

CHAPTER IV

DATA EXPOSURE, RESEARCH FINDING AND DISCUSSION

This chapter presents the finding and discussion of research. The data collected from observation, interview, and documentation which are discussed based on the theory concept from the previous chapter (chapter II). This chapter present base of research focuses stated in the first chapter. It covers about The data want to describe The Use Of Tongue Twister Technique In Teaching Pronunciation To The Students of Eleventh Grade SMA Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan the inhibiting and supporting factors for student's in using tongue twister technique in pronunciation and the supporting and inhibiting factors for teacher in using the tongue twister technique in pronunciation of eleventh grade SMA Plus MiftahulUlumToronan Bara' Leke.

A. Data Exposure and Research Finding

In this section the researcher is going to describe about all of data that it found and obtain in SMA Plus Miftahul Ulum Toronan Bara' Leke, Larangan BadungPalengaan, Pamekasan. To obtain the data related in the use of tongue twister technique in teaching pronunciation, the researcher conducted the observation in the teaching learning process at eleventh grade of SMA Plus Miftahul UlumToronan Bara' Leke.

Profile of SMA Plus Miftahul Ulum Larangan Badung

Miftahul Ulum Plus High School Profile with School Identity Name of
SMA PLUS MIFTAHUL ULUM with NPSN : 20537429 And Education Level :
SMA

And have school status, namely private high school plus miftahul ulum Address at Dsn. TORONAN BARA` LEKE RT / RW : 3 / 1 and has a Postal Code of 69362 Village : Larangan Badung District : Kec. Palengaan Regency/City : Kab. Pamekasan Province : Prov. East Java Country : Indonesia Geographical Position : -7.1207 Latitude 113.4935 Longitude 3.

This school was founded without the date 421.3/316/108.08/2006 And the date of the decree of establishment: 2006-06-16 The ownership status of this school is Foundation. The name of the foundation is Al Rahman Foundation. This school has an Operational Permit: 19.03/1099/01/V/2020 And also the date of the Operational Permit Decree: 2020-05-18 12 Contact School Phone Number: 081939283457 Fax Number : 22 Email : mif10ulum@gmail.com Website : <http://> Time of Operation : Morning/6 days ISO Certification : Not yet Certified Power Source : PLN 28 Electricity (watts) : 900 Internet Access : Telkom Speedy Alternative Internet Access : XL (GSM

SMA Plus Miftahul Ulum Larangan Badung Logo



**LARANGAN BADUNG
PALENGAAN PAMEKASAN**

The researcher conducts the research on 16th March and 22th March. It was conducted about two meetings at the school. The first meeting was on 16th March 2022 and the second meeting was on 22th March 2022.

In the use of tongue twister technique in teaching pronunciation at the eleventh grade of SMA Plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan. They are pre-teaching, whilst teaching, and post-teaching. To know more the explanation clearly, the researcher will explain as follows:

1) The use of tongue twister technique In teaching Pronunciation of Eleventh Grade at SMA Plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan

a. The First Observation

The researcher did the first observation on 16th March 2022. The researcher entered to the classroom directly when the teacher also entered to the classroom. It was started at the third period until the fifth period. The third period starts at 07.00 until the fifth period was 08.30 o'clock. There are three steps of teaching learning process tongue twister technique to the students at eleventh grade of SMA Plus Miftahul Ulum Toronan Bara' Leke. They are pre-teaching, whilst-teaching, and post-teaching. Each step will be explained by the researcher as follows:¹

1) Pre-Teaching

- a. The teacher prepares the first lesson plan teaching tongue twister.
- b. The teachers say salam and pray together.

¹ Observation on Thursday, 16 March 2022

Teacher : Assalamualaikum Wr. Wb

Students : Waalaikumsalam Wr. Wb

Teacher : Good morning students.

Students : Good morning too mam.

Teacher : How are you today?

Students : I'm Fine mam, and you?

Teacher : I'm Fine too Thank you.

c. The teacher gives Motivation.

Teacher : Today is Thursday, "love it what you do it
Do it what you love it" it means that when you
already like what you do, then you will
automatically do what you like.

d. The teacher reviews the previous Material.

Teacher : Do you still remember the last material?

Students : Yes, Mam.

Teacher : What is our last material?

Students : pronunciation, mam.

Then the teacher asks the students to reexplain the previous materials by randomly.

e. The teacher gives the topic that would be Discuss.

Teacher : Okay students, this day our material is
pronunciation. Read the text on 30 pages. The title
is "famous people"

Students : Okay.

2) Whilst Teaching

- a. The teacher explain to the students about tongue twister.
- b. The teachers take word in a book that will make some tongue twister to students.

Teacher : I will give you all 10 minutes to read and find the same words than write in the white board.After that I will ask to u to practice your word.

Students :okay, mam.

- c. The teacher introduce the students voices to practice some word that have write in the white board.
- d. The teacher ask students to suggest words that almost the same and written on the whiteboard.
- e. The teacher gives an example of how to pronounce it to students, repeated up to 3 times.
- f. The teacher reads the words and asks students to listen carefully
- g. The teacher ask the students to practice pronounce the sound.

Teacher : please say the words” six sick hicks nick six slick bricks with picks and sticks”

- h. The teacher asks the students to come forward to apply the tongue twister that has been written on the whiteboard.
- i. After time is up the teacher will makes group.

The teacher give conclusion about the material

The teacher close the meeting with prays and say salam.²

² Observation, on Thursday 16 march 2022

b. The Second Observation

The researcher did the first observation on 22th march 2022. The researcher entered to the classroom directly when the teacher also entered to the classroom. It was started at the third period until the fifth period. The third period was starts at 07.00 until the fifth period was 08.30 o'clock. There are three steps of teaching learning process tongue twister technique to the students at eleventh grade of SMA Plus MiftahulUlum Toronan Bara' Leke. They are pre-teaching, whilst-teaching, and post-teaching. Each step will be explained by the researcher as follow:³

1) Pre-Teaching

a. The teacher prepares the first lesson plan teaching tongue twister.

b. The teachers says salam and pray together

Teacher :AssalamualaikumWr. Wb

Students :WaalaikumsalamWr. Wb

Teacher : Good morning students.

Students: Good morning too mam.

Teacher : How are you today?

Students: I'm Fine mam, and you?

Teacher : I'm Fine too Thank you.

³ Observation, on Tuesday, 22 march 2022

c. The teacher reviews the previous Material.

Teacher : Do you still remember the last material?

Students: Yes, Mam.

Teacher : What is our last material?

Students: Tongue twister, mam.

Teacher : Do you still remember what is tongue twister ?

Students :It the same words have the same sound to produce

Teacher :Good, and now do we can practice that?

Students :Yes, we can practice mam.

Teacher : Okay, it very good.

d. The teacher gives the topic that would be Discuss

Teacher : Okay students, this day our materials it's the same, u
will find the same word in the book

Students : Okay, mam

2) Whilst-Teaching

a. The teacher explain to the students about tongue twister.

b. The teachers take word in a book that will make some
tongue twister to students.

Teacher : I will give you all 10 minutes to read and find the
same words than write in the white board. After that I
will ask to u to practice your word.

Students : okay, mam.

- c. The teacher introduce the students voices to practice some word that have write in the white board.
- d. The teacher ask students to suggest words that almost the same and written on the whiteboard.
- e. The teacher gives an example of how to pronounce it to students, repeated up to 3 times
- f. The teacher reads the words and asks students to listen carefully
- g. The teacher ask the students to practice pronounce the sound.

Teacher : please say the words” six sick hicks nick six slick bricks with picks and sticks”

- h. The teacher asks the students to come forward to apply the tongue twister that has been written on the whiteboard.
- i. After time is up the teacher will makes group.

The teacher give congclution about the material

The teacher close the meeting with prays and say salam.⁴

j. Post-Teaching

- a. The teacher gives the conclusion about the material.
- b. The teacher close the meeting and say salam.

Students :Walaikumsalamwr. Wb.

⁴Observation, on Tuesday 22 march 2022

Based on the observation the use of tongue twister technique in teaching pronunciation to the student of Eleventh grade SMA Plus MiftahulUlumToronan Bara' Leke, this activity going well, but there are some student that find some difficulties in pronunciation. Beside the researcher use observation, researcher also use interview with the English teacher related with the use of tongue twister technique, namely Mrs. Kamariyah. Here are the interview as follows.

The researcher ask about the tongue twister to the english teachers,

The Mrs. Kama stated :

“Tongue twister is a word that has almost the same pronunciation and has different words, this technique is very useful for students because this technique is a technique that makes students really enjoy when I teach pronunciation, by using this technique, there are some students who really like this technique because This technique is considered a game and is very fun, tongue twisters can also improve the quality of students' pronunciation. By using this tongue twister technique, students become more active in class and students are also able to add new vocabulary.⁵

After the researcher asks about tongue twister to the English teacher that the researcher also ask 4 students that learn the tongue twister in the class.

The first student that got interview namely ZainalFawaid :

“I am very happy and like it when the teacher uses this technique because this tongue twister is like a fun game to play and learn. And also can practice my pronunciation “⁶

The second student namely Ach Aldi Huzain

“From the beginning I knew and knew this technique I didn't really like the lesson and also this tongue twister technique because, the pronunciation of almost the same words made it difficult for me to pronounce it, and the pronunciation had to be said quickly, and made me bored with this technique”⁷

⁵ Kamariyah, English teacher, live interview, March 22, 2022.

⁶ Zainal fawaid, Student of eleventh grade, Live interview, March 22, 2022.

⁷ Aldy Huzain, Student of eleventh grade, live interview, March 22, 2022.

The third student namely Irwan

“Tongue twister this technique is very fun because it makes the class more active and makes friends think and also increases vocabulary in English and also I understand that in English there are words that are almost the same as the pronunciation but different”⁸

The fourth student namely Fahmi Wahyudi

“I think this technique makes me boring in learning, the first one I have a bit of difficulty with words and pronunciation, and the second because this tongue twister is related to pronunciation, the process to learn it takes a bit longer”.⁹

Based on the statement above we can conclude that The tongue twister technique is very good to use and also the tongue twister can help improve students' pronunciation. As the teacher mention.” this technique is very useful for students because this technique is a technique that makes students really enjoy when I teach pronunciation, by using this technique, there are some students who really like this technique because This technique is considered a game and is very fun, so we can conclude that tongue twister is a technique that helps students' pronunciation. Dan juga ada beberapa siswa yang memang suka tehnik ini dan juga siwa yang tidak suka dengan tehnik ini, dapat di simpulkan bahwa sebagian dari siswa kelas sebelas sangat menikmati tongue twister tehnik yang di berikan guru.

2) The supporting factors for teacher in using tongue twister technique in teaching pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan

⁸ Moh Irwan, Student of eleventh grade, live interview, March 22, 2022.

⁹ Fahmi Wahyudi, Student of eleventh grade, live interview, March 22, 2022.

The use of this tongue twister technique runs smoothly and effectively. This technique is used as a medium for students' pronunciation learning, the teacher applies this technique in a different way.

Based on observations and interviews between teacher and researchers, there are several supporting factors for teachers including:

1) Teaching with this technique make effective in the classroom

By using a tongue twister, this technique makes the class more effective and interesting.

Mrs. Kamariyah state that :

“This tongue twister is a technique to improve students' pronunciation, this technique of tongue twister really helps me in teaching pronunciation, and there are also some students who really don't like this technique.

And also this technique of tongue twister helps me to make class more effective”¹⁰

2) Helps students in pronouncing this tongue twister

This tongue twister is known as a technique that is almost similar to the game, it affects students' pronunciation, tongue twister is also known as almost the same word and different pronunciation.

Mrs kama say that :

"This tongue twister helps students how to pronounce almost the same words with different pronunciations and is said quickly, using this technique can also help students in speling from word to word”.¹¹

3) This technique is very necessary because the teacher can make the class more active

¹⁰ Kamariyah, English teacher, live interview.

¹¹ Kamariyah.

“To improve students' pronunciation, I use this technique of tongue twisters, because this technique makes the class more enjoy and comfortable as well as more active, this tongue twister is very good to use when the class is boring, therefore this technique is applied 1 week 2 times to make classes more active and not boring”¹²

- 4) Make students think more.

Mrs kamariyah say that :

"This Tongue Twister technique really helps students think more to look for words in books and can also increase students' vocabulary.”¹³

- 5) Helping student pronunciation”.

This tongue twister has a lot to do with pronunciation

Mrs. Kamariyah state that

“Tongue twisters really help improve students' pronunciation, besides that tongue twisters can also increase students' interest in learning pronunciation and also learning English, therefore I apply tongue twisters at this school”.¹⁴

3) The Inhibiting factors for teacher in using tongue twister technique in teaching pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara’ Leke Larangan Badung Palengaan Pamekasan

The inhibiting factor for teachers in using the tongue twister technique

- 1) In teaching this technique, it requires energy and also a rather long time

Mrs kamariyah state that :

"This has an effect on other lessons because this technique of tongue twisters takes a long time, therefore this technique was made like a game by me as a teacher, so that students do not get bored to learn pronunciation. And also this technique is

¹² Kamariyah.

¹³ Kamariyah.

¹⁴ Kamariyah.

related to pronunciation so the pronunciation must be correct and precise”¹⁵

- 2) Therefore this technique is done twice a week

This Tongue Twister technique is used 2 times a week so that students don't get bored and don't disturb other lessons.

"I apply this technique 2 times a week so this tongue twister is not a regular lesson that can be taught every day, as a result, students sometimes forget the tongue twister that has been taught.”¹⁶

- 3) Students who sometimes make jokes with tongue twisters

This tongue twister technique is almost like a game

Mrs kamariyah state that :

"This technique is almost similar to a game, as a result, students sometimes make jokes when pronouncing tongue twisters, and also these tongue twisters are pronounced quickly with proper pronunciation and students sometimes make jokes in their pronunciation.”¹⁷

- 4) Students sometimes fall asleep when asked to look for words in the book.

Mrs Kamariyah state that :

“This has become a habit, it seems, when I apply this tongue twister technique and ask students to look for almost the same words in the book, some students sometimes fall asleep because they are lazy to look for words in the book “¹⁸

- 5) The habits of students who are less enthusiastic in learning English.

“In using this technique of tongue twisters, not all students like this technique that is why there are some students who are

¹⁵ Kamariyah.

¹⁶ Kamariyah.

¹⁷ Kamariyah.

¹⁸ Kamariyah.

less enthusiastic in learning tongue twisters, and students think that this technique is boring and takes a long time to learn tongue twisters.”¹⁹

6) Then Inadequate facilities and infrastructure.

“The lack of media facilities such as loudspeakers used for the tongue twister technique at this school makes students less familiar with the sounds that are practiced.”²⁰

Mrs.kamariyah state that :

“Using this technique is great for students' pronunciation but this technique takes a long time to teach students about this technique of tongue twisters.”²¹

The conclusion from the interview above the teacher stated that there were several supporting factors and also inhibiting factors for the teacher in applying this technique of tongue twisters, and there were also some students who really liked this technique and there were also some students who did not like this technique, tongue twister. technique is also closely related to students' pronunciation and also closely related to students' speaking, tongue twisters can also make the class more active and more interesting.

B. Discussion

This section deals with the two main discussions that refer to the problem statement in chapter one. They are as follows :

¹⁹ Kamariyah.

²⁰ Kamariyah.

²¹ Kamariyah.

1. The use tongue twister In teaching Pronunciation of Eleventh Grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan pamekasan

The use of tongue twisters is very important for students who are not fluent in how to pronounce words, this tongue twister really helps students to be more active and think more.

At SMA Plus Miftahul Ulum Toronan Bara' Leke, the teacher uses this tongue twister technique twice a week, this tongue twister can be called a pronunciation learning technique similar to a game and makes the class more active.

In learning pronunciation there are many technique, one of them is tongue twister. Tongue twister is the famous technique which is used to teach and learn pronunciation.²² Tongue twister are phrases or sentences that have similar sounds which make it difficult to pronounce.²³ By using this technique students have more vocabulary and can also distinguish words that have almost the same pronunciation and have different meanings.

Tongue twisters are useful in studying pronunciation, and it really helps to improve student pronunciation, not just practicing and pronounce words, but also develop memory skills too. For someone who speaks for listeners, work with tongue twisters for building his phonemic awareness helps develop better articulation and pronunciation words. In line with

²² kohher, "The Effectiveness Of Tongue Twister Technique Toward Students' Pronunciation Ability At The Second Semester Of English Education Department 2019/2020 Academic Year in IAIN Madura," 1.

²³ Fahrul, "The Effect Of Tongue Twister On Students Pronunciation," 10.

this, Gonzalez, stated that tongue twisters are often used for exercise pronunciation. Furthermore, Gonzales states that tongue twisters are a fun activity on any language class.²⁴

We can conclude that tongue twister technique It is very important to use it in teaching students' pronunciation, in high school plus miftahul ulum especially in the eleventh grade because the teacher considers that this technique makes the classroom more lively and students think more.

2. The inhibiting factors for teacher in using tongue twister technique in pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan

The use of the tongue twister technique is very important in education, especially in the teaching and learning process because this technique can help teachers and students to achieve their own goals. The teacher applies the tonge twister technique in teaching English pronunciation because it aims to make students more active in class and better understand how to pronounce words properly and correctly. Actually, there are several inhibiting factors for teachers and in using this technique of tongue twisters, as we know that these tongue twisters are related to students' pronunciation.

Pronuciation is one of the indicators used to assess speaking ability. Pronunciation is a set of habits that produce sound. The habit of making sounds is acquired by repeating them over and over and by correcting them when they are pronounced incorrectly. English

²⁴ Lutfiani and Astuti, "Using Tongue Twister To Improve Students' Pronunciation," 111.

pronunciation involves making every sound and pronouncing every word, phrase and sentence with the correct spelling, compression and / or intonation.²⁵ Its means that tongue twisters are important with students' pronunciation and also students' speaking.

Importance pronunciation In teaching English, there are four elements of language, namely: structure, vocabulary, pronunciation and spelling. The most important thing is pronunciation because it has a very important role, especially in English. However, most people don't care about the correct pronunciation to inspire. If we speak with the wrong pronunciation it will cause misunderstanding. In English, most words have similar pronunciations but have different meanings so it is necessary to pay attention to pronunciation. The teacher plays an important role in learning pronunciation because when the teacher delivers or explains material with the wrong pronunciation it will cause students to speak with the wrong pronunciation. too. In the teaching and learning process, teachers must have several strategies.²⁶

In SMA plus this miftahul ulum tongue twister is used by the teacher to train students' pronunciation and also make the class more active. Tongue twister is the famous technique which is used to teach and learn pronunciation.²⁷ Tongue twister is phrase or sentence that is

²⁵ Mustofa and Akhmad, "Identifying The Slip Of Tongue In Efl Classroom: One Error That Blocked Students's Fluency In Speaking," 1.

²⁶ Amelia widi astute, "English Language Teaching Teacher Training And Aducation," *Muhammadiyah University of Purwokerto*, n.d., 6.

²⁷ kohher, "The Effectiveness Of Tongue Twister Technique Toward Students' Pronunciation Ability At The Second Semester Of English Education Department 2019/2020 Academic Year in IAIN Madura."

intended to be difficult to say, especially when repeated quickly and often.²⁸

There are several inhibiting factors in the use of this technique, including:

- a. Still difficult to pronounce tongue twister several times fast.

Tongue entanglement is difficult because the pronunciation must be fast and the words used are almost exactly the same.

- b. Still hard for students to move their mouth and tongue twister appropriately.

Tongue twisters have difficulty with words that are almost the same so it is difficult to move the tongue with one word to move another word

- c. Using tongue twister need more time.

To learn tongue twister technique, it takes a long time because the tongue twister requires some precision, such as the pronunciation must be precise, and the speed in reading it.

- d. Using tongue twister need more energy.²⁹

3. The supporting factors for teacher in using tongue twister technique in pronunciation of eleventh grade at SMA plus Miftahul Ulum Toronan Bara' Leke Larangan Badung Palengaan Pamekasan

Factors supporting teachers in using this technique Teaching with this technique is very effective in the classroom, and also helps students in pronouncing this tongue twister, this technique is very necessary

²⁸ "Cambridge Advanced Learner's Dictionary," in *Cambridge Advanced Learner's Dictionary* (inggris: Cambridge university, n.d.).

²⁹ Ulupi sitoresmi, "Tongue Twisters In Pronunciation Class," *Prosiding Ictte Fkip Uns 1* (2015): 591-92.

because the teacher can make the class more active and make students think more.

Not only supporting factors, there are also inhibiting factors for teachers in teaching. It means that teachers also have difficulties in teaching this technique of tongue twisters.

a. Helping students focus.

Learning tongue twisters is very helpful in focusing students on learning pronunciation and also trains them to quickly and accurately pronounce almost the same words, in this case tongue twisters are very helpful to make students focus

b. Tongue twister is great for new language learners who have trouble articulating the sound of the new language that are different to those of their own language.

In this case, tongue twisters can also help students pronounce a new language and also new words that are almost the same.

c. Tongue twister improve students motivation and pronunciation.

Tongue twisters increase their motivation as a result of various activities done during learning such as watching videos, listening to explanations about the tongue and also looking for words that are almost the same and they become more confident because they are actively involved in learning process. and also improve their pronunciation in pronouncing words.

d. Students learn in more exciting.

Students learn more interestingly and relaxed atmosphere. They are willing to actively respond to questions, statements, instructions and what has been written on the board regarding tongue twisters. They also enjoy the pleasant tongue sound made twisters. It makes the class livelier.

- e. Students become more self confident.

Tongue twisters also make students more confident, because tongue twisters are a technique in the form of a game and make students enjoy the class more and be more daring to come forward, and students are also more daring to speak up.

- f. Tongue twister make student in the class relax in learning process.

Tongue twisters make the class more enjoyable and more interesting so that it makes the class more active and students are happier learning English.

- g. Helping students gain awareness about their pronunciation problems,

Tongue twisters make students learn about good and correct pronunciation with a fast pronunciation tongue twister can help students to be more confident in pronouncing words.

- h. Helping students build new muscle memory.

Tongue twisters, apart from helping students pronounce words well, tongue twisters also help students remember new words and memorize new vocabulary

- i. Improve their hearing.³⁰

³⁰ Asilfa, "The Effect Of Tongue Twister Technique On Students' Pronunciation Ability," 12.

