

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result and discussion of research. The data collected from the observation and interview which are discussed based on the theory and concept from the previous chapter. This chapter is presented on the research focus stated in the first chapter.

A. Research Finding

In the result of research, the researcher will describe about the use of tongue twister as fun learning in Sixth Grade at SDN Padelegan 1. The teacher use tongue twister to ease students to remember and add their vocabularies in other that it can help them in communication. in this case, the researcher did and observations by entering directly to the classroom to know how the teacher implements on the use tongue twister prior the teaching and learning process begun:

1. The Description of the Use of Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1

a. The First Observation



Picture 1. The Researcher made the first observation

The researcher did the first observation on Saturday 04th March 2023, it started from 10.10 until 10:35 in this case, the researcher was a passive

participant because the researcher just becomes an observer without becoming involved in the teaching and learning process. In this item to get data, the instruments used by the researcher are observation guideline, interview guideline, and documentation. When the lesson started, the first time the teacher explained the learning material about Health and Hospital that had been prepared beforehand to seventh grade student at SDN Padelegan 1. The steps of the teaching and learning process will be explained by the researcher as follows.

1. Pre Teaching



Picture 2. . The Teacher opens the class

- a) The teacher say ”*Assalamualaikum Warahmatullahi Wabarokatuh*”
- b) The teacher greet her student with ”*good morning students*”
- c) The students make certain the condition of her student ”*how are you today*“
- d) The teacher and students pray together before learning begins
- e) The teacher check students attendance

2. Whilst Teaching



Picture 3. The teacher explain about material

In this second activity, in the teaching and learning process in class, there are several activities that have been carried out by the teacher, there are:

- a) The teacher wrote the material on the board that is about Health and Hospital where it contains some vocabulary about Health and Hospital.
- b) The teacher read the vocabulary to the vanish. After that the teacher read back and asked the student to follow him.
- c) The teacher asked the students to read the vocabulary without guided by teacher. But the teacher corrected mispronunciation.

3. Post Teaching



Picture 4. The teacher gives conclusions about the material

In the last activity in the teaching and learning process in class are:

- a) The teacher gives conclusions about the material that has been presented.
- b) The teacher asked students to pray together.
- c) The teacher gave a game before leaving the class.



Picture 5. The Teacher gave a game to the student before living the class

Before the students leaving the class, the teacher gave a game to the students. The teacher has prepared a few rolls of paper in which of the tongue twister was learned at the previous meeting. The teacher ordered her students to march. After that the teacher explained the game rule, the game rule game are the student took a roll of paper provided in order and the students read the tongue twister that was in the roll of the paper with correctly and quickly. If the student can read properly the student is allowed to go home, but if the student cannot read properly the student will take the very back of the line and must retrieve the roll of paper in order.

To the first observation, in the use of tongue twister on the game that was used in sixth grade at Padelegan 1 the teacher can be performed successfully and make students fell fun in English learning and more enjoy in participating the class.

It is also supported by the English teacher statements in the interview said that:

“Because I think that giving it this way of learning by using the tongue twister is very unique among young learner. So I tried to apply this tongue twister as fun learning alone. And it turned out that student response was enthusiastic and active because this tongue twister challenged the student to read quickly and correctly. They were so enthusiastic and kept trying the tongue twister so they could read it quickly”.¹

b. Second observation



Picture 6. The Researcher made the second observation

In this research, the researcher did the second observation on Saturday, 18th March 2023, it started from 10.10 until 11: 35

At the second observation, the teacher made the teaching learning process in the class did differently from the previously, namely the teacher gave different material, it is about “Earth and Plant”, and the teacher use the tongue twister in the pre-teaching.

¹ Nuriyah, the English teacher in sixth grade of SDN Padelegan 1 (direct interview on Saturday 13th May 2023)

1. Pre Teaching



Picture 7. The Teacher opens the class

In this observation the teacher plan the class before starting the lesson. In this pre-teaching was different with pre-teaching on the first observation. The procedures of pre-teaching in the second observation are:

- a) The teacher say “*Assalamualaikum warahmatullahi wabarokatuh*”
- b) The teacher greet her students with “*good morning students*”
- c) The teacher make certain the condition of her students “*how are you today?*”
- d) The teacher and students pray together before learning begins.
- e) The teacher checks students attendance.
- f) The teacher gave ice breaking to students.



Picture 8. The Teacher gave a ice breaking about tongue twister

The teacher has provided a projector for ice breaking. There, the teacher provided a video rap music that contained the tongue twister. After that the teacher play the video rap music to the finish. Then, the teacher asks the student to follow a video rap music that has been provided in together for 5 minutes. Here's a tongue twister job on video:

“ A big black bug bit a big black bear”

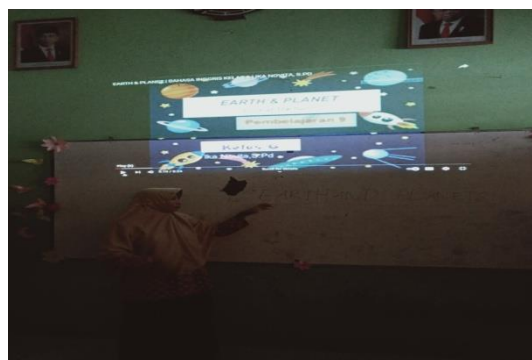
“But a big black bear bit a big black bug back”

“Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no har”

“ Fuzzy, Wuzzy wasn't very Fuzzy was he?”

“I cream you scream we all scream for ice crea

2. Whilst Teaching



Picture 9. The teacher explain about material

In this activity teacher explain materials about “Earth and Planet”. Teachers provide power point as a resource. Before that the teacher asked the student to name the planets. After that the teacher wrote it down the name of the planet in English according to what the student said and only after all did the teacher liken the material to a more clear use of power point.

3. Post Teaching



Picture 10. The teacher give conclusion about material

In the last activity in the teaching and learning process in class are:

- a) The teacher gives conclusions about the material that has been presented
- b) The teacher asked students pray together

Based on the second observation, using tongue twister in ice breaking used by the English teacher in sixth grade could be done successfully. it can be seen that the students of sixth grade SDN Padelegan 1 more enjoy in participating the class.

It is also supported by the student statements in the interview said that:

“I feel more enjoyable and this tongue twister, because with reading tongue twister I was thrilled to read them. So I could read it quickly and precisely”²

c. The third observation



Picture 11. The Researcher made the third observation

In this research, the researcher did the third observation on Saturday, 13th May 2023, it started from 10.10 until 11:35.

At the second observation, the teacher made the teaching learning process in the class did differently from the previously, namely the teacher gave different material, it is about “Expressing Feeling”, and the teacher use the tongue twister in the pos-teaching.

1. Pre Teaching



Picture 12. The Teacher opens the class

a) The teacher say ”*Assalamualaikum warahmatullahi wabarokatuh*”

² Moh. Tufarol Ilyas, the student in sixth grade of SDN Padelegan1(direct interview on Saturday 13th May 2023)

- b) The teacher greet her with students “ *good morning students*”
- c) The teacher make certain the condition of her students “*how are you today* “
- d) The teacher and students pray together before leaning begins.
- e) The teacher checks student attendance of students.

2. Whilst Teaching



Picture 13. The teacher explain about material

In this second activity, in the teaching and learning process in class, there are several activities that have been carried out by the teacher, there are:

- a) The teacher wrote the material on the board that is about Expressing Feelings where it contains some vocabulary about Expressing Feelings
- b) The teacher explained to the student about the material written on the board.
- c) The teacher read the vocabulary to the vanish. After that the teacher read back and asked the student to follow him.
- d) The teacher asked the students to read the vocabulary without guided by teacher.
- e) The teacher asked to students about understanding about materials.

3. Post Teaching



Picture 14. The teacher give conclusion about material

In the last activity in the teaching and learning process I class are:

- a) The teacher give conclusions about material that has been presented.
- b) the teacher gave a tongue twister game before leaving the class.



Picture 15. Teacher gave a game tongue twister

The teacher gave a tongue twister. The activity was started by dividing the students in to 6 groups, each group consisted of 3 to 4 student. After the group had been decided, the teacher explained what they were going to do. Teacher gave the instruction on how doing the activity by using to languages in order to make the students completely understand what they were going to do. The instruction given was simple, the student just need to read the tongue twister that was written on paper. The teacher read one time the tongue twister as an example. The sentence is *“I scream you scream we all scream for*

ice scream” student are given time to read again, after the game starts the teacher select one of the student from each group to read the tongue twister correctly and quickly, and if the student cannot pronounce the sentence correctly and quickly, then all of the member of the group got a punishment. The punishment is singing together.

Based on the third observation, using tongue twister game used by the English teacher in sixth grade could be done successfully. it can be seen that the students of sixth grade SDN Padelegan 1 more enjoy in participating the class.

It is also supported by the student statements in the interview said that:

“Yes, I am interested to enjoyable in joining the class en relax during in tongue twister game, because the game can make me felling good and relax like that”³

So, the result of the three observation of the tongue twister can be concluded that the use of the tongue twister made students fell the fun of learning English in class.

2. The Advantages of Using Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1.

In using tongue twister as fun learning the teacher did not only attend to the successfulness of the procedure in the implementation but, also attended to the advantage of the tongue twister it self. In identifying this research focus , the researcher used on of the technique of collecting data namely interview

³ Arina Sania Fadli, the student in sixth grad of SDN Padelegan 1 (direct interview on Saturday 13th May 2023)

beside observation. The researcher did interview both to the English teacher and the students of the class, in order to know about of advantages and weakness of the technique. Here are two combination result of interview that are between interview to the teacher and student:

a. Make a students feel enjoyable in joining in the class.

There are two students that felt the advantage of this tongue twister. They said that this tongue twister can give enjoyment for them in joining the classroom, they are:

It started from the students namely Arina Sania Fadli she stated that:

“Yes, I am interested to enjoyable in joining the class and relax during in tongue twister game, because the game can make me feeling good and relax like that”⁴



Picture 16. The Interview activities with the student in sixth grad at SDN Padelegan 1

And then the statement above is also supported by Moh. Tufarol Ilyas

“yes, I feel more enjoyable and this tongue twister, because with reading tongue twister I was thrilled to read them. So I could read it quickly and precisely”⁵

⁴ Arina Sania Fadli, the student in sixth grad of SDN Padelegan 1 (direct interview on Saturday 13th May 2023)

⁵ Moh. Tufarol Ilyas, the student in sixth grade of SDN Padelegan1(direct interview on Saturday 13th May 2023)



Picture 17. The Interview activities with the student in sixth grad at SDN Padelegan 1

It is also supported by statement of the teacher namely Nuriyah

“Yes, because by using this tongue twister, the application can be flexible. It can be used in the early days of learning when the concentration of students is not conducive to a good start. And it can even be a game at the end of the study to make students feel enjoy.⁶



Picture 18. The Interview activities with the teacher in sixth grad at SDN Padelegan 1

According to statement above, it can be seen that the tongue twister is able to influence their feeling to the enjoyment in learning English. Because it is formed by game and ice breaking.

b. Get many vocabularies from the use of tongue twister.

The reason above come out from one of student by namely Sela Oktaviani

⁶ Nuriyah, the English teacher in sixth grade of SDN Padelegan 1 (direct interview on Saturday 13th May 2023)

“Yes of course, because with these tongue twister I can add new vocabulary.”⁷



Picture 19. The Interview activities with the student in sixth grad at SDN Padelegan 1

On the other hand, by using the tongue twister these students can easily remember the new vocabulary. So in this way instead of helping improve pronunciation can also help students to remember then.

c. Can make the students spirit and motivated in teaching learning process

It is supported by statement of the teacher namely Nuriyah

“The students responds from the use of tongue twister as fun learning got positive responds. They were enthusiastic and spirit in learning English, the other that students also motivated to always joining English class. They also challenged to read tongue twister quickly and correctly.”⁸

d. Can improve students’ English skill, like speaking skill, reading skill and pronunciation

The English teacher namely Nuriyah stated that:

“Of course, because by regularly practicing tongue twister they will get used to the pronunciation in English so it will be easy and fast in the pronunciation. Doing in this way they are also getting better at English conversations”.⁹

⁷ Sela Oktaviani, the student in sixth grade of SDN Padelegan 1(direct interview on Saturday 13th May 2023)

⁸ Nuriyah, the English teacher in sixth grade of SDN Padelegan 1 (direct interview on Saturday 13th May 2023)

⁹ ibid

It is also supported by statement of the student namely Nikmatul Lili Zaky and Moh. Maulidin Ridho

“Yes, because using tongue twister makes me no longer rigid in pronouncing and speaking English.”¹⁰



Picture 20. The Interview activities with the student in sixth grad at SDN Padelegan 1

3. The Disadvantages of Using Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1

There are two disadvantages from the use of tongue twister as fun learning process at sixth grade of SDN Padelegan, based on the interview result, so here the are:

a. Takes a lot of time

It is supported by statement of the teacher namely Nuriyah

“Yes, because to recite the tongue twister fluently, students take considerable time because this tongue twister is a word or phrase that is deliberately shaped by certain words that are almost similar to those that are difficult to interpret or recite. In addition teachers also have to correct improper student dysfunction.”¹¹

Based on the results of the interview obtained, the weakness of this tongue twister is on the students condition. Because students sometimes feel

¹⁰NikmatulLlaili Zaky and moh. Maulidin Ridho,the student in sixth grade of SDN Padelegan 1(direct interview on Saturday 13th May 2023)

¹¹ Nuriyah, the English teacher in sixth grade of SDN Padelegan 1 (direct interview on Saturday 13th May 2023)

dependency with this tongue twister. Because if they didn't feel themselves enough to recite a tongue twister they did read it until they could, what else was followed by the music they kept asking to repeat. So that's where the weakness is.

b. Make noisy situation

It is supported by statement of the teacher namely Nuriyah

“Yes with tongue twister it will make the class noisy, because every student will keep trying to read tongue twister continuously as long as they can and more fluently, quickly and precisely.”¹²

Despite of making a class so crowded but the crowd of this is full of having fun. According to my observation when I came to the class, the students are enjoying this classroom routine so it means although that this tongue twister can make a class so crowded but the crowd is beneficial.

B. Discussion

After obtaining and describing the data of research found done at SDN Padelegan 1 Pademawu, researcher will be discussing the findings of research with the theory in chapter II in order to make it easier and give understanding to readers on the use of tongue twister as fun learning I sixth grade at SDN Padelegan 1.

The researcher will discuss the result of research findings based on research objective. The are three research objective from this research that are: 1). To describe the use of tongue twister as fun learning in sixth grade at SDN Padelegan 1. 2). To know what the advantages of using tongue twister as fun

¹² Ibid.

learning at classroom. 3). To know What are the disadvantages of using tongue twister as fun learning at classroom.

1. The Description the Use of Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1

Create a joyful atmosphere in the teaching learning process, will make students more prepared and easier to learn, even more able to change a negative attitude. Kill the boring introducing wonderfulness and the joy of learning area a must done by a student's reinforcement or affirmation, acknowledge it and then celebrate.¹³

In teaching learning process, the teacher created the relatively pleasant situation because it made students more prepared and easier to learn. The teacher has chosen fun learning as classroom strategy to create classroom atmosphere is not boring. The teacher chosen tongue twister as fun learning in young learners at SDN Padelegan 1. The implementation of tongue twister as fun learning got positive response from the students. It showed the successful of teaching and learning process. The teacher should created classroom atmosphere to be fun like tongue twister is used by the English teacher as fun learning. She implemented the tongue twister with various variations.

Tongue twister is a fun activity in any language classroom. Practicing tongue twister allows people who are learning English to strengthen their speech skill. The faster a person can say the tongue twister without slipping

¹³ Nur Fitriana, "Pengaruh Penerapan Metode Fun Learning terhadap Minat Belajar IPA Bagi Siswa Kelas V di MI Bahrul Ulum Paliangga Kabupaten Gowa", (Skripsi:2016), 12

up, the stronger their language skill become.¹⁴ Even though tongue twister is difficult to say, it will be fun to use tongue twister as a teaching to improve pronunciation and make the tongue become stronger. This technique will make learner's enjoy their process of producing word.¹⁵ Tongue twister are word, phrase, or sentences that are difficulty to say because of a varying combination of similar sound. They can be very challenging as well as motivating and fun to learn.¹⁶

The English teacher has chosen the tongue twister as fun learning in English class. The tongue twister was implemented when the teacher is going to start the lesson (pre-teaching) and also when the teacher want to close the lesson (post-teaching).

The researcher found that the teacher implemented the tongue twister as fun learning in pre-teaching on second observation. The teacher started the lesson by *salam*, then greet her students and asked them to pray, and then the teacher check the students attendance. After that the teacher given a tongue twister video. The teacher given the tongue twister video in pre-teaching to make students more excited, spirit and motivated because the time of English class is in last time (11:00 -11:35 WIB).

In the first observation and third observation the teacher implemented the tongue twister as fun learning on post-teaching. In the first observation

¹⁴ Dewi Lutviani & Indra Astutik, "Using Tongue Twister to improve Students Pronunciation Universitas Muhammadiyah Jember". *Journal of English Language and Teaching*, Volume 02.No.2(November, 2017):110, <https://doi.org/10.3528/ellite.v2i2.1511>

¹⁵ Nurhasanah, Yetty Zainal, "Tongue Twister as a Teaching to Help Student solve their difficulties in pronouncing/s/,f// at Junior High Scholl", *Journal of English Language Teaching*, Vol.7.No.4 (Desember 2018): 656, <https://doi.org/10.24038/jelt.v7i4.101317>.

¹⁶ Yusta Faesti, "The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan", (Skripsi:2020), 3

the teacher started the class by *salam*, and then the teacher greet her students, then the teacher asked them pray, and the teacher check the students attendance. After that the teacher explained the material about “Health and Hospital”. Then the teacher gave a tongue twister as fun learning in the last class, the teacher gave a game. The game is the students made line and must answered the quiz or made challenge that is on the roll of paper the teacher has provided. If the student can answer from the quiz or make the challenge then the student is allowed to go home, but if the student cannot answer the quiz or make challenge the students will take the very back of the line and must retrieve the roll of paper in order. In the third observation, the teacher started the class by *salam*, and greet her student, and asked them pray, and then the teacher check the students attendance. After that the teacher explained the material about “Earth and Plant”. Then the teacher gave the tongue twister game. The teacher made a six groups then the teacher gave a same tongue twister in every group. After that the teacher point one of student in every group to read the tongue twister quickly and correctly. If the student read the tongue twister not quickly and correctly, then all of the member of the group got a punishment.

The implementation of tongue twister as fun learning is very appropriate for a foreign language class such as English, let alone implemented among young learners who have recently learned a foreign language and generally do not like English lessons because it is difficult to understand, but here teacher make tongue twister as fun learning as a fun activity in the classroom so that classes are not boring. As Lutviani stated

that the tongue twister is a fun activity in any language classroom. Practicing tongue twister allows people who are learning English to strengthen their speech skill. The faster a person can say the tongue twister without slipping up, the stronger their language skill become.¹⁷ In addition to making the study pleasant, the implementation of the tongue twister can also make the speaking skill and pronunciation of the student better although the tongue twister is difficult to say because the tongue twister is a sentence that contains the same pronunciation of the word, so it is difficult to read, but if students often read the student's English tongue twister will be stronger. Moreover, tongue twister as fun learning can also generate excitement and joy when students learn.

2. The Advantage Of using Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1.

From the observation and interview at SDN Padelegan 1, the researcher made conclusion that the students like the tongue twister as fun learning. It can be seen from the positive responds from the students while the teacher implemented the tongue twister as fun learning when the teacher would like to started the lesson (pre-teaching) and the end the lesson (post-teaching), so since in the tongue twister the students more spirit and enjoyable.

According to Rodney there are some of advantages from tongue twister throwing.¹⁸

¹⁷ Dewi Lutviani & Indra Astutik, "Using Tongue Twister to improve Students Pronunciation Universitas Muhammadiyah Jember". *Journal of English Language and Teaching*, Volume 02.No.2(November, 2017):110, <https://doi.org/10.3528/ellite.v2i2.1511>

¹⁸ Sinta Angraeni, "Tongue Twister Technique in EFL Learning in Improving Students Speaking Skills", (Thesis: 2018). 21

1. This technique can make the students to be active and memorize about the English, such us vocabulary, grammar etc.
2. This technique can be the students to use English in flexible communicative way and enjoyable to learn.
3. It can make students happy and understand about the material.
4. The teaching learning process more attractive.
5. The teacher more easy to teach.

From the result of observation and interview, the researcher made some advantages of the use of tongue twister as fun learning, they are:

- a. Make students fell enjoyable in joining the class.

The using tongue twister as fun learning made students interested in joining English class, because generally the students dislike English class, but here the teacher made the tongue twister to be a game and challenge until students fell enjoyable and happy. If the students' feeling is happy, the material can understood easily. As the Rodney said that the second and third advantage is make students happy and understand the material, can be the students to use English in flexible communicative way and enjoyable to learn.¹⁹

- b. Get many vocabularies from the use of tongue twister.

One of advantages of using tongue twister is the students get many vocabulary and add new vocabulary. It make students easy to build a communication with other people. It goes with Rodney said that the

¹⁹ ibid

tongue twister make the students to be active and memorize about the English, such as vocabulary, grammar, etc.²⁰

- c. Can make the students spirit and motivated in teaching learning process

The use of tongue twister as fun learning make students enthusiastic, spirit, and motivated to joining English class. They also challenged to read the tongue twister quickly and correctly. It supported by Yusta Faesti's statement that the tongue twister can be very challenging as well as motivating and fun to learn.²¹

- d. Can improve students' English skill, like speaking skill, reading skill and pronunciation.

The other one of the advantage of using tongue twister as fun learning also influence the students' English skill, like speaking skill, reading skill, and pronunciation. This finding is supported by Lutviani's theory that practicing tongue twister allows people who are learning English to strengthen their speech skill, the faster a person can say the tongue twister without slipping up, the stronger their language skill become.²² It same with Nurhasanah's statement that even though tongue twister is difficult to say, it will be fun to use tongue twister as a teaching to improve pronunciation and make the tongue become stronger.²³

²⁰ ibid

²¹ Yusta Faesti, "The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at SMAN 1 Nawangan Pacitan", (Skripsi:2020), 3

²² Dewi Lutviani & Indra Astutik, "Using Tongue Twister to improve Students Pronunciation Universitas Muhammadiyah Jember". Journal of English Language and Teaching, Volume 02.No.2(November, 2017):110, <https://doi.org/10.3528/ellite.v2i2.1511>

²³ Nurhasanah, Yetty Zainal, "Tongue Twister as a Teaching to Help Student solve their difficulties in pronouncing/s,ʃ/ at Junior High Scholl", *Journal of English Language Teaching*, Vol.7.No.4 (Desember 2018): 656, <https://doi.org/10.24038/jelt.v7i4.101317>.

3. The Disadvantage Of Using Tongue Twister as Fun Learning in Sixth Grade at SDN Padelegan 1

Tongue twister as fun learning has advantages in learning process but also has a disadvantages in learning process but also has a disadvantages too, as below:²⁴

- 1) This technique need a lot of time to finish all the picture because if the student cannot answer so the teacher should continue to another students.
- 2) The teacher should control the situation of classroom, this technique will make noisy situation because the student will scream when students says statement of tongue twisters.
- 3) This technique not too effective measure speaking skill because not all the student will get the chance to speak because limit of the time.

Here are some descriptions about the disadvantages of using tongue twister as learning. They are:

a. Takes a lot of time

The use of tongue twister as fun learning need a lot of time in young learners, because the young learners has recently learned a foreign language such as English. Firstly, they need time to study the pronunciation of the tongue twister then, they need time to recite the tongue twister again and again so that they able to recite the tongue twister fluently. As Anggraeni said that the tongue twister need a lot of

²⁴ Sinta Angraeni, "Tongue Twister Technique in EFL Learning in Improving Students Speaking Skills", (Thesis: 2018). 21

time to finish all the picture because if the students cannot answer so the teacher should continue to another students.²⁵

b. Make noisy situation

The use of tongue twister as fun learning make class situation is crowded, because all of students keep trying to recite the tongue twister and the other that, students feel challenged to recite tongue twister fluently, quickly and precisely. But although this situation is crowded, it make students feel happy and enjoyable and sometimes they scream when trying recite the tongue twister. As Anggraeni said that the teacher should control the situation of classroom, the technique of tongue twister will make noisy situation because the students will scream when students says statement of tongue twister.²⁶

²⁵ ibid

²⁶ ibid