah mbak”

Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”

Students : “Kalau menurut saya penting mbak karena selama ini guru Bahasa Inggris hanya mengajar saja mbak, tidak pernah ada game. Kalau ada teknik kan berbeda dan bikin tidak bosan mbak”

Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”

Students : “Ya membantu sekali mbak karena teknik *tongue twister* bisa melatih otak kita untuk berfikir cepat.”

Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”

Students : “Saya merasa senang mbak bisa bermain *game* yang bisa mendidik sekaligus memperbaiki *mood* belajar di kelas apalagi *game* ini baru bagi saya”

C. Name : Ilham Putra Herlambang

Class : VII B

Code : Student-17

Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Iya, mbak”

Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”

Student : “Kosakata dan Membaca”

Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat?Tolong beri alasannya ya!”

Student : “Ya, penting mbak karena kalau mengucapkannya salah itu aneh dan memalukan. Kalau kata kakak saya Bahasa Inggris dipakai terus untuk bekerja mbak, menurut saya itu benar jadi *pronunciation*-nya harus bagus.”

Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”

Student : “*Tongue twister* itu permainan yang menyenangkan mbak.”

Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”

Students : “Kalau menurut saya penting mbak karena kalau cuma belajar dan tidak ada permainan kita sekelas bosan juga sih mbak.”

Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”

Students : “Sangat membantu sekali mbak.”

Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”

Students : “Rasanya asik sekali, menyenangkan dan tidak takut salah ngucapinnya karena katanya hamper sama semua cara ngucapinnya mbak.”

D. Name : Fatikha Fatho Fani

Class : VIIB

Code : Student-13

Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Waalaikumussalam, iya mbak”

Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”

Student : “Membaca dan berbicara.”

Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa

- Inggris yang benar dan tepat?Tolong berikan alasannya!”
- Student : “Ya, penting mbak.Karena Bahasa Inggris kan terkenal jadi kita harus bisa.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Susah mbak tapi menyenangkan dan bikin ketagihan.”
- Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Kalau menurut saya penting mbak supaya tidak bosan belajar Bahasa Inggris di kelas.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Sangat membantu sekali mbak, banyak kata yang tulisannya beda tapi cara membacanya sama.”
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “*Happy* banget mbak”
- E. Name : Puteri Sefriza Nurul Ramadhan  
 Class : VIIB  
 Code : Student-29
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Semuanya mbak soalnya saya tidak bisa Bahasa Inggris”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak, alasannya karena pengucapan yang benar bisa membuat kita berbicara dengan fasih dan benar.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Tongue twister itu kumpulan kalimat yang sama dan susah tapi seru.”
- Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”

- Students : “Ya, karena biar tidak jenuh.”  
 Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”  
 Students : “Ya mbak.”  
 Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”  
 Students : “Menyenangkan mbak.”
- F. Name : Sarah Rizkita Azzahwa  
 Class : VII B  
 Code : Student-34  
 Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”  
 Student : “Walaikumussalam, iya mbak”  
 Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”  
 Student : “Kosakata, Berbicara, dan Mendengarkan”  
 Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”  
 Student : “Ya, penting mbak, karena Bahasa Inggris kan bahasa terkenal jadi untuk menambah pengetahuan.”  
 Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”  
 Student : “Ya, asik mbak.”  
 Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”  
 Students : “Penting aja mbak, soalnya bosan kalau cuma belajar dan mendengarkan penjelasan guru terus, mbak.”  
 Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”  
 Students : “Ya, tapi sedikit mbak.”  
 Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”  
 Students : “Senang mbak karena tidak membosankan dan kalau menurut saya membantu mengasah pendengaran dan otak.
- G. Name : Revalina Dhea Salsyabila  
 Class : VII B  
 Code : Student-30  
 Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Walaikumussalam, iya mbak”  
 Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”  
 Student : “Menulis dan Kosakata mbak.”  
 Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”  
 Student : “Ya, penting banget mbak, karena masa jamannya sudah maju tapi *pronunciation* Bahasa Inggrisnya masih kurang ya nanti tidak bisa mengikuti informasi di jaman sekarang dan juga *pronunciation* membantu pengucapan menjadi lebih benar dan membantu bule juga nanti kalau ke Indonesia, hehehe.”  
 Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister* gamedek?”  
 Student : “*Tongue twister* itu permainan yang menyusahkan karena kata-kata yang diucapkan sama tapi menantang dan menyenangkan juga mbak”  
 Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”  
 Students : “Kalau menurut saya penting mbak karena akan jadi bosan kalau guru hanya memberi materi terus.”  
 Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”  
 Students : “Ya membantu sekali mbak,  
 Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”  
 Students : “Senang dan ketawa terus mbak. Lucu soalnya, terus saya jadi semangat belajar Bahasa Inggris mbak karena jadi tahu ternyata *pronunciation* itu sangat penting dan berguna.”

H. Name : Ipan Indri Awan

Class : VII B

Code : Student-18

Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Walaikumussalam, iya mbak”

Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”

Student : “Mendengarkan mbak.”

Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa



- Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting mbak karena Bahasa Inggris itu bahasa internasional yang menyatukan semua orang jadi pengucapan yang benar membuat fasih juga ngomongnya dan percaya diri juga mbak.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Sangat susah tapi kalau sudah bisa ya senang mbak.”
- Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak, biar tidak terlalu serius di kelas. Terus gurunya seringnya ngasih tugas terus jadi lama-lama bosan dan jenuh”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Ya membantu sekali mbak,
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Senang dan gemes mbak, karena harus cepet ngomongnya.”
- I. Name : Isafarah  
 Class : VII B  
 Code : Student-19
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Membaca saja mbak.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak karena supaya bisa berkomunikasi dengan mudah dan dimengerti sama orang lain lalu Bahasa Inggris bikin kita bisa ke luar negeri ya mbak, biar tidak susah ngomong sama orang sana dan percaya diri aja ketika nyanyi atau ngomong pake Bahasa Inggris, dan juga bisa
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”

- Student : “*Tongue twister* adalah permainan yang menyenangkan dan mengasah otak karena kalimatnya sulit dan melatih mulut untuk berbicara secara cepat secara bersamaan dan memerlukan konsentrasi karena harus diucapkan secara cepat mbak.”
- Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak, biar tidak jenuh belajar di kelas.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Ya membantu sekali mbak, karena jadi hafal cara ngucapin setiap kata yang diucapkan.
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Senang dan merasa tertantang setiap melakukan *tongue twister*.”
- J. Name : Jeni Bella Ayu Setianingsih  
 Class : VII B  
 Code : Student-21
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Berbicara.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak biar percaya diri mbak ngomong Bahasa Inggrisnya terus juga nanti kalau ketemu orang bule bisa ngomong lancar dan juga *pronunciation* membantu pengucapan biar tidak salah ucap, pokoknya membantu banget mbak.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Permainan yang menyenangkan sulit diucapkan dan lucu tapi juga mendidik mbak.”
- Researcher : “Menurut pendapatmu,apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak, supaya suasana kelas jadi menyenangkan.”

Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”  
 Students : “Ya menurut saya sedikit membantu mbak.”  
 Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”  
 Students : “Senang dan tertantang mbak.”

K. Name : Jihan Nur Azizah

Class : VII B

Code : Student-22

Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Walaikumussalam, iya mbak”

Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”

Student : “Berbicara, mbak.”

Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”

Student : “Ya, penting sekali mbak, supaya mudah bicara Bahasa Inggris dan lebih percaya diri kalau sudah tau cara membaca yang benar, apalagi saya lidahnya bukan orang Inggris banget mbak dan juga bisa mewujudkan cita-cita kelak, bermanfaat sekali mbak.”

Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”

Student : “Permainan yang menyenangkan dan sulit juga karena kita harus mengucapkan kalimat dengan cepat.”

Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”

Students : “Perlu mbak biar tidak bosan aja belajar Bahasa Inggrisnya, apalagi kalau ada hal baru kan menyenangkan.”

Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”

Students : “Membantu sekali mbak untuk menambah wawasan berbicara tanpa melihat kamus.”

Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”

Students : “Saya senang mbak, apalagi bisa sambil ketawa karena ternyata susah.”

- L. Name : Rozan Zahya Qalbu Zaky  
 Class : VII B  
 Code : Student-32
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Yang agak bisa itu membaca.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak. Karena Bahasa Inggris adalah Bahasa yang menghubungkan orang Indonesia dan orang bule untuk bisa berkomunikasi dan menambah ilmu tentang cara berbicara yang benar menggunakan Bahasa Inggris.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Asik dan seru.”
- Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak, ya alasannya perlu aja sih mbak.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Ya, mbak.”
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Senang, tidak bosan dan asik mbak, karena tantangannya susah.”
- M. Name : Adiftiya  
 Class : VII B  
 Code : Student-3
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Kalau saya *Grammar* dan berbicara, mbak.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa

- Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali dong mbak karena pengucapan Bahasa Inggris yang benar itu penting untuk bisa mencari pekerjaan di masa depan.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Susah sekali mbak, karena cepat dan belibet, kayak terpelintir lidahnya seperti senam lidah ya mungkin tapi juga menyenangkan permainannya mbak karena dapat pengalaman baru.”
- Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak karena kalau tidak ada teknik atau permainan yang menyenangkan itu rasanya belajar Bahasa Inggris malas mbak tapi waktu *tongue twister* bareng sama temen asik banget mbak.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Ya lumayan membantu mbak, rasanya jadi menempel di kepala gitu kata-katanya tanpa harus membuka kamus atau hp mbak, dan kadang saya ucapin kalau pas lagi sendirian.”
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Senang sekali mbak aku, rasanya ingin nambah lagi.”
- N. Name : Muhammad Amirudin  
 Class : VII B  
 Code : Student-25
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “ Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Semuanya mbak, karena saya tidak menyukai pelajaran Bahasa Inggris.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak, alasannya karena Bahasa Inggris keren dan berguna untuk masa depan juga.”

- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Ribet, cepat dan menyenangkan.”
- Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak, alasannya karena kadang saya bosan sama penjelasan guru yang hanya nyuruh ngerjain tugas terus, capek rasanya.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Sedikit mbak, karena saya itu lidah jawa, jadi agak susah.”
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Senang dan ketawa terus mbak.”
- O. Name : Dhani Firmansyah  
 Class : VII B  
 Code : Student-9
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, boleh mbak”
- Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Menulis mbak.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak supaya lancar ngomongnya dan bisa nyambung kalau bicara sama bule dan bikin fasih berbicara.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game*dek?”
- Student : “Permainan yang menyenangkan.”
- Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Perlu mbak, supaya suasana kelas jadi menyenangkan dan mengasyikkan.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Yak ok mbak, menurut saya sedikit membantu mbak.”

- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Senang sekali mbak karena baru pertama kali saya belajar sambil bermain.”
- P. Name : Adella Citra Arta Mareta  
 Class : VII B  
 Code : Student-2
- Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”
- Student : “Walaikumussalam, iya mbak”
- Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”
- Student : “Berbicara mbak.”
- Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”
- Student : “Ya, penting sekali mbak biar mantap mengucapkannya dan tidak ragu-ragu pas ngomong pakai Bahasa Inggris dan juga kalau ke luar negeri bisa kenalan sama orang asing di sana.”
- Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”
- Student : “Permainan yang lumayan menarik dan bikin ketawa. Ketawa karena kok ya bisa ya pengucapannya cepat dan sama lagi mbak kata-katanya. Padahal waktu dibahas tulisannya beda.”
- Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”
- Students : “Ya mbak, biar tidak bosan aja mbak. Soalnya kalau tidak ada permainan ya lama-lama ngantuk mbak.”
- Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”
- Students : “Ya, lumayan membantu dan bermanfaat mbak. Saya sendiri jadi penasaran dan mencari tahu di *internet* tentang *tongue twister*.”
- Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”
- Students : “Saya lumayan senang mbak. Tidak bosan intinya.”

Q. Name : Saifull Achmad Fathoni

Class : VII B

Code : Student-33

Researcher : “Assalamu’alaikum, maaf dek bisa wawancara sebentar saja?”

Student : “Walaikumussalam, iya mbak”

Researcher : “Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris?”

Student : “Membaca, menulis dan mendengarkan mbak.”

Researcher : “Menurut pendapatmu, apakah penting memiliki kemampuan untuk mengucapkan kata dalam Bahasa Inggris yang benar dan tepat? Tolong berikan alasannya ya!”

Student : “Ya, penting karena pengucapan kata yang benar membuat kita membenarkan kata yang salah dan bisa terlihat fasih.”

Researcher : “Bagaimana pendapatmu sendiri tentang *tongue twister game* dek?”

Student : “Saya senang banget mbak *amatongue twister* meskipun awalnya kesusahan tapi kalau diulang-ulang dan praktik terus ya gampang mbak. Susah tapi bikin senang mbak.”

Researcher : “Menurut pendapatmu, apakah penggunaan teknik belajar seperti (*tongue twister*) diperlukan dalam belajar Bahasa Inggris? Tolong berikan alasannya!”

Students : “Perlu mbak, karena bosan kalau cuma belajar. Enaknya sama bermain biar tidak mengantuk dan dapat ilmu juga.”

Researcher : “Apakah teknik *tongue twister* membantumu untuk memberikan pengucapan yang benar?”

Students : “Ya menurut saya lumayan membantu mbak.”

Researcher : “Apa yang kamu rasakan setelah belajar *pronunciation* dengan menggunakan teknik *tongue twister*?”

Students : “Senang sekali mbak, kadang-kadang di rumah nyoba *tongue twister* sendirian.”



## RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

### *The First and Second Meeting of Cycle I*

Satuan Pendidikan : MTs N 2 Karanganyar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / 2

Materi Pokok : Adjectives, Articles

Alokasi Waktu : 2 x 2 jam pelajaran

#### A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati 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
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,, mengukur, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
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1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	
2.	2.1. Menunjukkan perilaku jujur, disiplin, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menyelesaikan tugas dengan tepat waktu 2.2.2 menyelesaikan tugas yang menjadi bagian dalam kerja kelompok
3.	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Menentukan tujuan komunikatif teks 3.7.2 Mengidentifikasi kata sifat orang, hewan dan benda 3.7.3 Mengidentifikasi ungkapan dan unsur kebahasaan kalimat dalam teks 3.7.4 Mengidentifikasi macam-macam <i>English sounds</i> dan simbolnya pada kata sifat orang, hewan dan benda 3.7.5 Mengidentifikasi <i>phonetic transcription</i> pada kata sifat orang, hewan dan benda 3.7.8 Mengidentifikasi <i>word stress</i>
4.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.8.1 Menanyakan sifat dan ciri fisik teman, hewan dan benda secara lisan dengan akurat, lancar dan berterima 4.8.2 Menanyakan sifat dan ciri fisik teman, hewan, dan benda secara lisan dengan akurat, lancar, dan berterima 4.8.3 Menggunakan/ Melafalkan <i>English sounds</i> dan simbolnya pada kata sifat, hewan, orang dan benda dengan benar

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengetahui penggunaan *a, an* dan *the* pada suatu kalimat
2. Menganalisis contoh-contoh kata yang termasuk *adjective* dan menemukan arti kata *adjective* pada pola kalimat yang digunakan dengan benar berdasarkan pengamatan atas beberapa contoh dialog
3. Mendiskripsikan ciri dan sifat teman, hewan dan benda di sekitar secara lisan dengan akurat, lancar
4. Mengetahui *English Sound and letter* pada suatu kata
5. Menggunakan atau melafalkan kata dengan baik dan benar

### D. MATERI PEMBELAJARAN

- a. Materi pokok  
Teks lisan dan tulis yang menyatakan dan menanyakan tentang *articles* dan sifat orang, binatang, benda
- b. Fungsi sosial  
Menggunakan dialog untuk mengidentifikasi, mengenalkan, memuji, mencela, mengagumi seseorang, benda, hewan, dan sebagainya.
- c. Unsur kebahasaan  
-Kosa kata: kata benda, *articles* dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya  
-kata tanya *What? Which? How?*  
-*English sounds and letter, phonetic transcription*
- d. Topik  
Sifat orang dan benda di kelas, sekolah, rumah dan sekitarnya

### E. METODE PEMBELAJARAN

- Model : *Discovery Learning*  
Pendekatan : *Scientific*  
Metode : *Drill, Whisper Tongue Twister and Learner-centered method*

## F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media : *whiteboard*

Alat/ Bahan : spidol, gambar, lembar *handout*.

Sumber Belajar : Internet, *Oxford Dictionary*

## G. LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"><li>• Siswa merespon salam dari guru</li><li>• Siswa membaca doa sebelum belajar</li><li>• Siswa menjawab absen</li><li>• siswa mendapatkan lembar <i>handout</i> dari guru</li></ul>	
2.	<p>Kegiatan inti</p> <p>a. Mengobservasi Siswa mengamati percakapan yang ada dan menyimak penjelasan dari guru tentang <i>adjective, articles, English sound</i> dan <i>phonetic transcription</i></p> <p>b. Menanya Siswa berkesempatan mengajukan pertanyaan mengenai materi yang telah dijelaskan oleh guru</p> <p>c. Menganalisa Siswa menganalisa dan mengumpulkan data tentang fungsi sosial, struktur, serta unsur kebahasaan dalam lembar <i>handout</i> yang diberikan oleh guru, siswa menirukan cara pengucapan kata, dialog dan atau kalimat yang dipelajari</p>	
3.	<p>Penutup</p> <ul style="list-style-type: none"><li>• Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li><li>• Siswa diberi tugas mandiri (mencari 5 kata sifat yang ada di dalam kamus dan menulis <i>phonetic transcription</i> kata tersebut)</li><li>• Siswa mendapatkan informasi dari guru tentang kegiatan pembelajaran selanjutnya</li><li>• Siswa membaca doa sesudah belajar</li></ul>	

	<ul style="list-style-type: none"> <li>• Siswa merespon salam dari guru</li> </ul>	
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## Pertemuan Kedua

### *(The Second Meeting of Cycle 1)*

No	Kegiatan	Waktu
1.	Pendahuluan <ul style="list-style-type: none"> <li>• Siswa merespon salam dari guru</li> <li>• Siswa membaca doa sebelum belajar</li> <li>• Siswa menjawab absen</li> <li>• Siswa mendapatkan lembar <i>handout</i> dari guru</li> </ul>	
2.	Mengasosiasi/ Mengolah Informasi <ol style="list-style-type: none"> <li>Siswa dibagi menjadi beberapa kelompok yang terdiri dari beberapa orang kemudian duduk sesuai dengan kelompoknya</li> <li>Setiap siswa menyiapkan perwakilan dua orang untuk membaca sebuah dialog yang berisi tentang <i>describe things</i>. Kemudian siswa diharuskan untuk fokus pada kata yang digaris bawah oleh guru.</li> <li>Siswa bersama-sama melafalkan kata yang digaris bawah dengan <i>pronunciation</i> dan <i>word stress</i> yang benar bersama dengan guru.</li> <li>Siswa bekerja berkelompok untuk mendengarkan apa yang guru katakan bersama-sama. Pada langkah ini, guru memulai menyuruh siswa untuk menirukan kalimat <i>tongue twister</i> yang diucapkan oleh guru secara bersamaan.</li> <li>Siswa diberikan tugas masing-masing kelompok untuk mengucapkan kembali apa yang dikatakan oleh guru</li> </ol>	
3.	Mengkomunikasikan <ol style="list-style-type: none"> <li>Siswa mengidentifikasi kata sifat pada kalimat yang diucapkan oleh guru secara berkelompok dan menuliskannya di selembar kertas</li> <li>Siswa melakukan <i>whisper tongue twister game</i> secara berkelompok dan berbaris menghadap papan tulis.</li> </ol>	

	c. Siswa yang dibelakang mendengar kalimat yang di dapatkan dari guru lalu membisikkan ke temannya hingga siswa yang ada di depan dan siswa yang ada di depan papan tulis menuliskan apa yang dia dengar di papan tulis.	
4.	<b>Penutup</b> <ul style="list-style-type: none"> <li>• Setelah game selesai, siswa maju secara berkelompok dan mengucapkan semua kata yang diberikan oleh guru pada lembaran <i>handout</i> sebagai <i>oral test</i> dari guru untuk siswa.</li> <li>• Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>• Siswa membaca doa sesudah belajar</li> <li>• Siswa merespon salam dari guru</li> </ul>	

## H. PENILAIAN PEMBELAJARAN

### 1. Penilaian test

- a. Teknik : students read 20 English words and are recorded by using voice recorder
- b. Scoring guidance of the test which are used as follows:
  - i. 1 score for every item if students could pronounce the words correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20
  - ii. 0 score for students who pronounce the sound word incorrectly

$$\text{Total score} = \text{students' score} \times 5 = 100$$

### iii. Instruments:

- |             |                |
|-------------|----------------|
| 1. Active   | 7. Arrogant    |
| 2. Bad      | 8. Patient     |
| 3. Busy     | 9. Honest      |
| 4. Smart    | 10. Old        |
| 5. Diligent | 11. Young      |
| 6. Wise     | 12. Discipline |

- |               |           |
|---------------|-----------|
| 13. Cheerful  | 17. High  |
| 14. Neat      | 18. Short |
| 15. Delicious | 19. Fat   |
| 16. Kind      | 20. Slim  |

2. Penilaian non test

a. Rubrik Penilaian Aspek Keterampilan Berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan		
Tata Bahasa		
Kosakata		
Kelancaran		
Kepahaman		
Total		

Keterangan skor :

1. Sangat kurang
2. Kurang
3. Cukup
4. Baik
5. Sangat baik

Karanganyar, 9 Januari 2019

Diterima oleh,

Guru pembimbing

Peneliti

Widyaningsih, S.Pd

Shofiatu Fikri

143221251

Diizinkan oleh,

Kepala Sekolah MTs N 2 Karanganyar

Dra. Hj. Supriyani, M. Pd.

NIP. 196405201992032002

## LAMPIRAN RPP

(Adjective (kata sifat) orang, binatang, dan benda, English sounds and letters and Tongue Twister)

### 1. Pertemuan pertama

Adjective adalah kata sifat. Berikut adalah contoh kata sifat:

Handsome	: tampan	Cheap	: murah
Beautiful	: cantik	Cute	: imut
Creamy	: mengandung krim	Crazy	: gila
Angry	: marah	Unique	: unik
Brave	: berani	Thin	: tipis
Awesome	: keren	Thick	: tebal
Dangerous	: berbahaya	Little	: kecil
Famous	: terkenal	Sick	: sakit
Impossible	: mustahil	Ugly	: jelek
Big	: besar	Wide	: luas/lebar

### Dialogue 1

Andi : Do you know Tania?

Bella : yes I know her, why?

Andi : please tell me about her. What kind of person she is? All of my friends talk about her all day!

Bella : well, Andi. Tania is my classmate. She is very **cute, smart and kind person.**

Andi : I love to know her



## TONGUE TWISTER

1. Very well, very well, very well
2. Unique New york
3. I scream, you scream, we all scream for ice cream!
4. She see cheese
5. Betty botter bought some butter
6. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

## ENGLISH SOUNDS AND ENGLISH LETTER

### 1. VOWEL

LONG VOWEL	
i:	Sheep /ʃi:p/
ɜ:	Bird /bɜ:d /
a:	Arm /ɑ:m/
u:	Cool /ku:l/
ɔ:	Pour /pɔ:/

SHORT VOWEL	
/ɪ/	Ship /ʃɪp/
/e/	Ten /tɛn/
/æ/	Hat /hæt/
/ʌ /	Cut /kʌt /
/ʊ/	Foot /fʊt/
/ɔ/	Got /gɒt/
/ə/	Ago /ə'gəʊ/

DIPHTHONG	
/ɪə/	beer /bɪə(r)/, fear /fɪə(r)/, here /hɪə(r)/
/ʊə/	tour /tʊə(r)/
/eə/	where /weə(r)/, wear /weə(r)/, chair /tʃeə(r)/
/eɪ/	cake /keɪk/, way /weɪ/
/ɔɪ/	toy /tɔɪ/, boy /bɔɪ/
/aɪ/	high /haɪ/, buy /baɪ/, eye /aɪ/
əʊ/	go /gəʊ/, home /həʊm/.
/aʊ/	house /haʊs/, loud /laʊd/, down /daʊn/

## 2. CONSONANTS

VOICED CONSONANT			
b	Book / <b>b</b> ok/	ð(dh)	<u>Th</u> en /ðe <b>n</b> /
d	Bad / <b>b</b> æd/	y	Yard /j <b>ɑ</b> :d/
dʒ (jeh)	Judge / <b>dʒ</b> ʌ <b>dʒ</b> /	z	Cozy / 'k <b>ə</b> ʊ <b>z</b> i/
g	Good / <b>g</b> ʊd /	ʒ/zh/	Treasure / 'tr <b>ɛ</b> ʒ <b>ə</b> /
j	Badge/ <b>b</b> æ <b>dʒ</b> /	ŋ (ng)	<u>S</u> ing/ <b>s</b> ɪ <b>ŋ</b> /
l	Leg / <b>l</b> ɛg /		
m	Man / <b>m</b> æn /		
n	No / <b>n</b> əʊ /		
r	Red / <b>r</b> ɛd/		
v	Vanilla /və 'n <b>ɪ</b> lə/		

UNVOICED CONSONANT	
f	Five /faɪv/
p	Please /pli:z /
t	Ten /tɛn/
tʃ (ch)	Cheers /tʃiəz/
k	King /kɪŋ /
θ (th)	Thing /θɪŋ /
s	Sir /sɜ: /
ʃ(sye)	She /ʃi:/

### Pertemuan kedua

Adjective (Kata Sifat) adalah kata sifat adalah kata yang digunakan untuk menerangkan kata benda (nouns).

<u>A</u> ctive	: aktif	Young	: muda
Bad	: jelek	<u>N</u> aughty	: nakal
<u>B</u> usy	: sibuk	<u>C</u> heerful	:ceria
Smart	: pintar	Neat	: rapi
<u>D</u> iligent	: rajin	<u>D</u> elicious	: lezat
Wise	: bijaksana	Kind	: baik hati
<u>A</u> rrogant	: sombong	High	: tinggi
<u>P</u> atient	: sabar	Short	: pendek
<u>H</u> onest	: jujur	Fat	: gemuk
Old	: tua	Slim	: langsing

Sesuai dengan fungsinya, adjective biasanya ditempatkan di depan kata benda.

Contoh:

1. Afifah is *beautiful girl*

2. He is *bad person*
3. My sister is a *smart student*
4. My mother is *good teacher*
5. I am *diligent person*
6. They are *naughty students*

### Conversation 1

- Ana : What is your country like?  
 Bella : It's **quite small** and beautiful.  
 Ana : What's your city like?  
 Bella : It's very **big** and **dirty**.  
 Ana : Oh really?  
 Bella : Yes, and it's very expensive too!  
 Ana : What's your home like?  
 Bella : It's quite small but very comfortable.

### Conversation 2

- Dian : Good morning, Tina.  
 Tina : Good morning, Dian.  
 Dian : Have you seen our newest English teacher?  
 Tina : Yes, I have. She is so beautiful and patient.  
 Dian : What do you think about her?  
 Tina : She is **tall** woman; she has pointed nose and smiling woman.

<b>TONGUE TWISTER</b>
<b>1. Fuzzy wuzzy was a bear. Fuzzy wuzzy had no hair. Fuzzy wuzzy wasn't fuzzy, was he?</b>
<b>2. A big black bug bit the big black bear, but the big black bear bit a big black bug back!</b>
<b>3. Sally sold seashell by the seashore</b>
<b>4. Three thin things</b>
<b>5. A double bubble-gum bubbles double</b>
<b>6. An ape hates grape cakes</b>

## RANCANGAN PELAKSANAAN PEMBELAJARAN

(RPP)

### *The Cycle II Meeting*

Satuan Pendidikan : MTs N 2 Karanganyar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / 2

Materi Pokok : Adjectives, Articles

Alokasi Waktu : 2 x 40 menit

#### A. KOMPETENSI INTI

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati 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
7. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,, mengukur, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
5.	5.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	

6.	6.1. Menunjukkan perilaku jujur, disiplin, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menyelesaikan tugas dengan tepat waktu 2.2.2 menyelesaikan tugas yang menjadi bagian dalam kerja kelompok
7.	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Menentukan tujuan komunikatif teks 3.7.2 Mengidentifikasi kata sifat orang, hewan dan benda 3.7.3 Mengidentifikasi ungkapan dan unsur kebahasaan kalimat dalam teks 3.7.4 Mengidentifikasi macam-macam <i>English sounds</i> dan simbolnya pada kata sifat orang, hewan dan benda 3.7.5 Mengidentifikasi <i>phonetic transcription</i> pada kata sifat orang, hewan dan benda 3.7.8 Mengidentifikasi <i>word stress</i>
8.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.8.1 Menanyakan sifat dan ciri fisik teman, hewan dan benda secara lisan dengan akurat, lancar dan berterima 4.8.2 Menanyakan sifat dan ciri fisik teman, hewan, dan benda secara lisan dengan akurat, lancar, dan berterima 4.8.3 Menggunakan/ Melafalkan <i>English sounds</i> dan simbolnya pada kata sifat, hewan, orang dan benda dengan benar

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengetahui penggunaan *a*, *an* dan *the* pada suatu kalimat
2. Menganalisis contoh-contoh kata yang termasuk *adjective* dan menemukan arti kata *adjective* pada pola kalimat yang digunakan dengan benar berdasarkan pengamatan atas beberapa contoh dialog
3. Mendiskripsikan ciri dan sifat teman, hewan dan benda di sekitar secara lisan dengan akurat, lancar
4. Mengetahui *words stress* pada suatu kata
5. Menggunakan atau melafalkan kata dengan baik dan benar

#### D. MATERI PEMBELAJARAN

a. Materi pokok

Teks lisan dan tulis yang menyatakan dan menanyakan tentang *simple present tense* dan *Adjective*

b. Fungsi sosial

Menggunakan dialog untuk mengidentifikasi, mengenalkan, memuji, mencela, mengagumi seseorang, benda, hewan, dan sebagainya.

c. Unsur kebahasaan

-Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya

-kata tanya *What? Which? How?*

- Penjelasan mengenai *stressed words*

d. Topik

Sifat orang dan benda di kelas, sekolah, rumah dan sekitarnya

#### E. METODE PEMBELAJARAN

Model : *Discovery Learning*

Pendekatan : *Scientific*

Metode : *Drill, Whisper Tongue Twister and Learner-centered method*

#### F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media : *whiteboard*

Alat/ Bahan : spidol, gambar, lembar *handout*.

Sumber Belajar : Internet, *Oxford Dictionary*

#### G. LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan	Waktu
4.	Pendahuluan <ul style="list-style-type: none"><li>• Siswa merespon salam dari guru</li><li>• Siswa membaca doa sebelum belajar</li><li>• Siswa menjawab absen</li><li>• siswa mendapatkan lembar <i>handout</i> dari guru</li></ul>	
5.	Kegiatan inti <ul style="list-style-type: none"><li>d. Mengobservasi</li></ul> Siswa mengamati percakapan yang ada dan menyimak penjelasan dari guru tentang materi baru yaitu <i>simple present tense</i> dan	

	<p><i>words stress</i></p> <p>e. Menanya Siswa berkesempatan mengajukan pertanyaan mengenai materi yang telah dijelaskan oleh guru</p> <p>f. Menganalisa Siswa menganalisa dan mengumpulkan data tentang fungsi sosial, struktur, serta unsur kebahasaan dalam lembar <i>handout</i> yang diberikan oleh guru, siswa menirukan cara pengucapan kata, dialog dan atau kalimat yang dipelajari</p>	
6.	<p>Mengasosiasi/ mengumpulkan informasi</p> <p>a. Siswa dibagi menjadi beberapa kelompok yang terdiri dari beberapa orang kemudian duduk sesuai dengan kelompoknya</p> <p>b. Setiap siswa menyiapkan perwakilan dua orang untuk membaca sebuah dialog yang berisi tentang <i>descriptive text</i>. Kemudian siswa diharuskan untuk fokus pada kata yang digaris bawahi oleh guru.</p> <p>c. Siswa bersama-sama melafalkan kata yang digaris bawahi dengan <i>pronunciation</i> dan <i>word stress</i> yang benar bersama dengan guru.</p> <p>d. Siswa bekerja berkelompok untuk mendengarkan apa yang guru katakan bersama-sama. Pada langkah ini, guru memulai menyuruh siswa untuk menirukan kalimat <i>tongue twister</i> yang diucapkan oleh guru secara bersamaan.</p> <p>e. Siswa diberikan tugas masing-masing kelompok untuk mengucapkan kembali apa yang dikatakan oleh guru</p>	
7.	<p>Mengkomunikasikan</p> <p>a. Siswa mengidentifikasi kata sifat pada kalimat yang diucapkan oleh guru secara berkelompok dan menuliskannya di selembar kertas</p> <p>b. Siswa melakukan <i>whisper tongue twister game</i> secara berkelompok dan berbaris menghadap papan tulis.</p> <p>c. Siswa yang dibelakang mendengar kalimat yang di dapatkan dari guru lalu membisikkan ke temannya hingga siswa yang ada di depan dan siswa yang ada di</p>	

	depan papan tulis menuliskan apa yang dia dengar di papan tulis.	
8.	<p>Penutup</p> <ul style="list-style-type: none"> <li>• Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>• Siswa mendapatkan informasi dari guru tentang kegiatan pembelajaran selanjutnya</li> <li>• Siswa membaca doa sesudah belajar</li> <li>• Siswa merespon salam dari guru</li> </ul>	

## H. PENILAIAN PEMBELAJARAN

### 1. Penilaian test

a. Teknik : students read 20 English words and are recorded by using voice recorder

b. Scoring guidance of the test which are used as follows:

i. 1 score for every item if students could pronounce the words correctly. It has 20 items to pronounce. This can be concluded that the highest score is 20

ii. 0 score for students who pronounce the sound word incorrectly

$$\text{Total score} = \text{students' score} \times 5 = 100$$

iii. Instruments:

- |               |            |
|---------------|------------|
| 1. Handsome   | 11. Cheap  |
| 2. Beautiful  | 12. Cute   |
| 3. Creamy     | 13. Crazy  |
| 4. Angry      | 14. Unique |
| 5. Brave      | 15. Thin   |
| 6. Awesome    | 16. Thick  |
| 7. Dangerous  | 17. Little |
| 8. Famous     | 18. Sick   |
| 9. Impossible | 19. Ugly   |
| 10. Big       | 20. Wide   |



3. Penilaian non test

b. Rubrik Penilaian Aspek Keterampilan Berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan		
Tata Bahasa		
Kosakata		
Kelancaran		
Kepahaman		
Total		

Keterangan skor :

6. Sangat kurang
7. Kurang
8. Cukup
9. Baik
10. Sangat baik

Karanganyar, 17 Januari 2019

Diterima oleh,  
Guru pembimbing

Peneliti

Widyaningsih, S.Pd

Shofiatu Fikri  
143221251

Diizinkan oleh,  
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