



IMPROVING FIFTH GRADERS' PRONUNCIATION OF "TH"
BY USING TONGUE TWISTERS
(A Classroom Action Research at Fifth Graders of SDN Mojoagung 01,
Trangkil-Pati in the Academic Year of 2014/2015)

a final project

submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in English

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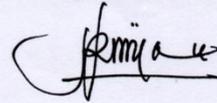
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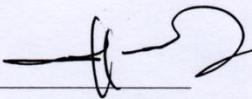
APPROVAL

This final project entitled *Improving Fifth Graders' Pronunciation of "TH" by Using Tongue Twisters (A Classroom Action Research at Fifth Graders of SDN Mojoagung 01, Trangkil-Pati in the Academic Year of 2014/2015)* has been approved by the board of the examination and officially verified by the Dean of the Faculty of Languages and Arts on February 10th 2015.

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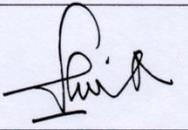
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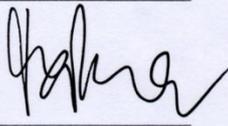
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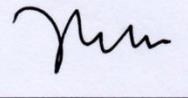
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MOTTO AND DEDICATION

Do not be discouraged by comparing yourself with others. You are perfectly capable of doing whatever it is that your heart desires.

An expert in anything was once a beginner (Hayes).

To:

my beloved mom and dad,

my beloved brothers and sisters,

my nephew and nieces,

my friends, and

the readers.

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ABSTRACT

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Keywords: *Tongue Twisters, improve, fifth graders, pronunciation.*

This is a classroom action research aiming at finding out how effective *Tongue Twisters* in helping fifth graders improve their pronunciation of /ð/ and /θ/. Based on the observation, I found that one of students' problems in learning English was pronunciation and one of useful methods in teaching pronunciation is by providing oral exercises.

The participants of the research were 23 fifth graders of SDN Mojoagung 01 Trangkil-Pati in the academic year of 2014/2015. The method for collecting data in this research was mixed-method using both quantitative and qualitative data. The instruments used in this research were test (students' oral performance), field note, and questionnaire. The research design was adopting Kemmis and Taggart design (1988). This research contained two cycles. The cycles covered seven meetings; in which each meeting lasted for 2x35 minutes. The activities done in this research were pre-test, treatments (1 and 2), quizzes (1 and 2), post-test, and followed by filling questionnaire.

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

Based on the result, it can be concluded that Tongue Twisters were well accepted by students and significantly improved their pronunciation of /ð/ and /θ/. Thus, I suggest applying tongue twisters in English teaching learning, especially as an oral exercise in pronunciation.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reason for choosing the topic, research problems, objectives of the study, significance of the study, definition of terms, limitation of the study, and outline of the report.

1.1 Background of the Study

In spoken language, the most important thing to be considered is pronunciation, since it conveys message or our intention in speaking. Speakers of English, especially non-native or foreign learners, very often make mistakes in pronunciation. For instance, people might say “*I have /θri:/ candies*” as “*I have /tri:/ candies*” or say “*He is my /'brʌð.ə/*” as “*He is my /broder/*”. Those things absolutely will be problems for the listeners.

Pronunciation is a fundamental thing in speaking. Pronunciation becomes one of important parts to be taught to the learners besides grammar and vocabulary. Macháčková (2012: 8) states that “pronunciation as an inseparable aspect of the language has a great influence on our successful communication but it is still overlooked by a large number of teachers, who would rather pay attention to teaching lexis and grammar as they feel more certain about them.” Having good pronunciation is better than having best grammar but cannot express it correctly in speaking. However, pronunciation is still ignored in daily teaching. It is only taught as an additional part by teachers and mentioned partially in many course books. Teachers might only be concerned with lexis and grammar because of some reasons.

As foreign learners of English, Indonesian students have been facing problems in learning process. The problems are on the lexis, grammar, and of course the vital one, pronunciation. Pronunciation problems are caused by many factors. One of the factors is the non existence of particular English sounds in their mother tongue. For Indonesian, pronouncing words in Bahasa Indonesia is easier than saying words in English. It is because the sounds in Bahasa Indonesia exist in their daily life and their tongue has already trained with sounds in their mother tongue since they were babies.

....Since childhood, he (foreign learner) has been speaking his mother tongue, which has been deeply implanted in him as a part of his habits. The movements of his speech organs have been set to produce the speech sounds of his own language; it will, of course, be difficult for him to change the habit of moving his speech organs such a way as to produce the foreign sounds (Ramelan, 1994: 4).

Because of sounds production is a part of habits in human life and sounds in English such as /θ/ (voiceless dental fricative) and /ð/ (voiced dental fricative) do not exist either in Indonesian or in Javanese, thus Indonesians have difficulty in pronouncing those sounds. Ramelan (1994) states that “these dental fricatives [/ð/ and /θ/] are not found in both Javanese and Indonesian, so it is not surprising that students with those two linguistic backgrounds will likely have difficulty in pronouncing them.” Below I present a table that shows the Contrastive Analysis (CA) among those three languages; English, Indonesian, and Javanese.

In accordance with all the facts above about pronunciation difficulties and English language teaching in Indonesia, I intend to do a research in this scope, teaching pronunciation by using Tongue Twisters.

1.2 Reason for Choosing the Topic

Pronunciation has been a crucial thing to talk about. It is important for learners who want to speak English properly and correctly. However, the curriculum in Indonesia does not mention pronunciation as one of parts that should be taught to learners. Furthermore, there is insufficient media to teach pronunciation. "... For years, teachers and researchers have been trying to find the most effective way to teach it [pronunciation] to their students" (Macháčková, 2012). They use minimal pairs, pair dictation, phonetic transcription, and even video shows to give the precise model for their learners. Unfortunately, those ways are only believed to work effectively on adult learners. Meanwhile, recently English learners are not only adult but also youngsters. Thus, there is a need to find a proper technique in teaching English, especially pronunciation, to young learners.

"Tongue twisters have been used by teachers in several countries in which English is second language for the citizen. This method is also popular as it is fun and interesting not only for young but also adult learners" (Well-Smith Partners, 2012). Even though some people think that using Tongue Twister requires a lot of patience and repetition and even can be time-consuming and impractical in the classroom, Tongue Twisters have some advantages. Those advantages such as; helping students gain awareness of their pronunciation problems, helping students focus on and tackle the problems which lead to quick improvement, helping students build a new muscle memory, improving their listening, relieving the monotony of the lesson, and allowing students to practice the language without fear of making mistakes.

Thus, I believe that using Tongue Twisters might be one of good methods that work better on young learners of English as a foreign language and it can be taught in several ways such as using cards, software, videos, and even songs.

1.3 Research Problems

Based on the background above, I formulate research problems, those are:

1. How do students pronounce consonants which do not exist in Indonesian such as /ʒ/, /ʃ/, /ð/ and /θ/?
2. What are the most difficult consonants to be pronounced?
3. How effective Tongue Twisters in helping students improving their pronunciation of /ð/ and /θ/?

1.4 Objectives of the Study

The objectives of this study are:

1. to find out how students pronounce consonants which do not exist in Indonesian such as /ʒ/, /ʃ/, /ð/, and /θ/,
2. to find out the most difficult consonants to be pronounced, and
3. to find out how effective tongue twisters in helping students improving their pronunciation of /ð, and /θ/.

1.5 Significance of the Study

By doing this study, I hope that it will be useful in several ways:

1. theoretically, it will help students in learning pronunciation in a fun way especially fifth graders of SDN Mojoagung 01, Trangkil-Pati,
2. practically, it will be a good reference for teachers in teaching pronunciation and solving students' pronunciation problem,

3. pedagogically, it will contribute in the education field and can be used to develop further researches on pronunciation teaching.

1.6 Definition of Terms

Some key terms in this research are improving, pronunciation, Tongue Twisters, and fifth graders. Those terms are defined in this sub-chapter and further explanations are discussed in Chapter II.

The first term is improving. It comes from the root improve which means make or become better (Hornby, 2005). Thus, the word improving means “to make something becomes better.”

The second term is pronunciation. According to Burns (2003: 5), “pronunciation refers to the *phonology* of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener.”

The third term is Tongue Twister. It is one of popular activity in pronunciation exercises. “Tongue twister is a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound (Vas, 2007:1).”

The last term is fifth graders. They are students of elementary school in the fifth year of their study. Mostly, they are children around ten to eleven years old.

1.7 Limitation of the Study

This research intends to find out how effective do tongue twisters help fifth graders in improving their pronunciation of /ð/ and /θ/. The focus of this research is on the pronunciation of words that commonly used in speaking; especially deal with short

expression of thanking, giving and asking things/services, giving orders and instructions. However, it does not mean that other elements are not prominent in this study. Focusing on pronunciations of some words only is merely due to some constraints especially in terms of time.

1.8 Outline of the Report

This final project consists of five chapters. Each chapter presents different discussion that still in line with the topic.

Chapter I is introduction which consists of background of the study, reasons for choosing the topic, research problems, objectives of the research, significance of the research, definition of terms, limitation of the study, and outline of the report.

Chapter II presents review of related literature. It contains review of the previous studies, related theories and theoretical framework.

Chapter III presents methods of investigation which

Chapter IV presents results of the study which deal with analysis and discussion of the findings.

Chapter V presents the conclusions and the suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists three parts, those are: previous studies, review of theoretical studies, and theoretical framework.

2.1 Previous Studies

There are many studies conducted in teaching pronunciation. In this subchapter, I present some previous studies which were done by undergraduate student of Semarang State University, bachelor of Indonesia University of Education, and diploma student of Masaryk University BRNO.

A study was done by Meiswarawati (2012) entitled *The Use of Nursery Rhymes to Improve Student's Mastery in Pronunciation*. She used rhymes to rehearse the students' pronunciation. She provides some rhymes in teaching pronunciation to young learners of English. She intended to know whether or not nursery rhymes are effective for teaching pronunciation. The research data were gained from four activities. Those were the pre-test, cycle-1 test, cycle-2 test, and post test. From the data, the improvement was 39.36%. The result of each test was increasing from one to another. Thus, based on the data calculation, she found that teaching pronunciation using song was effective.

Another research was done by Lestari (2013). In her research, she intended to know whether or not tongue twister help deaf students in speaking, especially in learning pronunciation of fricative consonant /s/. From her research, she obtained the

data by using A-B-A design. She concluded that the research has proven that Tongue Twisters can increase the deaf children's speech ability of fricative consonants.

The last previous study I reviewed was done by Macháčková (2012). She has conducted a research on dental fricative consonants /ð/ and /θ/ in the secondary school; the objects of her research are Czech students. She intended to find out whether all of oral activities (minimal pairs, tongue twisters, and oral readings) work better in correcting the error of pronunciation of /ð/ and /θ/ that cause intelligibility among her students (non-native speaker). The data were gained from three recordings. She compared them and found that the students' pronunciation of /ð/ was more or less successfully corrected (50%), but in case of /θ/ the students' results in the production of /θ/ were nearly the same. The results showed that by using some different oral activities; minimal pairs, tongue twisters, and oral readings, she could help her students improve their pronunciation.

Based on the review of those previous studies, I can infer that oral activities or oral exercises are effective to improve students' pronunciation. Thus, the previous studies above become my references in doing my research. However, this research is different from the previous ones in some matters. First, the subjects of this study are fifth graders of elementary school; meanwhile the others focus on adult learners. Second, the purpose of this study is to investigate how effective tongue twisters help fifth graders improve their pronunciation of dental fricative /θ/ and /ð/. Meanwhile, the previous is for fricative sound /s/. Third, the media which is used in this research is tongue twister; meanwhile the others used nursery rhymes, minimal pairs and oral

reading to teach pronunciation. The last but not least, in this study I use a classroom action research design, in which the subjects were taken from the whole class.

2.2 Review of Theoretical Studies

In this section, I will present some theoretical studies that support my research. They are as follows;

2.2.1 Pronunciation

This research deals with speaking activity which involves pronunciation. The explanation of pronunciation will be discussed in this section.

2.2.1.1 Definition of Pronunciation

Burns and Claire (2003:5) defines that “pronunciation refers to the *phonology* of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener.”

Macháčková (2012: 9) states that “pronunciation is a way how sounds are articulated by speakers marking their social class, education and so forth. Pronunciation deals with the way sounds are produced.” Another expert writes that pronunciation is “the act of producing the sounds of a language” (Roach, 2002: 61).

From various definitions above, I can draw a definition that pronunciation is the production of the sounds of a language, in this case English, and how they impact on the listeners.

2.2.1.2 The Importance of Pronunciation

In the primary stage of language learning, it is good to plant a correct foundation of the language itself. According to Burns and Claire (2003:5), “clear pronunciation is essential in spoken communication.” Even where learners produce minor

inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation.

Burns and Claire (2003) adds that it is important for the speaker of English to achieve:

- a. intelligibility (the speaker produces sound patterns that are recognisable as English),
- b. comprehensibility (the listener is able to understand the meaning of what is said), and
- c. interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say *It's hot today* as *IS ho day*. This is unlikely to be intelligible because of the inaccurate sound. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Since the speaker is incomprehensible, the listener would also not be able to understand the utterance.

2.2.1.3 Pronunciation Features

The features of pronunciation are as follows:

1. Segmental features, or just segmentals, which refer to sound units arranged in a sequential order, e.g.: vowels, consonants, diphthongs.
2. Supra-segmental features, or just supra-segmentals, which refer to, such as stress, pitch, length, intonation, and other features that always accompany the production of segmentals (Ramelan, 1994).

Vowels, consonants, and diphthongs belong to segmental features. “The system of vowels, consonants, or the combination of them called phoneme which *means sounds that, when pronounced incorrectly, can change the meaning of the word*” (Burns and Claire, 2003). This research focuses on the /ð/ and /θ/ pronunciation only.

2.2.1.4 The /ð/ and /θ/ Consonants

The letters “th” represent two different consonants; those are /ð/ and /θ/. The manner of articulation for both consonants is “... the tip of the tongue touches the lower teeth and the blade touches the edge of the upper teeth. The air escapes through the narrow gap between the tip and the blade of the tongue and the front upper teeth and causes audible friction” (Tanvir, 2013).

However, those two consonants are different in the matter of the activity of the vocal cords; /ð/ consonant is pronounced as voiced sound (lenis) and /θ/ as voiceless sound (fortis). For instance, in the words “then” / ðen / and “thin” /θɪn/. When producing lenis sound, the vocal cords vibrate, meanwhile when producing fortis sound, the vocal cords do not vibrate. Thus, /ð/ is defined as voiced dental fricative and /θ/ is defined as voiceless dental fricative.

The dental fricative consonants exist in various words that we use in daily life. Some words that employ dental fricative consonants are thanks, something, the, this, then, thumb, birthday, brother, mother, and many others. Those words appear in the daily expression, such as in thanking, giving orders, giving instruction, asking and offering, etc. Unfortunately, these dental fricative consonants do not exist either in Javanese or in Indonesian. Thus, many learners have difficulties in pronouncing them.

2.2.2 Tongue Twisters

This research involves an oral exercise in pronunciation called tongue twisters. Further explanation about tongue twisters will be described below.

2.2.2.1 Definition of Tongue Twisters

There are many experts defined what tongue twister is, follows are some definitions of tongue twister. Carmen (2010: 114) states that “a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly.” In line with the previous definition, Vas (2007:1) writes that “tongue twister is a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound.” The activity in tongue twisting is done orally and repeated many times to train the tongue with particular sounds.

Tongue twister means twisting the tongue with some similar sounds that are repeated continuously and some times have to be repeated correctly in fast speed. Tongue twisters are usually used as a warmer activity in the class and as pronunciation exercise of the second and foreign learners. “*Tongue twisters are also a useful tool that phoneticians and speech therapists use to help someone with specific articulation disorders such as a lisp (the case of replacing sounds /s/ or /z/ with /ð/)*” (Anonymous, available at <http://englishspeaklikenative.com/tongue-twisters/>).

Meanwhile, according to Cambridge Advance Learners Dictionary, tongue twister is “a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often. It usually consists of words that have close sounds. The words are listed altogether in a sentence and pronounced continuously.”

Thus, I can summarize that tongue twister is sentence or phrase that puts similar sounds together, which is repeated quickly and correctly.

2.2.2.2 Tongue Twisters as Pronunciation Exercise

There are many popular pronunciation exercises such as minimal pairs, pair dictation, syllable clap, pronunciation drills, and so on. Those exercises were practiced in English classes for many years. Sometimes, teachers and students face boredom in this monotonous activity. Therefore, they use another pronunciation exercise that is effective too, namely tongue twisters. Teachers of English as first and second language have used tongue twisters in their class, both for a warmer activity and as pronunciation practice.

Recently, some teachers of English as a foreign language practice using tongue twister too in their English class.

... The use of tongue twisters can also make speech therapy drills more of an enjoyable game, particularly for children. Even individuals who have long surpassed their difficulties in speech continue to use tongue twisters as a warm-up exercise, especially individuals in the public realm such as actors, politicians, motivational speakers and other professions such as priests, teachers, scientists, and college students (Wells-Smith Partners, 2012).

Moreover, People who use tongue twisters in speech therapy exercise the muscles in their mouth, “enabling clearer pronunciation, overall clearer speech patterns, and an easier time pronouncing previously difficult syllables” (Wells-Smith Partners, 2012). As speech therapy and pronunciation exercise, tongue twisters have some advantages. The advantages are such follows:

- a. helping students gain awareness of their pronunciation problem,
- b. helping students focus on and tackle the problems which lead to quick improvement,
- c. helping students build a new muscle memory,
- d. improving their listening,
- e. tongue twisters can definitely relieve the monotony of the lesson, and
- f. allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers (Wells-Smith Partners, 2012).

2.2.3 English for Young Learners

This study involves fifth graders, young learners, as the subjects, thus in this section I would like to give some explanation regarding fifth graders and English foreign language teaching in the elementary school.

2.2.3.1 Teaching English at the Elementary School

According to Vygotsky (in Linse, 2006:14), “children’s language learning is advanced through social interaction and experiences based on the context or situation.” The interaction can happen in two ways, orally and literally. Those two kinds of interaction need a tool called language. Therefore, in order to help people comprehend language for daily interaction that is why language; including English; becomes one of many subjects taught in school. In Indonesia, English is taught from kindergarten to university level through a certain curriculum that covers four skills; those are listening, speaking, reading, and writing.

2.2.3.2 Teaching Speaking to Fifth Grade

The main concern in my research is improving students’ pronunciation. It deals with speaking skill. Thus, I provide the competence standard and basic competence in speaking for fifth grade of elementary school in the table below.

Table 2.1

Standard of Competence and basic Competence of Speaking for Fifth Grade

Standard of Competence	2. To express very simple instruction and information in school context
Basic Competence	<p>2.1 Conversing to accompany action acceptably, that involves speech acts: giving example of doing something, giving orders, and giving instructions</p> <p>2.2 Conversing to request / provide the services / goods acceptably, that involves speech acts: asking for help, giving help, asking for goods, and giving goods</p> <p>2.3 Conversing to ask / give information acceptably, involving speech acts: introducing (your)self, inviting, asking for permission, giving permission, agreeing, disagreeing, and prohibiting</p> <p>2.4 Expressing politeness acceptably, that involves the phrases: Do you mind ... and Shall we ...</p>

Source: *Standar Isi untuk Sekolah Dasar dan Menengah*, Badan Standar Nasional Pendidikan, 2006: 408

2.2.3.3 Teaching Pronunciation to Fifth Graders

Teaching speaking cannot be separated from pronunciation. In the previous, has been mentioned that it is important for English speakers can achieve: intelligibility, comprehensibility, and interpretability (Burns, 2010). However, teaching pronunciation is never simple as young learners might face boredom in learning. Teaching needs extra efforts to gain students intention and attention in learning.

In the elementary school grade fifth, speaking activity focuses on the use of simple or short expression in daily activities, for example asking/offering help, thanking expression, giving orders, giving instructions and so fort. In some of those expressions, there are words that employ dental fricative consonants, both voiced and voiceless. For instance in the expression of thanking “*Thank you very much.*” /θæŋk ju: ver.i mʌtʃ/ and expression of giving instructions such as “*Go to the corner!*” /gəʊ tʊ ðə kɔ:.nə/. Those matters are suitable with my research on pronunciation /ð/ and /θ/ by using tongue twisters.

2.2.4 Classroom Action Research

The research design I use for this study is classroom action research. In this section, there will be discussed the definition and steps in classroom action research.

2.2.4.1 Definition of Classroom Action Research

“Classroom action research is is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process” (Elizabeth, in Burns, 2010: 5). “The aims and contribution of AR are multiple, over lapping, and various” (Burns, 2010).

“Action research is an approach to improve education through change, by encouraging teachers to be aware of their own practice, to be critical of that practice, and to be prepared to change it” (Mc Niff, 1997: 4).

Phillips and Carr (2010: 17) write that action research for pre-service teachers (students who become teachers) is “a process of learning with community to think and act critically to recognize and negotiate political systems, and to focus passing growing in one’s identity as a teacher.”

Kemmis and Taggart (1988: 5) states that “AR is a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.”

From the previous discussion, I could say that a classroom action research is a kind of research done by a teacher or an undergraduate student (teacher will be), or a team of teachers in a classroom to observe students’ learning process in order to effectively improve teaching and learning process.

2.2.4.2 Classroom Action Research for Undergraduate or Pre-Service Teachers

The statement above said that an action research can also be done by undergraduate students. As Phillips and Carr (2010: 2) states that “... by doing an action research project, students would become teachers more equipped to thrive in a professional environment.”

A classroom action research which is done by pre-service teachers is a powerful way of being a teacher. Phillips and Car (2010: 17) stated that “the result of that action research is the beginning of a journey in becoming a teacher living the teaching/researching life to simultaneously improve teaching practice, students’ outcomes, and system of schooling to be more equitable for all children and adolescents.”

2.2.4.3 Stages in Classroom Action Research

According to Phillips and Carr (2010: 42), action research typically “involves three broad phases in a cycle of research. Teaching and research are viewed as involving a continuous cycle or spiral of planning, acting, and reflecting.” Meanwhile, according to Kemmis and Taggart (1988), who are major authors in this field, “AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative* spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.” The phases in doing a classroom action research are presented in the following figure:

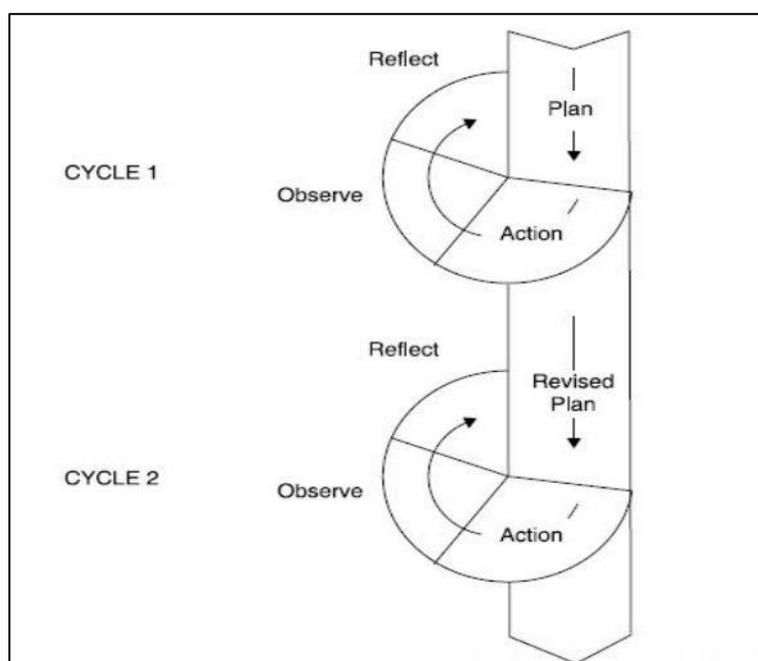


Figure 2.1

Cycle of Action Research by Kemmis and Taggart (1988)

Based on the diagram, AR contains some cycles. The cycles in action research cover these activities:

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development (Kemmis and Taggart, in Burns, 2010).

2.3 Theoretical Framework

The theoretical framework begins with the aim of learning a language is to acquire it and be able to use it for daily communication, both orally and literally. English as a foreign language which is learnt by most of people around the world becomes favorable language. However, many problems appear during the learning process, not only towards adult learners but also children. One of the problems is pronunciation. Besides that, lack of motivation also becomes another factor that influences learning process.

Children, when facing difficulties, will be no more interested in learning.

Therefore, according to Tough (in Holešinská, 2006),

...it is important to support communication through the use of gesture, facial expression and action because this gives children clues to the meaning of what they hear and so draws their attention to and helps them to become familiar with the sounds, rhythms and stress of the second language which are different from those of their first language.

Learning language must be interesting and fun for children. Games, songs, dances, and rhyming are good to stimulate them. Doing actions gives them more experience. Tough (in Holešinská, 2006) adds that "... the fact that young children learn their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language."

Therefore, based on the previous explanation above I conducted a classroom action research. Since the subject is young learners, I use fun activity that stimulating and letting them experiencing, that is twisting tongue. Tongue twisters provide experience and practice for children in learning a foreign language (English), especially in pronunciation. This research intends to find out how effective tongue twisters in helping students improve their pronunciation of /ð/ and /θ/ consonants. The theoretical framework of the research can be illustrated in the following scheme.

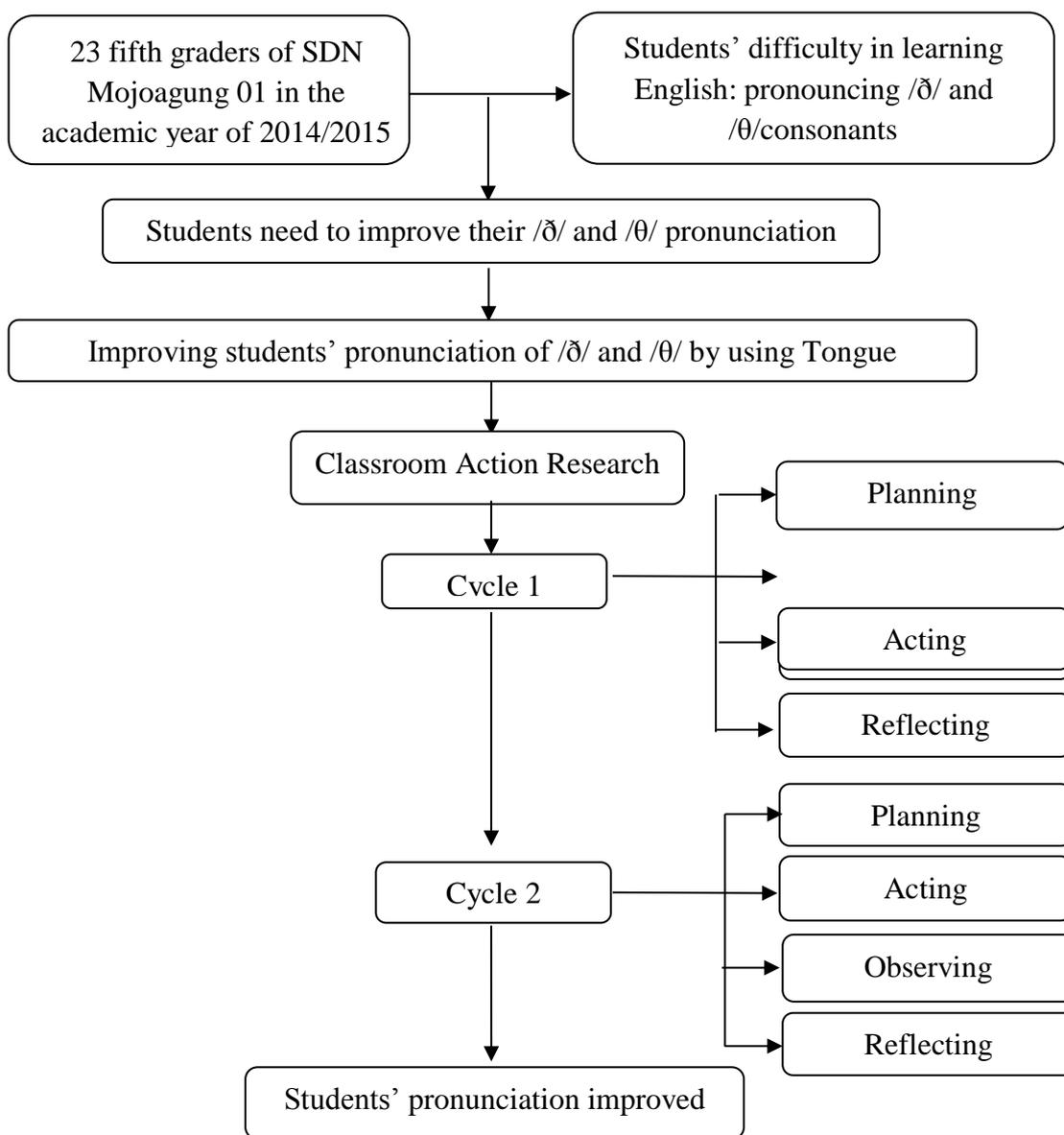


Figure 2.2

The Scheme of the Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

This part deals with all of methods used in this research. There are subjects of the study, types of data, procedures of collecting data, procedures of analysing data, and research design.

3.1 Subjects of the Study

I conducted this research at SDN Mojoagung 01, Trangkil-Pati. It is located in Desa Mojoagung Kecamatan Trangkil-Pati.

3.1.1 Subjects

The subjects I took for my research are fifth graders of SDN Mojoagung 01, Trangkil-Pati, in the academic year of 2014/2015, first semester. There are twenty three students; twelve males and eleven females.

3.1.2 Reasons for Choosing the Subjects

I prefer to choose fifth grade than another class for some reasons. Those reasons are:

- a. Fifth grade is the middle level in elementary school that is taught English, because in most of schools, English is taught starts from fourth to sixth grade
- b. The students in fifth grade are quite proportional in the amount
- c. The materials given in fifth grade are matched with the material I take for this research.

3.1.3 The Condition of the Subjects

Fifth Grade is one of active classrooms in SD N Mojoagung 01. The students were active and creative. They were easy to be managed and easy to get engaged in the classroom activity. Their knowledge of English was almost equal. Although, there were some students had high ability in English and some were low.

3.2 Types of Data

The data I will need for the research is students' oral performance in pronouncing dental fricative consonants and their attitude towards the learning. Thus, in this research I will need both qualitative and quantitative data. According to Phillips and Carr (2010: 32) "action research is often categorized as a qualitative methodology, even though quantitative data may be included. In this case, action research often mixes method." In line with Phillips' and Carr's theory, Burns (2010: 104) also argued that "... in fact, reflecting on a researcher's data in combination (qualitative and quantitative) with doing the action research is essential in action research."

Below are explanations of those two kinds of data; that are assigned to meet the objective of the research.

3.2.1 Quantitative Data

According Phillips and Carr (2010: 26) state that "any numerical data collected in the research was accounted as quantitative data." In this research, students pre-test score, quiz 1 score, quiz 2 score, and post-test score are in the scope of quantitative data.

3.2.2 Qualitative Data

"Qualitative data are those that are analyzed without using numbers" (Burns, 2010: 106). Qualitative data included any information collected in a non-numerical form of

data, such as classroom situation, participants' feedback, anecdotal note, the descriptive analysis of all data, etc. "Qualitative data were needed to help support and better understand results first brought to light through quantitative analysis" (Phillips and Carr, 2010: 31). The qualitative data in this research were gained by giving students questionnaire and having a field note that would be analyzed and interpreted.

3.3 Procedures of Collecting Qualitative Data

According to Phillips and Carr (2010: 77), in classroom action research, "data is collected via three methods: observation, interview, and artifact." A complete data set contains data from each of these three categories. Based on Phillips and Carr (2010), I collected data through:

1) observation

In observation, as a student-teacher-researcher, I deliberately watched as a participant in the classroom. In this step, I noted the students' participation and attitude during the teaching and learning process.

2) interview

The interview was to inquire, to ask questions of the students, and to listen to colleagues, supervisors, mentor-teachers, and others connected with the research in order to hear another side, version, or angle of the teaching and learning process I did. This method was done by giving the students a questionnaire.

3) artifact

The artifact I got in this research was any kind of physical documentation that gave additional light on the research question and topic. They were students' works, test scores, and attendance records.

3.3.1 Instruments for Collecting Quantitative Data

The instruments I use in collecting the data are:

a. Tests

In this research there will be conducted some tests, those are pre-test, quizzes, and post-test. The first is pre-test, which was done in the beginning of collecting data. The test aims to measure students' achievement in pronunciation of dental fricative consonants. The test is conducted in a class in which students came forward one by one to do the test orally.

The second test given is quizzes which aim to measure the improvement made during the treatment giving periods. There are two quizzes given to the students. The direction is still the same as the pre-test which is done orally. The students are asked to pronounce several words containing dental fricative consonants.

Finally, after doing the teaching and learning process which includes tongue twister in the treatment to improve fifth graders' pronunciation of /ð/ and /θ/, students will be given a post-test. It is given in order to find whether there was an improvement in their achievement on English pronunciation or not after getting the treatment.

b. Field Note/Observation Sheet

Observation sheet is a document used in making recordings for the purpose of analysis. Observation sheets are of many varieties. They could be in the form of a questionnaire with questions to be answered or a checklist in which one has to confirm the presence or absence of a certain feature. In this study, the observation sheet will be used by researcher to record the process during the research takes place, including students' participation and attitude. In this research I used field note designed by Zane (2011). The field note can be found in appendix 17.

c. Questionnaire

It is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. The questionnaire will be used to obtain students' ideas, opinions, or personal experiences due to the study or research. The questionnaire can be found in appendix 18.

3.4 Procedures of Analysing Data

All the data obtained during this research were analyzed in order to meet the objective. As mentioned by Phillips and Carr (2010: 101), "the data collected should be organized and then to be engaged in data interpretation to bring them into a confluence of learning and transformation." After gathering the data, I analyzed them quantitatively and qualitatively.

Phillips and Carr (2010: 118) stated that "one of some ways in organizing and analyzing qualitative data is by creating a chart; while the quantitative data is by calculating numerical measures of central tendency such as mean, median, and mode." It is critical that the data are analyzed and interpreted in a way that aligns

with the nature of teacher research. In other words, all of the numerical forms supported the qualitative one. The quantitative data were obtained from pre-test, quizzes, and post-test; while the qualitative data of this research were gained from field note and questionnaire.

3.4.1 Pre-test and Post-test Analysis

I did analysis on the pre-test and post test too. There were 20 words that students should pronounce correctly. There were ten words containing voiced dental fricative and ten words containing voiceless dental fricative. The scores of the test were gained through the following calculation:

Test items : 20

Scoring guide :

- 1 point for correct pronunciation
- 0 point for incorrect pronunciation

Score calculation:

$$\text{Score} = \frac{\text{the total of correct pronunciation} \times 1 \text{ point}}{\text{total of items}} \times 100$$

$$\text{Maximum score} = \frac{20 \times 1}{20} \times 100 = 100$$

3.4.2 Cycles Analysis

As mention in the previous subchapter that this research was conducted in two cycles, I did analysis on the cycles too. At the end of the cycles, there were quiz 1 at the end of cycle 1 and quiz 2 at the end of cycle 2. Since the words I gave in the pre-test, post-test, and quizzes were the same, I preferred to use the same score calculation formula to analyse these cycles.

Test items : 20

Scoring guide :

- 1 point for correct pronunciation
- 0 point for incorrect pronunciation

Score calculation:

$$\text{Score} = \frac{\text{the total of correct pronunciation} \times 1 \text{ point}}{\text{total of items}} \times 100$$

$$\text{Maximum score} = \frac{20 \times 1}{20} \times 100 = 100$$

Besides calculating the score, I also made reflection on each of the cycles.

3.4.3 Field Note Analysis

I recorded all of the important things took place during the research in the field notes and then I analyzed them. They were also used to record students' participation and attitude during the research. The students' participation and attitude were assessed using a certain scale.

3.4.4 Questionnaire Analysis

Besides pre-test, post-test, and quizzes, I also have questionnaire to be analysed. I put 5 items in a multiple chooices type. I analyzed the questionnaire per item by inferring all of the students' answers. It was helpful since their responses could give me information of their opinion about the method I used and also the tongue twister itself.

3.4.5 Improvement of Students Pronunciation of /ð/ and /θ/

The improvement of students' pronunciation could be seen from the improvement of the scores. It could be seen by calculating the difference of their pre-test score and their post-test score. I measured the improvement from pre-test to post-test using this formula:

$$\text{Percentage} = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

In which:

\bar{X}_1 = mean of pre-test score

\bar{X}_2 = mean of post-test score

Then, based on the result and the observation, I will analyze and interpret how effective tongue twisters help students improve their pronunciation of /ð/ and /θ/ in dental fricative consonants.

3.5 Research Design

The research design used in this research is classroom action research design. The research framework was integrated action adapted from Kemmis and Mc Taggart (1988). I conducted a research by doing teaching and learning process in a classroom. This research aims to improve students' pronunciation of /ð/ and /θ/ consonants.

In this research, teaching and researching are viewed as involving a continuous cycle of planning, acting, observing, and reflecting (see figure 2.1). This classroom action research is conducted in seven meetings. The activities in the meetings are pre-test, cycle 1 (treatment and quiz 1), cycle 2 (treatment and quiz 2), and post test

and filling questionnaire. All of the activities in the cycles are set up according to the research design, there are planning, acting, observing, and reflecting on each cycle. The details of the activities in the research are explained below.

3.5.1 Pre-test

A pre-test is conducted in the very beginning of the research. In this pre-test students are asked to pronounce some words consisting 'th' one by one. The pre-test is the baseline to compare the improvement on the next activities.

3.5.2 Cycles

As stated above that in this research I conducted two cycles. Each cycle consists of three phases; those are planning, acting, observing and reflecting. Further explanations about the cycles are discussed below.

3.5.2.1 Cycle One

This cycle will take two meetings, in which each meeting lasts for seventy minutes. The activities in this first cycle are giving treatment and quiz 1. The activities in cycle are including planning, acting, observing, and reflecting. The activities of each phase are explained below:

1. Planning

In planning I do the following activities:

- a. search the material for teaching,
- b. make lesson plan, and
- c. preparing hand-outs and media for teaching.

2. Acting

In acting phase, I conduct the teaching in the classroom, the activities are:

- a. introducing the dental fricative consonants and show how to pronounce them by providing examples of words that commonly used in daily conversation, especially those are listed in standard of competence and basic competence in speaking, such as the words in giving instructions: the, there, then, and etc.,
- b. introducing tongue twisters that consist 'th' by playing a video or mp3 of tongue twisters,
- c. giving example how to utter the tongue twisters,
- d. transcribing the tongue twisters and distributing hand-out to the students,
- e. getting the students practice the tongue twister together and pronouncing each single words consisting /ð/ and /θ/ that appears in tongue twisters.

3. Observing

In this phase I do an observation on the teaching process. I observe all of activities, students' participation and attention towards the learning process. I also observe the effects of the actions I do. Furthermore, I do documenting in this phase to collect the data. The observation is also helped by the English teacher.

4. Reflecting

The last phase in the cycle 1 is reflection of all of treatment giving activities. In this phase, I give quiz 1 to check students' pronunciation development. Based on the quiz result, I evaluated the activities I have done in the first cycle and do revisions. I also can decide what to do in the next cycle based on the quiz result.

3.5.2.2 *Cycle Two*

It is just the same with cycle 1; cycle two also takes two meetings that each meeting lasts for seventy minutes. This cycle consists of three phases too; those are planning, Acting, and reflecting. The details of activities are as follows:

1. Re-planning

In this re-planning phase, I do more or less the same activities in planning phase cycle 1. I called this phase as re-planning phase. I make preparation for the next Acting phase. In this stage, what I do are:

- a. preparing lesson plan, and
- b. preparing material (another tongue twisters).

2. Acting

In this phase I perform the teaching again. The activities are:

- a. get students practicing the previous tongue twister together,
- b. introduce another tongue twisters,
- c. practice the new tongue twisters together,
- d. get students practicing tongue twisters in pair, teacher assists and observes the students, and
- e. get some students practice the tongue twisters in front of the class.

3. Observing

In this phase I do observation on the teaching process. I observe all of activities, students' participation and attention towards the learning process. I also observe the effects of the actions I do. Furthermore, I do documenting in this phase to collect the data. The observation is also helped by the English teacher.

4. Reflecting

This is the second reflection phase. In this phase I give quiz 2 as the evaluation of the learning process to see whether the pronunciation of the students improves. In this phase I also do evaluation on the activities that ran before.

3.5.3 Post-test

The activities in this research are closed by giving a post-test to the students. In this post-test, the instruction is still the same the previous test and quizzes. Students are asked to pronounced list of word consisting 'th'. The goal of giving post-test is to see the final improvement of students' pronunciation of dental fricative consonants (/ð/ and /θ/).

3.6 Roles of the Researcher

In this research, I will have three roles; those are as a student-teacher-researcher, a data collector, and a data analyst.

Phillips and Carr (2010: 35) stated that a student-teacher-researcher is “a guest in a school and classroom. It is an undergraduate student of education program who is engaged in a professional teacher’s class in order to conduct a research in a classroom.” In this case, I am an undergraduate student of English Education Program, majoring in English Education, conducted a classroom action research in a class of SDN Mojoagung 01. In doing this research, I was assisted by an observer; she is Mrs. Vita, the English teacher of SDN Mojoagung 01.

I also have role as the data collector who collected all the data needed for this research from the beginning until the end, such as students' test results, questionnaire, and field note. Besides that, I also act as the data analyst in this research. After doing this research, I analyze the data collected to meet the objective of the research.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION OF FINDINGS

In this chapter, all the data collected from the research are analyzed and interpreted. I divided this chapter in to three sub chapters: Data Analysis and Discussion of Findings. Data Analysis explains the analysis of the data. Discussion of the findings discusses how effective Tongue Twisters in helping students improve their pronunciation of consonants /ð/ and /θ/.

4.1 Data Analysis

The data in this research were analyzed both quantitatively and qualitatively. The data were obtained from pre-test, quizzes, post-test, field notes, and questionnaire.

4.1.1 Pre-test Analysis

The pre-test was conducted on August 5th 2014 with 23 students participated in the test. As stated in the previous section, the purpose of the pre-test is to check students' basic ability in pronunciation. There were 20 words should be read by students and all of them were listed on the pre-test sheet.

The most difficult words on the pre-test are “*birthday*” and “*Thursday*”. The correct pronunciations for those words are /'bɜ:θ.deɪ/ and /'θɜ:z.deɪ/. However, none of the students could pronounce them correctly. Some of them pronounce birthday as /'bɪrdeɪ/ instead of /'bɜ:θ.deɪ/ and they pronounce Thursday as /'tʊsdeɪ/. Despite of that, there were also the easiest words, such as father, mother, and brother. There are 21 students (90.30%) had correct pronunciation on “father” and “mother”, and there are 20 students (86.96%) successfully pronounced the word “brother”. Based on the

observation, students were easier in pronouncing father, mother, and brother because they have similar sound /d/ that exists in Indonesian and Javanese, although /d/ has slight differences with voiced dental fricative. Meanwhile, students had difficulty in pronouncing words such *birthday* and *Thursday* because the voiceless dental fricative in those words does not exist both in Indonesian and Javanese.

The analysis above is based on students' oral performance in pronouncing words. In the pre-test students were given 20 words to be read. The words consist of ten words contain voiced dental fricative and ten more contain voiceless dental fricative. The mean score for the pre-test was 35.87. The highest score in pre-test was 60 achieved by S15 and the lowest score was 20 gained by three students; S1, S4, and S7. The data were based on students pre-test score calculation, for further data see the appendix 19.

4.1.2 Cycles Analysis

There were two cycles in this research. The cycles contain activities (treatments) and quizzes that will be presented in the following table. There is also the reflection of cycles.

Table 4.1

Analysis of First Cycle and Second Cycle

First Cycle	Second Cycle	Note
- Was conducted on August 7 th and 12 th 2014 and it contained treatment and a quiz	- Was conducted on August 14 th and 19 th 2014, contained treatment and quiz.	
- Spread worksheet and	- Gave new tongue	

<p>introduced tongue Twisters to the students</p> <ul style="list-style-type: none"> - Gave examples in uttering Tongue Twisters, got students practice the Tongue Twisters, and observed them. - Ordered them to memorize the tongue Twisters. - Practiced Tongue Twisters as warm-up activity. - Conducted quiz 1 to check the improvement. - 95% of the students pronounce item number 1(mother),3(brother), and 6(that) correctly; 0% for item 15 (birthday). - Highest score was 75, achieved by S17. The lowest score was 15, gained by S1. The mean score was 47.61. 	<p>twisters (longer than previous ones) and gave examples to utter.</p> <ul style="list-style-type: none"> - Got all of students practice the tongue twisters together. - Divided students into some pairs and ordered them to practice in turn with their pair. - Asked students rehearse with the given tongue twister before the quiz - Conducted quiz 2for the students to check the next improvement. - 100 % correct pronunciation on item number 1 (father); 8.70% (2 students) correct in pronouncing item number 12 (thoroughly) and 18 (third) - Highest score was 75 achieved by S10, S12, S17, and S23. Lowest score was 25, gained by S1 and S4. The 	<ul style="list-style-type: none"> - Students difficulty in pronouncing those words was because they did not familiar with the production of “th” sound (voiceless dental
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	mean score was 55.	fricative) in both of them. Most of them pronounced “ <i>thoroughly</i> ” as / <i>truɸli</i> / and / <i>doroli</i> /. Moreover, the word “third” they pronounced as / <i>sət</i> / and / <i>tird</i> /, they substituted / <i>θ</i> / with / <i>s</i> / and / <i>t</i> /.
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The analysis above was based on the scoring sheet of students’ oral performance.

The following is the chart of the mean score of quiz 1 and quiz 2.

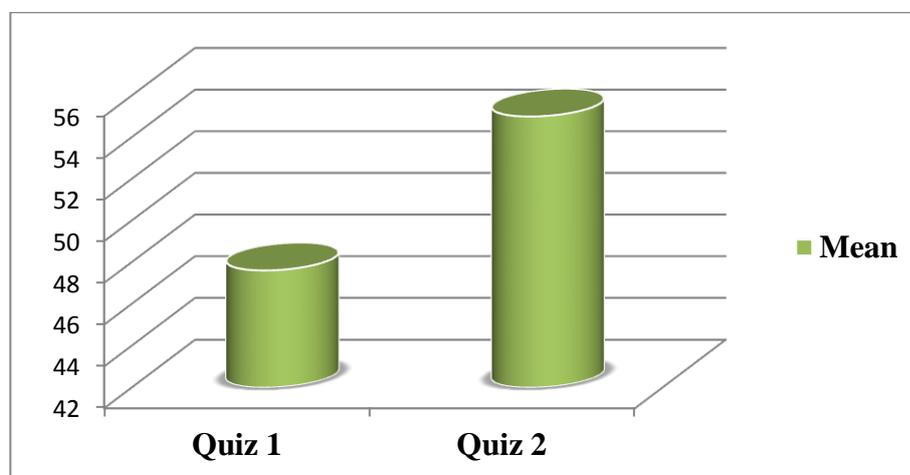


Figure 4.1

Chart of Mean of Quiz 1 and Quiz 2

The chart shows the improvement of score from Quiz 1 to Quiz 2. The complete calculation of score from Quiz 1 and 2 can be found in appendix 21 and 22.

4.1.2.1 Reflection of the Cycles

Based on the cycles’ analysis and findings above, students had a better pronunciation of dental fricative consonants after given the treatments and they accepted tongue twisters. They followed the activity and instruction very well. They were very good

in practicing and performing the tongue twisters both individually and in group. Moreover, their improvement was also shown by the increasing of the mean score from the first quiz 47.61 into 55 in the second quiz.

Thus, it could be inferred that students' pronunciation of dental fricative consonants was improved after being treated using Tongue Twisters. The improvement, although not significant, was proved by the number of words they could pronounce correctly. Because of the students had followed series of activities, took the quizzes, and showed improvement, a post-test was needed to be conducted to find out in what extent the treatment help students improve their pronunciation.

4.1.3 Post-test Analysis

The post-test was conducted on August 21st 2014 with 23 participants. All of the words given in post-test were the same with pre-test. There were 20 words consisted of 10 voiced dental fricative and 10 voiceless dental fricative.

There were two most difficult words in the post test those are item number 17 and 19. Only 8.70 % (2) of the students could pronounce those correctly. Those two words were *mouth* and *Thursday*. It was just still the same word that they could pronounce in the pre-test. However, it was still better since in the post test 2 students could pronounce it while in the pre-test none could pronounce it.

The analysis above was based on my observation and the previous test result. The complete calculation of the score in the post test can be found in appendix. The mean score of this post test was 56.96. The highest score was 75; it was achieved by S11 and S15. The lowest score for this post-test was 40; it was gained by S4, S5, and

S13. From the mean result, I can infer that students were able to pronounce the word better after given the treatment.

4.1.4 Field Notes Analysis

The field notes in this research were written down based on the direct observation before and during all of the activities the treatment. I took a note on all of important things in the classroom including students' attitude and participation during English lesson. In this part, the English also teacher helps me to fill the field note while observing me and the students.

Before doing the research, an observation has been done on July 19th 2014 and as a result was 5th grade has been chosen to be the most appropriate class for the research. At that time, the observation was done through the students comprehensively. There was also held an informal interview with the English teacher in order to gain more data about the learning process and students' difficulties in learning English. From the interview, it can be figured out that pronunciation was one of parts should be improved in this class.

Giving a pre-test was the next action in this research. It was conducted to check students' basic ability in pronouncing dental fricative consonants. The pre-test dealing with voiced and voiceless dental fricative was arranged because there were some consonants that might be problems for the Indonesian learners. In the pre-test, a list of words contain those consonants was prepared. Then, students were asked to come forward one by one and read them aloud while I was taking their score. In this part, there were many mistakes done by students. They pronounced *this* as /tis/, *thin* as /tin/, *then* as /den/, *mother* as /moter/ and /moder/, and may other mistakes.

Despite all of that, the pre-test still ran well and all of students' attention was gained during the activity.

Then, on the first treatment day, the correct pronunciation of the words on the pre-test was discussed and practiced. Then, the activities were followed by introduction to Tongue Twisters. The students were given an example then they were asked to practice it. Laughter broke when the first tongue twister was practiced. It might be because it was so funny hearing other uttering words so messy. Then, the next tongue twister was given and some of students were asked to practice in front of class. From this activity, in sum, some students did it very fast but the articulation is not clear, some of them did it very carefully and slowly because they won't do any mistake, and some other were not follow uttering tongue twisters because they could not catch up the other. The saying "*nggak bisa, Bu*" in English " I can't, Ma'am" was the only thing they said.

On the second meeting more attention was paid on to the explanation and examples of how to utter the words correctly in tongue twisters. The tongue twisters were also practiced by some volunteers. After having such practice on tongue twisters, the quiz was given in this meeting. The quiz was conducted in order to measure students' improvement during the treatment. The list of words was prepared. The quiz was done in similar way like in pre-test. During the quiz, students' attention was better.

In the third meeting, students' attitude and participation were better than before. In the beginning of the meeting students' anxiety to do the next activity was settled. It was proved by their demand of other tongue twisters to be practiced. They

were given example to utter the tongue twisters first. Then, they were divided into some pairs. The practice was done in turn by each people in pair. They were also observed to note their activeness. All of instructions given were responded and done in very good way by most of them. Some questions on how to pronounce the words were also addressed. At the second half time, the tongue twisters were already practiced. Furthermore, the practice of pronouncing each of the single words found in the tongue twisters was also done. Overall, all of the activities on the third meeting ran well.

On August 26th 2014, quiz 2 was conducted. A warmer activity; practice the tongue twisters they had memorized, was done first. Then it was followed by the next part of the meeting; that was quiz 2. From the beginning till the end of the meeting, all of students were actively participated.

On the beginning of this research, the pre-test was given to the students. Then, from the first till fourth meeting, treatments and quizzes were given to them too. Thus, finally, a post-test was also conducted to check their improvement. Twenty words contain both voiced and voiceless dental fricative were read. The students' oral performance was also has been scored. In addition, in order to complete the data, the questionnaire were spread out to end the series of activities in this research.

All of students' participation and attitude during the research were assessed using numerical scales and descriptions. The students' participation and attitude were rated using scale from 1 to 4 points. The detail of the field notes can be found in the appendix. The chart below interprets students' participation and attitude in the research.

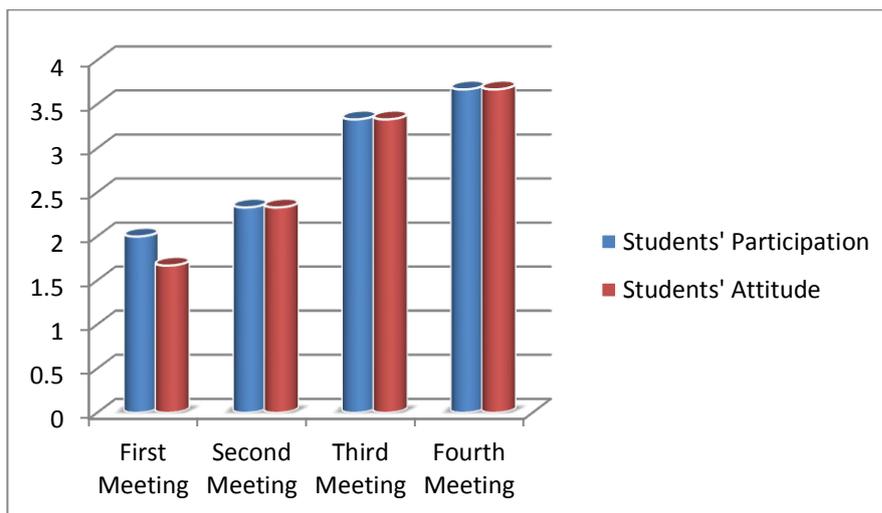


Figure 4.2

Students' Participation and Attitude during the Research

Based on the chart above, students' participation from the first meeting until fourth was listed orderly as follows 2, 2.33, 3.33, and 3.67. Meanwhile, their attitude from meeting 1, 2, 3, and 4 were 1.67, 2.33, 3.33, and 3.67. The filed note of students' participation and attitude can be found in appendix 17.

4.1.5 Questionnaires Analysis

The last part of this research was filling the questionnaire. The participants were given a questionnaire contained 5 questions. The questionnaire was designed in Bahasa Indonesia in order to ease the students understand the questions. Besides that, since they were still elementary school students; the questionnaire was also designed in the form of multiple choices in order to guide them into the proper answer.

The question number 1 was *Apakah Anda menyukai pelajaran Bahasa Inggris dengan Tongue Twisters?*

A. *Ya*

B. Biasa saja

C. Tidak suka

For this question, there were 21 students (91.30%) chose option “*A. Ya*”, 2 students (8.67%) chose option “*B. Biasa saja*”, and none of the students answered “*C. Tidak suka*”. It showed that they are interested in the method that I used to teach them pronunciation. Furthermore, based on my personal observation, I saw their enthusiasm when I taught them and introduced them new tongue twisters.

The second question in the questionnaire is *Apakah kata-kata yang diajarkan dengan Tongue Twister sering Anda dengar atau gunakan?*

A. Sering

B. Kadang

C. Tidak pernah

In this question, I had 1 students (4.35%) answered “*A. Sering*”, 19 students (82.60%) in option “*B. Kadang*”, and there were 3 students (13.05%) chose option “*C. Tidak pernah*”. In this case, I found that the words which I used in the tongue twisters are quite easy for them because most of them had ever heard the words before.

Third question was *Apakah metode pembelajaran pengucapan / pelafalan (pronunciation) dengan menggunakan Tongue Twisters membantu Anda dalam belajar Bahasa Inggris?*

a. Sangat membantu

b. Cukup membantu

c. Tidak membantu

I gained 69.56% (16 students) for option “A. Sangat membantu”, 7 students (30.44%) answered “B. Cukup membantu”, and none of the students (0%) chose “C. Tidak membantu”. It was good that I had more than a half of the students answered that tongue twisters were helpful for them. Furthermore, I also found that they really enjoyed the tongue twisters I gave.

The next question was *Apakah kekurangan dari metode pembelajarn dengan Tongue Twisters?*

- A. *Kata-kata yang digunakan sulit*
- B. *Cara melafalkannya sulit*
- C. *Temponya terlalu cepat*

In the fourth question, there were 10 students (43.47%) answered “A. kata-kata yang digunakan sulit”, 10 students (43.47%) answered “B. Cara melafalkannya sulit”, and 3 others (13.06%) chose option “C. Temponya terlalu cepat”. Since tongue twisters were new thing for them, I could understand when most of them answered A and B. In the first meeting I asked them whether they knew tongue twisters or not, most of them answered they did have any idea about that.

The last question was *Apakah kelebihan dari metode pembelajaran dengan Tongue Twister?*

- A. *Membuat proses belajar lebih menyenangkan*
- B. *Menambah kosa kata*
- C. *Memudahkan dalam mengingat kata-kata*

In this last question, I got 9 students (39.13%) chose option “A. Membuat proses belajar lebih menyenangkan”, 13 students (56.52%) answered “B. Menambah kosa

kata”, and 2 students (4.35%) took option “C. Memudahkan dalam mengingat kata-kata”. I could see they enjoyed tongue twisting very much. I saw them laugh.

4.2 Discussion of the Findings

This part discusses the Improvement of Students’ Pronunciation of /ð/ and /θ/, The Way Tongue Twisters help Students Improve their Pronunciation of /ð/ and /θ/, and Strengths and Weaknesses of the Treatment.

4.2.1 The Improvement of Students Pronunciation of /ð/ and /θ/

I have stated the purpose of the pre-test in the previous session which was to see how far the students’ basic ability in English pronunciation of dental fricative consonants, while the post-test was to find out the students’ ability in pronouncing those consonants after given the treatment. Based on the analysis above, I would like to measure whether there was an improvement from pre-test to post-test in order to find out to what extent tongue twisters help students improve their pronunciation of /ð/ and /θ/or dental fricatives consonants.

According to the analysis of the students’ oral performance score in the pre-test, the mean score was 35.87. Meanwhile, after being treated by tongue twisters, the post-test mean was 56.96. The students’ pronunciation was averagely improved by 21.09 points. I have calculated the percentage of the improvement from the pre-test to the post-test by:

$$\begin{aligned} \text{Percentage} &= \frac{56.96-35.87}{35.87} \times 100\% \\ &= 58.80\% \end{aligned}$$

The chart below illustrated the improvement of the students' pronunciation based on the students' mean score of pre-test and post-test:

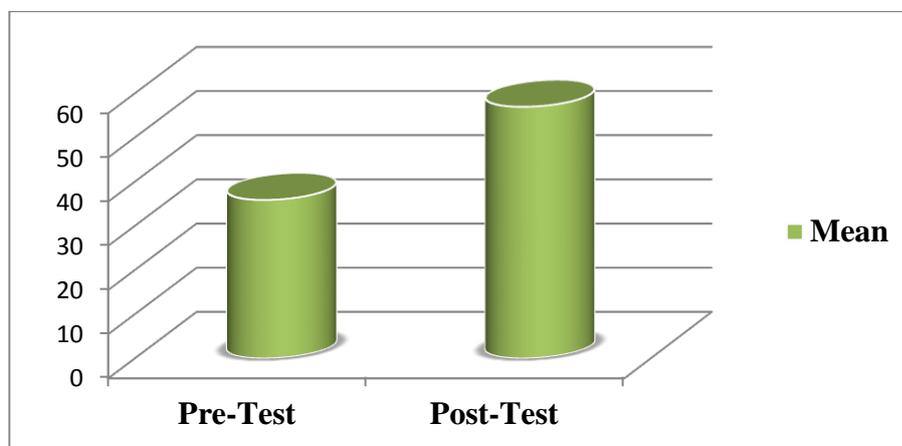


Figure 4.3

Chart of Mean of Pre-test and Post-test

Based on the result and the chart, the students' pronunciation was improved after being treated. Before the treatment, in the pre-test, participant could not pronounce most of the words in the test item correctly. However, they could pronounce more words correctly in the post test, after given the treatment; tongue twisters. The detail result per test item of pre-test and post test can be seen on the appendix 19 and 20.

Furthermore, in the questionnaire I gave to them, most of the students agreed that the treatment (Tongue Twisters) helped them to learn English pronunciation and they like it.

4.2.2 The Way Tongue Twisters help Students Improve their Pronunciation of /ð/ and /θ/

It was proven in the previous discussion that Tongue Twisters helped fifth graders improve their pronunciation of “/ð/ and /θ/ consonants. The way it enriched students’ pronunciation would be presented in the following explanation.

By doing tongue twisting, students were getting more interested in English lesson. The use of tongue twisters also make speech drills more of an enjoyable game, particularly for children. Tongue twisters made the students more confident and hinder them from fear of making mistakes. They felt more happiness in learning when practicing tongue twisters.

Tongue twisters provide oral drill. Vas (2007:1) writes that tongue twister is “a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound.” The activity in tongue twisting is done orally and repeated many times to train the tongue with particular sounds. Tongue twister helped students gain awareness on their pronunciation problem, so they could overcome it.

4.2.3 Strengths and Weaknesses of the Treatment

Based on my observation and questionnaire, I could infer some strengths and weaknesses of the treatment. Below is the explanation of them.

4.2.3.1 Strengths of the Treatment

The strengths of tongue twisters in helping improve students’ pronunciation were:

- 1) Tongue Twisters made the process of teaching and learning more enjoyable. They made people who practiced happy and laugh. They also relieved learners from the boredom of monotonous learning.
- 2) Tongue Twisters helped students in memorizing the vocabulary and enriched the vocabulary. Because of repeating words over and over, they put them in mind for long term.
- 3) Tongue Twisters built up students' awareness of their mistakes in pronouncing. Thus, when practicing they also correcting their pronunciation.

Those strengths could be taken as consideration to put Tongue Twister as one of game in teaching pronunciation.

4.2.3.2 Weaknesses of the Treatment

Some of weaknesses that I noted from the treatment were:

- 1) Sometimes, it is hard to got students perform well when the words used were not familiar. Students would never practice it as confident as when they practicing the one with more familiar words.
- 2) The speed was one of the problems for students. Most of them could not catch up when I asked them to read it in very rapid speed.
- 3) Longer tongue twisters caused mess. When I tried to give them longer tongue twisters, they could not read it fluently.

Those weaknesses in using tongue twisters above could be contemplation in order to re-construct the better further researches.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two subchapters. They are conclusions and suggestions. The conclusions were drawn from the result of analyses, findings, and discussions conducted in the previous chapter. The suggestions were given based on the findings of the analyses.

5.1 Conclusions

After conducting the research, the conclusions that could be drawn were: fifth graders pronounce consonants which do not exist in Bahasa Indonesia; such as /ʒ/, /ʃ/, /ð/, /θ/; with the closest sounds they have in Bahasa Indonesia. For instance; students pronounce /ʒ/ in *television* as /s/, /ʃ/ in *attention* as /s/, /ð/ in *then* as /d/, and /θ/ in *thin* as /t/ and /s/. The most difficult consonants to be pronounced are /ð/ and /θ/ (dental fricative).

Tongue Twisters were well accepted by the students and improved their pronunciation of /ð/ and /θ/. Based on the data analysis, there was an improvement of students' score after being treated with tongue twisters. Tongue Twisters brought more fun to the process of teaching and learning and relieved learners from the boredom of monotonous learning. Uttering words over and over built up students' awareness of their mistakes in pronouncing. Furthermore, while practicing Tongue Twisters, at the same time the students were memorizing the vocabulary and built new muscle memory.

5.2 Suggestions

These are some suggestions for the application of Tongue Twisters in English teaching-learning to improve students' pronunciation and for further development:

Tongue twisters help students in learning pronunciation in fun way especially fifth graders of SDN Mojoagung 01, Trangkil-Pati, Tongue Twisters are quite recommended to be applied as one of oral exercises in pronunciation. It is suggested to be applied in the beginning of the meeting as warmer or in the middle of learning as intermezzo to relieve the monotonous learning.

Tongue twisters could be a good reference for teachers in teaching pronunciation and solving students' pronunciation problem. In this point teachers would be better design different ways of uttering, such as in the form of song because it could be easier for students in practicing Tongue Twisters. It is also better to provide familiar words in Tongue Twisters because it will encourage students' self confident when performing Tongue twisters. This research has shown the effectiveness of teaching pronunciation by using Tongue Twisters. Further researches regarding to the use of Tongue Twisters can be carried out and this report can be used as a referred literature.

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APPENDIXES

Appendix 1



**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG**

Nomor: 321/FBS/2014

**Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2013/2014**

- Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
- Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 25 Februari 2014

MEMUTUSKAN

- Menetapkan :
- PERTAMA : Menunjuk dan menugaskan kepada:
- Nama : Dr. ABDURRACHMAN FARIDI, M.Pd.
NIP : 195301121990021001
Pangkat/Golongan : IV/B
Jabatan Akademik : Lektor Kepala
Sebagai Pembimbing
- Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
- Nama : TRI IRYANI
NIM : 2201410156
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : Teaching Pronunciation Using Tongue Twister to Young Learners
- KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

- Tembusan
1. Pembantu Dekan Bidang Akademik
 2. Ketua Jurusan
 3. Petinggal



DITETAPKAN DI : SEMARANG
PADA TANGGAL : 26 Februari 2014
DEKAN

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Appendix 2



DINAS PENDIDIKAN KABUPATEN PATI
KECAMATAN TRANGKIL
SD NEGERI MOJOAGUNG 01
 Jalan Raya Pati-Tayu Km. 14 Mojoagung
 Kode Pos : 59153 Telp. (0295) 4150352
 email : sdn_mojoagung01@yahoo.com

SURAT KETERANGAN

NOMOR : 423.1 / 203

Yang bertanda tangan ini :

N a m a	:	SITI FUZANAH, S.Pd.SD
N I P	:	19600629 197911 2 002
Pangkat / Golongan	:	Pembina / IV A
Jabatan	:	Kepala SD Negeri Mojoagung 01

Menerangkan Bahwa :

Nama	:	TRI IRYANI
NIM	:	2201410156
Jurusan / Prodi	:	Bahasa dan Sastra Inggris / Pendidikan Bahasa Inggris

Telah melaksanakan penelitian dengan judul : Improving Fifth Graders' Pronunciation of "TH" by Using Tongue Twisters (An Action Research on Fifth Graders of SDN Mojoagung 01) pada tanggal 5 Agustus s/d 29 Agustus 2014.

Demikian surat keterangan ini kami buat untuk digunakan seperlunya.

Mojoagung, 29 Agustus 2014
 Kepala Sekolah

SITI FUZANAH, S.Pd.SD
 NIP. 19600629 197911 2 002

Appendix 3

Research Schedule

No	Activities	Date							
		June 19 th	Aug 5 th	Aug 12 th	Aug 19 th	Aug 21 st	Aug 26 th	Aug 29 th	Nov 11 th
1	Observation								
2	Pre-Test								
3	Treatment 1								
4	Quiz 1								
5	Treatment 2								
6	Quiz 2								
7	Post-Test and Questionnaire								
8	Reporting								

Appendix 4

Research Outline

No	Activities	Date	Details	Time Allotment
1	Observation	June 19 th 2014	<ul style="list-style-type: none"> ➤ I observed the participant's environment including their classroom condition and class system. ➤ I observed the participants attitude and behavior during English class. ➤ I interviewed the teacher to find out the class' characteristic and the students' English ability in general. 	2 x35 minutes
2	Pre-Test	August 5 th 2104	<ul style="list-style-type: none"> ➤ Reviewing last given Tongue Twisters ➤ Participants did the pre-test 	2 x35 minutes
3	Treatment 1	August 12 th 2104	<ul style="list-style-type: none"> ➤ Participants were introduced and explained what Tongue Twister was and how to do that. ➤ Participants were pronouncing words (one by one) that will be uttered in the tongue twisters. ➤ Participants did Tongue Twister practice with my guidance. (Training) ➤ Participants were given task to memorize the Tongue Twister. 	2 x35 minutes
4	Quiz 1	August 119 th 2104	<ul style="list-style-type: none"> ➤ Participants were practicing the Tongue Twister they had 	2 x35 minutes

			<p>memorized.</p> <ul style="list-style-type: none"> ➤ Participants were asked to read words that come up in the tongue twisters separately (words contain voice and voiceless dental fricative) 	
5	Treatment 2	August 21 st 2104	<ul style="list-style-type: none"> ➤ Participants were introduced to the new tongue twisters. ➤ Participants were practicing tongue twisters in group first and then, they did individually. ➤ Participants were practicing to pronounce the words one by one (words contain voice and voiceless dental fricative) ➤ Participants were asked to memorize the words in the tongue twisters. 	2 x35 minutes
6	Quiz 2	August 26 th 2104	<ul style="list-style-type: none"> ➤ Participants were practicing the Tongue Twister they had memorized. ➤ Participants did the second quiz (reading the words one by one) 	2 x35 minutes
7	Post-Test and Questionnaire	August 29 th 2104	<ul style="list-style-type: none"> ➤ Participants were doing the post-test. ➤ Participants were asked to fill questionnaires. 	2 x35 minutes
8	Reporting	Nov 11 th 2014	<ul style="list-style-type: none"> ➤ The researcher wrote a report about the findings in the research. 	-

Appendix 5

List of Participants and Their Attendance

Student Code	NAME	Attendance						
		June 19 th	Aug 5 th	Aug 12 th	Aug 19 th	Aug 21 st	Aug 26 th	Aug 29 th
S1	Aditia Minan Nur R.	✓	✓	✓	✓	✓	✓	✓
S2	Ahmad Ramdhoni	✓	✓	✓	✓	✓	✓	✓
S3	Ferdinan Hendra a.b.	✓	✓	✓	✓	✓	✓	✓
S4	Adityo Waskito	✓	✓	✓	✓	✓	✓	✓
S5	Agus Dwi Andika	✓	✓	✓	✓	✓	✓	✓
S6	Agus Satriyo Atmojo	✓	✓	✓	✓	✓	✓	✓
S7	Desembrian Anggi K.	✓	✓	✓	✓	✓	✓	✓
S8	Erina Febrianti	✓	✓	✓	✓	✓	✓	✓
S9	Jihan Fatika Nazalea	✓	✓	✓	✓	✓	✓	✓
S10	Manggi Veranurcahyati	✓	✓	✓	✓	✓	✓	✓
S11	Muhamad Shofiq	✓	✓	✓	✓	✓	✓	✓
S12	Naili Nur Rohmah	✓	✓	✓	✓	✓	✓	✓
S13	Raihan Arif Vianto	✓	✓	✓	✓	✓	✓	✓
S14	Silvi Nurcahyaningsih	✓	✓	✓	✓	✓	✓	✓
S15	Syamsiyatun Ferlani	✓	✓	✓	✓	✓	✓	✓
S16	Tangguh Abdiel Arwinda	✓	✓	✓	✓	✓	✓	✓
S17	Yuni Leriensyah	✓	✓	✓	✓	✓	✓	✓
S18	Adi Nugroho	✓	✓	✓	✓	✓	✓	✓
S19	Agus Susilo Yudoyono	✓	✓	✓	✓	✓	✓	✓
S20	Hafida Ningrum	✓	✓	✓	✓	✓	✓	✓
S21	Anggit Puji Lestari	✓	✓	✓	✓	✓	✓	✓
S22	Rosyiana Umi Fatiyah	✓	✓	✓	✓	✓	✓	✓
S23	Galih Aditya Fernanda	✓	✓	✓	✓	✓	✓	✓
TOTAL		23	23	23	23	23	23	23

Appendix 6

LESSON PLAN

(Cycle 1)

School	: SDN Mojoagung 01, Trangkil-Pati
Subject	: English
Class/Semester	: V / 1
Time	: 2 x 45 minutes
Skill	: Speaking

Competence Standard

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Basic Competence

2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

Indicators

1. Students are able to identify speech acts in giving examples of doing something, giving orders, and giving instruction/direction
2. Students are able to pronounce words related to giving examples of doing something, giving orders, and giving instruction/direction correctly
3. Students are able to use the speech acts or expression of giving examples of doing something, giving orders, and giving instruction/direction fluently in simple talk

Learning Objectives

At the end of the lesson, students are able to:

1. identify speech acts in giving examples of doing something, giving orders, and giving instruction/direction

2. pronounce the words related to speech acts of giving examples of doing something, giving orders, and giving instruction/direction correctly
3. use speech acts of giving examples of doing something, giving orders, and giving instruction/direction fluently in simple talk

Materials

1. English book
2. Tongue twisters video or mp3
3. Tongue twisters sheets

Learning Method

1. Question and answer
2. Explanation
3. Discussion
4. Exercise

Assessment Strategies

1. Individual learner review
2. Observation
3. Group/ pair/ individual presentation

First Meeting (1 x 35 minutes)

Activities in Teaching and Learning Process

a. Opening

Activities	Time Allotment
<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher checks students present 3. Teacher addresses question related to the material (building knowledge) 	3 minutes

b. Main Activities

Activities		Time Allotment
Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher plays video or mp3 of tongue twisters 	30 minutes
Elaboration	<ul style="list-style-type: none"> - Teacher and students practice tongue twisters together - Students practice the tongue twisters 	
Confirmation	<ul style="list-style-type: none"> - Students read the single words consist of 'th' that appear in tongue twisters 	

c. Closing

Activities	Time Allotment
<ol style="list-style-type: none"> 1. Teacher and students summarize the lesson 2. Teacher give assignment 3. Greeting 	2 minutes

Second meeting (1 x 35 minutes)**Activities in Teaching and Learning Process****a. Opening**

Activities	Time Allotment
<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher checks students present 3. Teacher reviews the material in the previous meeting 	3 minutes

b. Main Activities

Activities	Time Allotment
In the second meeting, teacher gives quiz 1 to review the activities done in cycle one. In this quiz students are asked to come forward and read the list of words consisting dental fricative consonants one by one. Meanwhile, teacher takes the score for each student's performance.	30 minutes

c. Closing

Activities	Time Allotment
1. Teacher and students summarize the lesson 2. Teacher give assignment 3. Greeting	2 minutes

Source and Media of Study

1. Computers
2. Tongue twisters consisting 'th'
3. Laptop and speaker

Assessment

N o.	Indicators	Tech- nique	Type	Examples
1.	Students are able to identify speech acts in giving examples of doing something, giving orders, and giving instruction/direction	Spoken/Oral test	Speaking	Find words used in speech acts of giving examples of doing something
2.	Students are able to pronounce words related to giving examples of doing something, giving orders, and giving instruction/direction correctly			Read these words below correctly.
3.	Students are able to use the speech acts or expression of giving examples of doing something, giving orders, and giving instruction/direction fluently in simple talk			Use the words to convers with your friends.

Assessment Rubric

1. Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Incorrect answer	0

Evaluation

1. Quiz

$$\text{Score} : \frac{\text{the total of correct pronunciation} \times 1 \text{ point}}{\text{total of items}} \times 10$$

$$\text{Best score} : \frac{20 \times 1}{20} \times 10 = 10$$

Semarang, July 20th, 2014

English Teacher

Tri Iryani

NIM. 2201410156

Appendix 7

LESSON PLAN

(Cycle 2)

School	: SDN Mojoagung 01
Subject	: English
Class/Semester	: V / 1
Time	: 2 x 45 minutes
Skill	: Speaking

Competence Standard

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Basic Competence

2.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang

Indicators

1. Students are able to identify speech acts of asking help, offering help, asking for goods and giving goods
2. Students are able to pronounce words related to of asking help, offering help, asking for goods and giving goods correctly
3. Students are able to use the speech acts or expression of of asking help, offering help, asking for goods and giving goods in simple talk

Learning Objectives

At the end of the lesson, students are able to:

1. identify speech acts in giving examples of of asking help, offering help, asking for goods and giving goods
2. pronounce the words related to speech acts of of asking help, offering help, asking for goods and giving goods correctly

4. use speech acts of giving examples of of asking help, offering help, asking for goods and giving goods fluently in simple talk

Materials

1. English book
2. Tongue twisters video or mp3
3. Tongue twisters sheets

Learning Method

1. Question and answer
2. Explanation
3. Discussion
4. Exercise

Assessment Strategies

1. Individual learner review
2. Observation
3. Group/ pair/ individual presentation

Third Meeting (1 x 35 minutes)

Activities in Teaching and Learning Process

a. Opening

Activities	Time Allotment
1. Teacher greets the students 2. Teacher checks students present 3. Teacher addresses question related to the material (building knowledge)	3 minutes

b. Main Activities

Activities	Time Allotment
Exploration - Students respond to teacher's questions	30 minutes

	<p>related to the material</p> <ul style="list-style-type: none"> - Students listen to teacher's explanation - Teacher plays video or mp3 of tongue twisters 	
Elaboration	<ul style="list-style-type: none"> - Teacher and students practice tongue twisters together - Students practice the tongue twisters 	
Confirmation	<ul style="list-style-type: none"> - Students read the single words consist of 'th' that appear in tongue twisters 	

c. Closing

Activities	Time Allotment
<ol style="list-style-type: none"> 1. Teacher and students summarize the lesson 2. Teacher give assignment 3. Greeting 	2 minutes

Fourth Meeting (1 x 35 minutes)

Activities in Teaching and Learning Process

a. Opening

Activities	Time Allotment
<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher checks students presence 3. Teacher reviews the material in the previous meeting 	3 minutes

b. Main Activities

Activities	Time Allotment
In the second meeting, teacher gives quiz 1 to review the activities done in cycle one. In this quiz students are asked to come forward and read the list of words consisting dental fricative consonants one by one. Meanwhile, teacher takes the score for each student's performance.	30 Inutes

c. Closing

Activities	Time Allotment
<ol style="list-style-type: none"> 1. Teacher and students summarize the lesson 2. Teacher give assignment 3. Greeting 	2 minutes

Source and Media of Study

1. Computers
2. Tongue twisters consisting 'th'

3. Laptop and speaker

Assessment

No.	Indicators	Technique	Types	Examples
1.	Students are able to identify speech acts of asking help, offering help, asking for goods and giving goods	Spoken/Oral test	Speaking	Find words used in speech acts of giving examples of doing something
2.	Students are able to pronounce words related to of asking help, offering help, asking for goods and giving goods correctly			Read these words below correctly.
3.	Students are able to use the speech acts or expression of of asking help, offering help, asking for goods and giving goods fluently in simple talk			Use the words to convers with your friends.

Assessment Rubric

1. Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Incorrect answer	0

Evaluation

1. Quiz

$$\text{Score} : \frac{\text{the total of correct pronunciation} \times 1 \text{ point}}{\text{total of items}} \times 10$$

$$\text{Best score} : \frac{20 \times 1}{20} \times 10 = 10$$

Semarang, July 20th, 2014

English Teacher

Tri Iryani

NIM. 2201410156

Appendix 8

Tongue twisters (cycle-1)

I thought to tell them the truth.

One thumb, three thumbs.

There are three brothers gather in the room.

It is three thousands thirty three rupiah.

They tell them to throw three thumbtacks.

Tongue twisters (cycle-2)

There are father, mother, and three brothers.

This is my third birthday party.

There are two toes and two thumbs I have.

Aunt Beth has thick chicks, thin lips.

He checks mouth, teeth, and throat.

Appendix 9

Pre-test Worksheet

Read the words below correctly.

1. They
2. Then
3. This
4. There
5. Those
6. Father
7. Mother
8. Brother
9. Gather
10. Although
11. Three
12. Thin
13. Thick
14. Throw
15. Thumb
16. Nothing
17. Mouth
18. Birthday
19. Thursday
20. Thought

Appendix 10

Post-test Worksheet

Read the words below correctly.

1. They
2. Then
3. This
4. There
5. Those
6. Father
7. Mother
8. Brother
9. Gather
10. Although
11. Three
12. Thin
13. Thick
14. Throw
15. Thumb
16. Nothing
17. Mouth
18. Birthday
19. Thursday
20. Thought

Appendix 11
WORKSHEET
QUIZ – 1

Yesterday, mother and I went to a store. It is about thirty meters away from my house. The store has three floors. At first, we walked around the first floor. Mother wanted to buy my brother new clothes for his birthday gift. Then, we walked through to the shoes corner. We could see many shoes and mirrors there. There are rubber and leather shoes too. Mother thought to buy one for father. I choose the one near that mirror.

After that, we went to the third floor. There was housewares sold here. I saw a thin aunty gathered kitchen utensils. She brought thick napkin, glasses, and plates. Mother did not buy anything there. Then we went downstairs to the cashiers. They were busy serving the customers. We went home after paid the goods. I felt happy although I was tired.

Appendix 12
WORKSHEET
QUIZ – 2

Andy is absent today. His father says that he has a throat sore.
Andy met the doctor yesterday. The doctor examined him thoroughly.
He asked him to open his mouth. Then, he gave him prescription.

Andy's mother was worried about his condition because he had
the illness a month ago. She gave him healthy food and medicine three
times a day. She nursed him with care and patient.

Andy has not recovered yet after the third day he met the doctor.
His father takes him to the hospital. He thinks Andy will be better there
than rest at home.

Andy's teacher and friends visit him in the hospital. They bring
many things; those are fruits, biscuits, and bread. Andy loves them so
much and so do they.

Appendix 13

Pre-Test Scoring Sheet

Consonants	Words	Pronunciation
/ð/	They	
	Then	
	This	
	There	
	Those	
	Father	
	Mother	
	Brother	
	Gather	
	Although	
/θ/	Three	
	Thin	
	Thick	
	Throw	
	Thumb	
	Nothing	
	Mouth	
	Birthday	
	Thursday	
	Thought	
Score		

Appendix 14

Post-Test Scoring Sheet

Consonants	Words	Pronunciation
/ð/	They	
	Then	
	This	
	There	
	Those	
	Father	
	Mother	
	Brother	
	Gather	
	Although	
/θ/	Three	
	Thin	
	Thick	
	Throw	
	Thumb	
	Nothing	
	Mouth	
	Birthday	
	Thursday	
	Thought	
Score		

Appendix 15

Quiz 1 Scoring Sheet

Consonants	Words	Pronunciation
/ð/	Mother	
	The	
	Brother	
	Then	
	Leather	
	Father	
	That	
	Gathered	
	They	
	Although	
/θ/	Thirty	
	Three	
	Clothes	
	Birthday	
	Through	
	Thought	
	Third	
	Thin	
	Thick	
	Anything	
Score		

Appendix 16

Quiz 2 Scoring Sheet

Consonants	Words	Pronunciation
/ð/	Father	
	That	
	The	
	Then	
	Mother	
	There	
	Then	
	They	
	Those	
	Them	
/θ/	Throat	
	Thoroughly	
	Mouth	
	Month	
	Healthy	
	Three	
	With	
	Third	
	Thinks	
	Things	
Score		

Appendix 17

FIELD NOTE

SCALE FOR CLASS PARTICIPATION

1= 0%-25% of the students participate in the class form the beginning to the end.

2= 26%-50% of the students participate in the class form the beginning to the end.

3= 51%-75% of the students participate in the class form the beginning to the end.

4= 76%-100% of the students participate in the class form the beginning to the end.

SCALE FOR STUDENTS' ATTITUDE

1= only 0%-25% of the students are enthusiastic in the class form the beginning to the end.

2= only 26%-50% of the students are enthusiastic in the class form the beginning to the end

3= 51%-75% of the students are enthusiastic in the class form the beginning to the end.

4= 76%-100% of the students are enthusiastic in the class form the beginning to the end.

Meeting : First Meeting

Day / Date : Tuesday / August 12th 2014

No	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1	How was the students' attention towards the lesson?			✓		Most of students paid attention
2	How was the students' participation during the lesson?		✓			Most of students participated
3	How was the interaction between the students and teacher?			✓		Quite good interaction between students and teacher
	STUDENTS' ATTITUDE					
1	How was the language used between the students and teacher?		✓			Students used quite formal language
2	How was the students' response towards teacher's instructions?		✓			Students had good responses
3	How was the students' attitude during the lesson?			✓		Students act politely during the research

Average

Students' Participation : 2

Students' Attitude : 1.67

Observer



Yulia Endah Novitasari

English Teacher



Tri Iryani

Meeting : Second Meeting

Day / Date : Tuesday / August 19th 2014

No	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1	How was the students' attention towards the lesson?				✓	All of students paid attention
2	How was the students' participation during the lesson?			✓		More than half of the students participated in the activity
3	How was the interaction between the students and teacher?			✓		Almost all of students interacted actively
	STUDENTS' ATTITUDE					
1	How was the language used between the students and teacher?			✓		More than half of students used formal language in asking questions
2	How was the students' response towards teacher's instructions?				✓	All of students were able to respond to the question
3	How was the students' attitude during the lesson?				✓	All of students acted politely to the teacher during the research

Average

Students' Participation : 2.33

Students' Attitude : 2.33

Observer



Yulia Endah Novitasari

English Teacher



Tri Iryani

Meeting : Third Meeting

Day / Date : Thursday / August 21st 2014

No	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1	How was the students' attention towards the lesson?				✓	All of students paid attention to the teacher and activities
2	How was the students' participation during the lesson?				✓	All of students participated actively in the research
3	How was the interaction between the students and teacher?				✓	All of students had good interaction with the teacher
	STUDENTS' ATTITUDE					
1	How was the language used between the students and teacher?				✓	All of students were able to use formal language in asking questions and giving answers
2	How was the students' response towards teacher's instructions?			✓		Almost all of the students responded to the teacher order
3	How was the students' attitude during the lesson?				✓	All of students acted politely along the meeting

Average

Students' Participation : 3.33

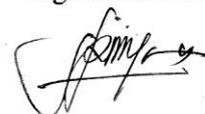
Students' Attitude : 3.33

Observer



Yulia Endah Novitasari

English Teacher



Tri Iryani

Meeting : Fourth Meeting

Day / Date : Tuesday / August 26th 2014

No	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1	How was the students' attention towards the lesson?			✓		Almost all of the students paid attention to the activity
2	How was the students' participation during the lesson?				✓	All of students participated actively in class
3	How was the interaction between the students and teacher?				✓	All of students had good interaction with the teacher and vice versa
	STUDENTS' ATTITUDE					
1	How was the language used between the students and teacher?				✓	All of the students were able to use formal language in class
2	How was the students' response towards teacher's instructions?			✓		Almost all of the students responded to the question and orders given by the teacher
3	How was the students' attitude during the lesson?				✓	All of students acted and behaved politely in the class

Average

Students' Participation : 3.67

Students' Attitude : 3.67

Observer



Yulia Endah Novitasari

English Teacher



Tri Iryani

Appendix 18

QUESTIONNAIRE

Sekolah / Kelas : SDN Mojoagung 01-Trangkil-Pati / V

Nomor :

Lingkarilah jawaban yang sesuai denganmu.

1. Apakah Anda menyukai pelajaran Bahasa Inggris dengan *Tongue Twisters*?
 - a. Ya
 - b. Biasa saja
 - c. Tidak suka
2. Apakah kata-kata yang diajarkan dengan *Tongue Twister* sering Anda dengar atau gunakan?
 - a. Sering
 - b. Kadang
 - c. Tidak pernah
3. Apakah metode pembelajaran pengucapan / pelafalan (*pronunciation*) dengan menggunakan *Tongue Twisters* membantu Anda dalam belajar Bahasa Inggris?
 - a. Sangat membantu
 - b. Cukup membantu
 - c. Tidak membantu
4. Apakah kekurangan dari metode pembelajarn degan *Tongue Twisters*?
 - a. Kata-kata yang digunakan sulit
 - b. Cara melafalkannya sulit
 - c. Temponya terlalu cepat
5. Apakah kelebihan dari metode pembelajaran dengan *Tongue Twister*?
 - a. Membuat prose belajar lebih menyenangkan
 - b. Menambah kosa kata
 - c. Memudahkan dalam mengingat kata-kata

Appendix 19

Data of Pre-Test Score

Student Code	Item Number																				Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	4	20
S2	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	25
S3	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	10	50
S4	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	4	20
S5	1	0	0	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	6	30
S6	1	0	0	1	0	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	9	45
S7	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	4	20
S8	0	0	0	0	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	6	30
S9	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	6	30
S10	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	10	50
S11	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	10	50
S12	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	8	40
S13	1	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	6	30
S14	0	0	0	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	7	35
S15	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	12	60
S16	1	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	6	30
S17	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	0	0	8	40
S18	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	8	40
S19	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	5	25
S20	0	0	1	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	8	40
S21	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	7	35
S22	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	5	25
S23	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	11	55
Total	15	9	10	11	7	21	21	20	13	2	5	4	3	3	7	2	3	0	0	9	165	825
Mean	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35.87

Appendix 20

Data of Post-Test Score

Student Code	Item Number																				Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	9	45
S2	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	0	0	0	12	60
S3	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	12	60
S4	1	0	0	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	1	1	8	40
S5	1	0	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	8	40
S6	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	0	13	65
S7	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	10	50
S8	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	10	50
S9	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	0	0	0	13	65
S10	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	12	60
S11	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	15	75
S12	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	9	45
S13	0	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	8	40
S14	1	1	1	0	0	1	1	1	1	0	0	1	1	0	1	0	0	0	0	1	11	55
S15	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0		0	1	1	14	70
S16	1	1	1	0	0	1	1	1	1	1	0	0	0	1	0	0	0	1	0	0	10	50
S17	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	14	70
S18	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	11	55
S19	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	12	60
S20	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	1	14	70
S21	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	10	50
S22	1	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	0	0	0	12	60
S23	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	14	70
Total	22	20	22	18	14	22	22	22	20	9	7	8	7	8	12	8	2	6	3	9	261	1310
Mean	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56.96

Appendix 21

Data of Quiz 1 Score

Student Code	Item Number																				Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	3	15
S2	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	8	40
S3	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	7	35
S4	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	1	1	0	0	0	11	55
S5	1	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1	1	10	50
S6	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	9	45
S7	1	0	1	0	0	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	8	40
S8	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	8	40
S9	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	9	45
S10	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	1	13	65
S11	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	0	12	60
S12	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	9	45
S13	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	6	30
S14	1	1	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	9	45
S15	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	13	65
S16	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	13	65
S17	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	15	75
S18	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	10	50
S19	1	1	1	0	0	1	0	1	0	0	1	1	0	0	0	1	0	1	1	1	11	55
S20	1	0	1	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	7	35
S21	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0	9	45
S22	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	10	50
S23	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	9	45
Total	22	21	22	12	12	22	7	21	18	5	5	12	8	1	0	10	2	4	9	6	219	1095
Mean	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47.61

Appendix 22

Data of Quiz 2 Score

Student Code	Item Number																				Total	Score	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
S1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	5	25	
S2	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	0	0	11	55	
S3	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	0	0	0	1	12	60	
S4	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	5	25	
S5	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	0	10	50	
S6	1	0	1	1	1	1	0	1	1	1	0	0	0	0	1	0	1	0	0	0	10	50	
S7	1	0	1	0	1	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	8	40	
S8	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	14	70	
S9	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	12	60	
S10	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	15	75	
S11	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	0	0	12	60	
S12	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	15	75	
S13	1	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	6	30	
S14	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	10	50	
S15	1	0	1		1	1	0	1	0	0	1	0	1	1	0	1	0	0	0	1	10	50	
S16	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	0	0	12	60	
S17	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	15	75	
S18	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	11	55	
S19	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	0	1	0	8	40	
S20	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	14	70	
S21	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	0	13	65	
S22	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	10	50	
S23	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	15	75	
Total	23	15	21	15	22	17	12	19	12	14	8	2	12	15	7	13	9	2	5	10	253	1265	
Mean	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	55

Appendix 23

Documentation of the Activities during the Research



Situation in Pre-Test



Situation in Giving Treatments (cycle 1 and 2)



Situation in Post-Test and Filling Questionnaire