THE EFFECT OF TONGUE TWISTER TECHNIQUE IN PRONUNCING /S/ AND /ʃ/ SOUNDS AT THE XI GRADE STUDENTS OF SMAN 4 PADANGSIDIMPUAN

A Thesis

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Educational (S.Pd) in English Educational Department

Written by :

MUJAHIDAH RIZKI SIHOMBING
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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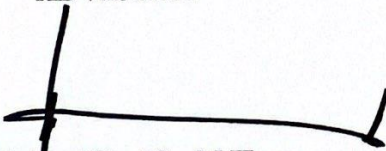
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2024

LETTER OF AGREEMENT

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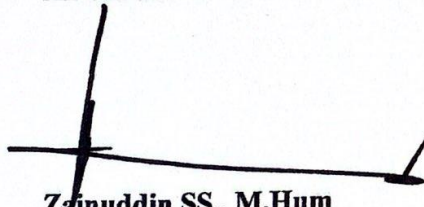
Assalamu'alaikum Wr. Wb.

     After reading, studying and giving advices for necessary revision on thesis belongs to *Mujahidah Rizki Sihombing,* entitled ***"The Effect of Tongue Twister Technique in pronuncing /s/ and /ʃ/ Sounds at the XI Grade Students of SMAN 4 Padangsidimpuan".*** we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

     Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of Enlgish Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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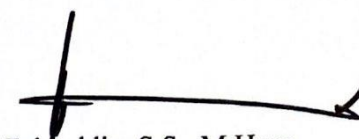
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Thesis   : **The Effect of Tongue Twister Technique in pronuncing /s/ and /ʃ/ Sounds at the XI Grade Students of SMAN 4 Padangsidimpuan**

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ABSTRACT

Name   : Mujahidah Rizki Sihombing
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Title of Thesis   : The Effect of Tongue Twister Technique in pronuncing /s/ and /ʃ/ Sounds at the XI Grade Students of SMAN 4 Padangsidimpuan

       The aims of this research is to know students pronounce /s/ and /ʃ/ sounds before and after learning using Tongue Twister Technique and to examine whether the Tongue Twister Technique significantly effect in pronuncing /s/ and /ʃ/ sounds. This research used quantitative method with experimental design and pretest-posttest control group design. The population of this research was the students at the XI grade of SMAN 4 Padangsidimpuan that consisted 290 students. The sample taken by cluster random sampling technique were class XI MIA 1 (31 students) as experimental class and XI MIA 4 (31 students) as control class. The data were collected by giving the pre-test and post-test with the oral test as the instrument. In analyzing the data, this research used an independent t-test. The researcher found that the mean score of experimental class after learning using tongue twister technique (74.35) was higher than the mean score of experimental class before learning using tongue twister technique (38.06). In analyzing the data, this research used an independent t-test. After calculating the t-test, researcher found that t_{count} (4.928) > t_{table} (2.00). It meant hypothesis was accepted. It can be concluded that there is significant effect of Tongue Twister Technique in Pronuncing /s/ and /ʃ/ sounds at the XI grade students of SMAN 4 Padangsidimpuan. Therefore, Tongue Twister can be used as a reference technique in teaching pronunciation.

Keywords: Pronuncing /s/ and /ʃ/, and Tongue Twister Technique

ABSTRAK

Nama   : Mujahidah Rizki Sihombing
NIM   : 2020300034
Judul Skripsi   : Pengaruh Teknik Tongue Twister dalam pengucapan
                        bunyi /s/ and /ʃ/pada Siswa Kelas XI SMAN 4
                        Padangsidimpuan

        Penelitian ini bertujuan untuk mengetahui pelafalan bunyi /s/ dan /ʃ/ siswa sebelum dan sesudah pembelajaran dengan menggunakan Tongue Twister Technique dan untuk mengetahui apakah Tongue Twister Technique berpengaruh secara signifikan terhadap pelafalan bunyi /s/ dan /ʃ/. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen dan rancangan pretest-posttest control group design. Populasi penelitian ini adalah siswa kelas XI SMAN 4 Padangsidimpuan yang berjumlah 290 siswa. Sampel yang diambil dengan teknik cluster random sampling adalah kelas XI MIA 1 (31 siswa) sebagai kelas eksperimen dan XI MIA 4 (31 siswa) sebagai kelas kontrol. Pengumpulan data dilakukan dengan memberikan pre-test dan post-test dengan menggunakan tes lisan sebagai instrumennya. Dalam menganalisis data, penelitian ini menggunakan uji-t independen. Peneliti menemukan bahwa nilai rata-rata kelas eksperimen setelah pembelajaran menggunakan teknik tongue twister (74,35) lebih tinggi daripada nilai rata-rata kelas eksperimen sebelum pembelajaran menggunakan teknik tongue twister (38,06). Dalam menganalisis data, penelitian ini menggunakan uji-t independen. Setelah melakukan perhitungan uji-t, peneliti menemukan bahwa t_{hitung} (4,928) > t_{tabel} (2,00). Ini berarti hipotesis diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari Teknik Tongue Twister dalam melafalkan bunyi /s/ dan /ʃ/ pada siswa kelas XI SMAN 4 Padangsidimpuan. Oleh karena itu, Tongue Twister dapat digunakan sebagai salah satu teknik referensi dalam mengajarkan pelafalan.

Kata kunci: Pengucapan /s/ dan /ʃ/, dan Teknik Tongue Twister

ملخص البحث

الاسم	:المجاهدة رزقي سيهومبينغ	
رقم التسجيل	٢٠٢٠٣٠٠٠٣٤:	
عنوان البحث	:تأثير تقنية تويستر اللسان في نطق /s/ و /ʃ/ الصوتين لدى طلاب الصف	

الحادي عشر من

المرحلة الثانوية العليا ٤ بادانغسيدايمبوان

الهدف من هذا البحث هو معرفة نطق الطلاب للأصوات /s/ و /ʃ/ قبل وبعد التعلم باستخدام تقنية تويستر اللسان وفحص ما إذا كانت تقنية تويستر اللسان تؤثر بشكل كبير في نطق الأصوات /s/ و /ʃ/. استخدم هذا البحث الطريقة الكمية مع التصميم التجريبي وتصميم المجموعة الضابطة قبل الاختبار وبعده. وكان مجتمع هذا البحث هو طلاب الصف الحادي عشر في الصف الحادي عشر من المدرسة الثانوية ٤ بادانغسيدايمبوان التي تتألف من ٢٩٠ طالبًا. كانت العينة المأخوذة بتقنية أخذ العينات العشوائية العنقودية من الصف الحادي عشر للرياضيات والعلوم ١ (٣١ طالبًا) كصف تجريبي والحادي عشر للرياضيات والعلوم ٤ (٣١ طالبًا) كصف ضابطة. تم جمع البيانات عن طريق إجراء الاختبار القبلي والاختبار البعدي مع الاختبار الشفوي كأداة. في تحليل البيانات، استخدم هذا البحث اختبار ر–ت المستقل. وجد الباحث أن متوسط درجات الفصل التجريبي بعد التعلم باستخدام تقنية إعصار اللسان (٧٤,٣٥) كان أعلى من متوسط درجات الفصل التجريبي قبل التعلم باستخدام تقنية إعصار اللسان (٣٨,٠٦). في تحليل البيانات، استخدم هذا البحث اختبار اختبار ر–ت المستقل. بعد حساب اختبار اختبار ر–ت ، وجد الباحث أن ر–العدد ٤,٩٢٨> (ر–جدول) ٢,٠٠. (وهذا يعني قبول الفرضية. ويمكن أن نستنتج أن هناك تأثيرًا كبيرًا لتقنية تويستر اللسان في نطق /s/ و /ʃ/ في أصوات طلاب الصف الحادي عشر من المدرسة الثانوية ٤ بادانغسيدايمبوان. ولذلك، يمكن استخدام تقنية تويستر اللسان كأسلوب مرجعي في تعليم النطق.

الكلمات المفتاحية نطق /s/ و/ʃ/ ، وتقنية إعصار اللسان

iii

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title "The Effect of Tongue Twister Technique in Pronuncing /s/ and /ʃ/ sounds at the XI grade students of SMAN 4 Padangsidimpuan." Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life as we live today.

It is a pleasure to acknowledge the assistance and contributions made by all of the lecturers, students, family members, and friends who have helped in various ways. As a result, this thesis is processed until it is finished. Thus, I would like to use this opportunity to thank the following individuals:

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Padangsidimpuan,   July 2024
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the most important tool for communication. It is a tool to develop students' intellectual, social and character. Therefore, it really needed for all individuals. Understanding and learning about language skills are necessary for language mastery. There are four main language skills that language learners must master during the process of learning. They are speaking, listening, reading, and writing. A person's language proficiency can be measured by their ability to effectively use those four main language skills in communication.

Moreover, pronunciation is a productive skill because the speaker should think and use correct pronunciation when speaking. If we pronounce words incorrectly when we speak, it will be difficult for the listener to understand what we are saying. Aziz et al said,"Pronunciation is one of the important parts of speaking"[1]. If we pronounce words incorrectly when we speak, it will be difficult for the listener to understand what we are saying. Additionally, this may be one of the factors that leads the termination of the

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[1]Awalia Azis et al., "The Use of Tongue Twister Technique To Improve Students' Pronunciation," *Exposure : Jurnal Pendidikan Bahasa Inggris* 10, no. 1 (2021): 148–56, https://doi.org/10.26618/exposure.v10i1.4297.

conversation. Therefore, the skill to pronounce words correctly is very important.

Moreover, mastering accurate pronunciation of English words can be considered one of the most challenging parts of learning English. Since the sounds of English words are often different from its spelling, many students are difficult to pronounce them. Moreover, they do not have certain English sounds in their mother tongue. Thus, students must learn to pronounce English words well, to get better in communication. This can be reached by imitating carefully until the speech is appropriate and satisfactory.

Based on the preliminary interview with one of English Teachers and students at SMAN 4 Padangsidimpuan said that the ability to pronounce English words of SMAN 4 Padangsidimpuan students is low. Firstly, from English teacher view, students have not been able to pronounce words with the right sound. When students are asked to read or speak, there are still many errors in sound. Even some of them still pronounce English words with the same pronunciation as its spelling[2]. Secondly, based on student view, pronouncing words in English is difficult, because the way to pronounce words are different from the spelling. She added that the way the

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[2]*Private Interview*,Emmi Kholida, English Teacher of SMAN 4 Padangsidimpuan, (SMAN 4 Padangsidimpuan: November 30th, 2023).

teacher teaches is also very monotonous, because it only repeats the words several times, and students are asked to follow it.[3]

In details, researcher tried to give some words in English for student to read. There are still many problems that exist when students pronounce these words. Especially when they are given words that have the sound /s/ and /ʃ/, they cannot distinguish them. They pronounce both with the sound /s/. In addition, they also read the diphthong sound and vocal sound the same as the Indonesian spelling.

Furthermore, in teaching pronunciation, there are many techniques that can be used to improve students' ability in pronouncing English sound such as minimal pairs, learning with songs, reading aloud, role play and tongue twister. Bailey and Savage stated that Tongue Twister is a technique designed to reinforce the English sound that students have learned by creating fun practice[4]. Therefore, to make students more interested in learning pronunciation, we need different and interesting techniques. That is why, resercher is interested in using the tongue twister technique.

In studying pronunciation, Tongue twister is useful as technique to apply in the class. The faster a student can do tongue twisters correctly, the better their pronunciation skill will be. Machackova said that learning

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[3]*Private Interview*, Nur Zahroh, Student of SMAN 4 Padangsidimpuan, (SMAN 4 Padangsidimpuan: November 30th, 2023).

[4]Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, *Alexandria: VA: TESOL* (Bloomington: Teachers of English to Speakers of Other Languages, Inc., 1994).

English pronunciation using tongue twister exercises is fun[5]. The term tongue twister consists of several sound that are similar but used in different context. Tongue twisters are also interesting and entertaining. It is expected that students use tongue twister to imitate and remember English phonemes easily. Hence, the researcher chooses this technique.

Based on the background description and interview with an English teacher and students at SMAN 4 Padangsidimpuan above, the researcher concluded that the ability of XI grade students of SMAN 4 Padangsidimpuan was low, especially in pronouncing /s/ and /ʃ/ sounds Thus, the researcher conducted research with the title "The Effect of Tongue Twister Technique in Pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan".

B. Identifications of Problem

Based on the background of the problem above, the researcher identified the problems as follows:

1. The Students' is difficult in pronouncing consonant sound and diphthong sound.

2. The students are difficult to distinguish similar English sounds.

3. The way the teacher teaches is very monotonous.

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[5]Eva Machackova, "Teaching English Pronunciation to Secondary School Students with Focus on 'Th' Consonants," 2012, 41.

C. The Limitation of the Problem

To make this study specifically, a researcher limits the problems to focus and pay attention more in/s/ and /ʃ/ sounds consonant fricatives, voiceless because the /s/ and /ʃ/sounds are very often found in words or sentences that are often used in language. That is why, based on the identification of the problems above, this research focuses on The effect of Tongue Twister Technique in /s/ and /ʃ/ sounds consonant fricatives voiceless.

D. The Formulations of the Problem

Based on the background of the problem above, the researcher formulates the problem as follow:

1. How do students pronounce /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan before learning using Tongue Twister technique?

2. How do students pronounce /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan after learning using Tongue Twister technique?

3. Is there any significant effect of tongue twister technique in pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan?

E. The Purposes of the Research

Based on the formulation of the problems above, the purpose of the research as follows:

1. To know how students pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan before learning using Tongue Twister technique.

2. To know how students pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan after learning using Tongue Twister technique.

3. To find out whether the tongue twister technique significantly effect in pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan before learning using Tongue Twister technique.

F. The Significances of the Research

The result of the study is expected to give some benefits for

1. For teacher, to give more information about the tongue twister technique and how to apply in teaching pronunciation.

2. For the reader, to increase the knowledge for another researcher who is interested in doing research related to this study.

3. For researcher, to fulfill one of the requirements to finish the researcher study in English education department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

G. The Definition of Operational Variable

1. Tongue Twister Technique

Tongue Twister Technique is a way to practice and improvepronunciation more interesting and challenging. Tongue twister is a series of words that have similar pronunciation. This technique will help students pronouncing English words correctly by similar and interesting sentences and phrases.

2. Pronuncing /s/ and /ʃ/ sounds

Pronuncing /s/ and /ʃ/ sounds refers to one's ability to pronounce the /s/ and /ʃ/ sounds correctly and clearly. In the context of this research, this variable will involve measuring the level of students' ability to pronounce these sounds before and after the application of the tongue twister technique.

H. Outline of the Thesis

In this research, the researcher was devided into five chapters. Each chapter consists of sub chapters with detail as follow:

Chapter I consists of of the background of the problem, the indentification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significance of the research, the definition of operational variables, and outline of the thesis.

Chapter II consists of theoritical description which explained about Pronunciation and Tongue Twister Technique, the related findings, the conceptual framework and the hypothesis.

Chapter III consists of the research design, the time and the place of the research, the population and the sample, the instrument of data collection, the validity and the realiability of instrument, the research procedure, the technique and data analysis.

Chapter IV consists of result of the research, it explained about description data of pre-test, description of post-test, description of comparison score of pre-test and post-test. Then data analysis, hypothesis test, discussion, and threats of the research.

Chapter V consists of conclusion, Implication, and suggestion given by researcher.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Description**

1. **Pronunciation**

   a. **The Definition of pronunciation**

   Pronunciation is the basis for speech messaging by projecting various aspects of social and contextual meaning, articulating words, and their combination in grammatical and discourse units[1]. Royani[2] and Hamka[3] added that pronunciation is one of the essential skills in accurately realizing spoken English. In other words, pronunciation is the production of a sound system that does no interfere with communication between speaker and listener.

   Additionally, Pronunciation is the field that study how people make words in a particular language in a clear way[4]. Yusriati and Hasibuan stated that Pronunciation is an important factor that needs to be considered because learning a new language requires us to be

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[1]Martha C. Pennington and Pamela Rogerson-Revell, *The Nature of Pronunciation*, 2019, https://doi.org/10.1057/978-1-137-47677-7_1.

[2]Ida Royani, "Pronunciation Learning Strategies Used by EFL Learners in University Context," *Proceeding of Conference on English Language Teaching* 3 (2023): 421–32, https://proceedings.uinsaizu.ac.id/index.php/celti/article/view/521.

[3]Hamka, "Standardizing English Consonant in Empowering Students' Pronunciation Today," Journal of Applied Linguistics and Islamic Education 02, no. 02 (2018): 255–78.

[4]T. Fauzi, A.A., Putri, D.I., & Rahman, "Students' Anxiety of Speaking English in Public.," *1st International Conference on Education of Suryakancana*, 2021, 72–77, https://www.academia.edu/44928185/The_1_st_International_Conference_on_Education_of_Sury akancana_ICONNECTS.

able to pronounce it correctly with good grammar rules[5]. So that, pronunciation is essential for making communication easy to understand.

The definitions above cover all the definitions of pronunciation. It can be concluded that pronunciation is one of the components of English that is considered to help students better speak orally. Pronunciation is the way a person pronounces sounds or words so that they are easily understood. In details, if students can speak English with good pronunciation, they will be better able to understand what others are saying.

According to Kelly, the main features of pronunciation shows specifically in the following diagram below.
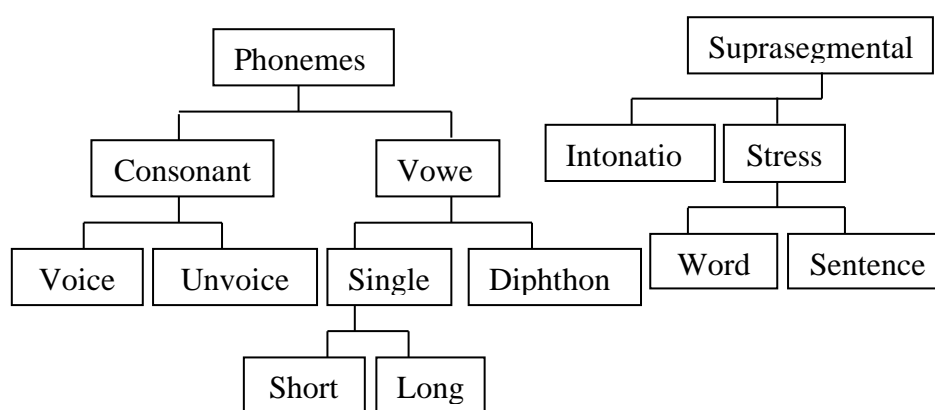
Figure II.1 Main Features of Pronunciation
Source: How to Teach Pronunciation[6]

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[5]Yusriati Yusriati and Selamat Husni Hasibuan, "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU," *Journal of English Education and Teaching* 3, no. 2 (2019): 230–48, https://doi.org/10.33369/jeet.3.2.230-248.

[6]Rebecca Starkey-Perret, *Gerald Kelly, How to Teach Pronunciation*, ed. Jeremy Harmer, *Les Cahiers de l'APLIUT* (Oxford: Longman, 2008), https://doi.org/10.4000/apliut.1350.

In language, the various sounds are called phonemes. Although there are subtle differences in how people articulate sounds, we can still describe quite precisely how each sound is made. Given their meaning, words that use only one sound can change their meaning. This is the principle that results in the number of phonemes present in a language. For example, the word rat has the phoneme /ræt/. By changing the middle phoneme, we can obtain a different word called /rɔt/ rot. If you or I use /r/ in a slightly different way, the word doesn't change, and we still mean the same thing.[7]

1) The Kinds of Phonemes

A phoneme is the smallest unit of language used to represent a sound in a word. The phoneme consists of two categories: vowel sounds and consonant sounds.

a) Vowels

In English, a vowel is created by voiced air going through various mouth forms. The varied locations of the tongue and lips result in the various mouth forms. The tongue is much harder to see or feel differently than the lips, which is why comprehensive descriptions of the proper

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[7]Starkey-Perret.

tongue position for particular vowels don't actually aid in proper pronunciation.[8]The distinctions between vowel sounds can be described using the location of the tongue, which is summarized in the diagram below.
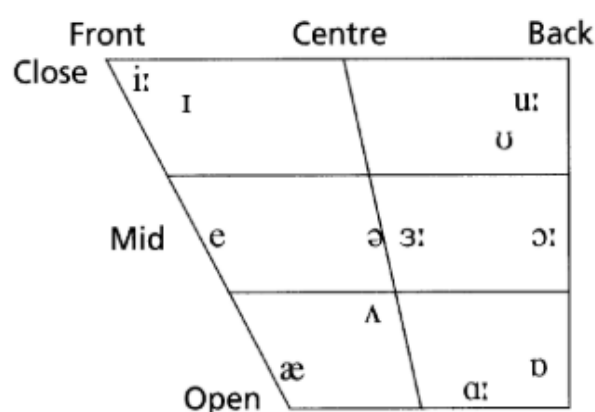
Figure II. 2 English Vowel Chart
Source: How to Teach Pronunciation[9]

b) Consonants

Consonants in English are sounds that are formed by obstructing the airflow in the mouth, either by blocking the airflow with the tongue, teeth, or lips, or by directing the airflow through a narrow channel. These sounds are used to form words and distinguish between them. In English, there are several types of consonants, including stops, fricatives,

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[8]J.D. O'Connor, *Better-English-Pronunciation Book*, Second (Cambridge: Cambridge University Press, 1980).

[9]Starkey-Perret, *Gerald Kelly, How to Teach Pronunciation*.

nasals, liquids, and semivowels, each with distinct characteristics and pronunciations. Understanding the different types of consonants and how they are formed is crucial for effective communication and accurate pronunciation in English.

c) Diphthong

Diphthong is sounds that consist of gliding or moving from one vowel to another.The most crucial thing to keep in mind about all diphthongs is that the first part is always strongly longer and stronger than the second. For instance, the majority of the diphthong ai, which is found in words like "eye," "I," is made up of the vowel "ɑɪ" with the glide to "ɪ" only becoming apparent in the last quarter of the diphthong. The sound intensity drops when the glide to ɪ occurs. The ɪ portion is hence quieter and shorter.[10] Therefore, it's important for foreign learners to always keep in mind that English diphthongs shouldn't be made too forcefully in the final section. There are eight diphthongs in all (but ʊə is becoming less common). As seen in the

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[10]Peter (Peter John) Roach, *English Phonetics and Phonology : A Practical Course*, fourth (Edinburgh: Cambridge University Press, 2009).

following picture, categorizing diphthongs into three groups makes them the easiest to remember.

The distinctions between diphthong sounds can be described using the location of the tongue, which is summarized in the diagram below
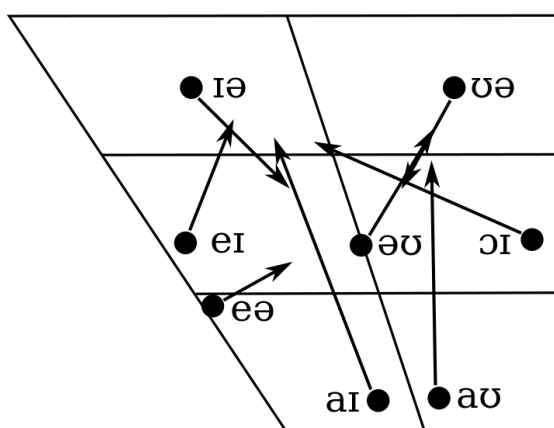
Figure II. 3 English Diphthong Chart
Source:English Phonetics and Phonology: A Practical Course

The following table shows English phonemes and examples of words containing each one example.

Table II. 1 English Phonemes

	Vowels		Diphthongs		Consonants				
1	iː	bead	eɪ	cake	p	pin	13	s	sue
2	ɪ	hit	ɔɪ	toy	b	bin	14	z	zoo
3	ʊ	book	aɪ	high	t	to	15	ʃ	she
4	uː	food	ɪə	beer	d	do	16	ʒ	measure
5	e	left	ʊə	fewer	k	cot	17	h	hello
6	ə	about	eə	where	g	got	18	m	more
7	ɜː	shirt	oʊ	go	tʃ	church	19	n	no

	Vowels		Diphthongs		Consonants				
8	ɔː	call	aʊ	house	ʤ	judge	20	ŋ	sing
9	æ	hat			f	fan	21	l	live
10	ʌ	run			v	van	2	r	red
11	ɑː	far			ɵ	think	23	j	yes
12	o	dog			ð	the	24	w	wood

Source: How to Teach Pronunciation[11]

b. The Articulation of Consonants

We speak with air from our lungs in all languages. It is swiftly drawn into the lungs, released gradually, and then its journey through different locations and ways is interrupted. The following figure is a diagram that illustrates the critical English recognition areas for the throat, mouth, and nose from a side view.
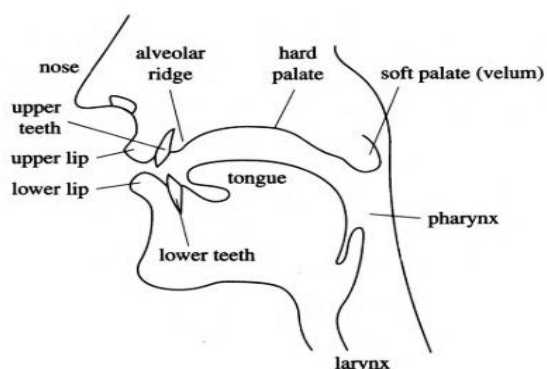
Figure II. 4 Place of Articulation
Source: English Phonetics and Phonology: A Practical Course[12]

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[11]Starkey-Perret, *Gerald Kelly, How to Teach Pronunciation*.
[12]Roach, *English Phonetics and Phonology : A Practical Course*.

Consonant articulation in English is the process of producing consonant sounds by inhibiting or directing the flow of air through the mouth. Consonants in English can be categorized into several types based on the way they are produced and their position in the mouth. Here are the types of consonants based on the way they are produced and their position in the mouth in English:

Table II.2 Manner of Articulation

Manner of Articulation	
Plosive	a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released explosively,
Affricate	a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives.
Fricative	when two vocal organs come close enough together for the movement of air between them to be heard.
Nasal	a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose.
Lateral	a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue.
Approximant	vocal organs come near to each other, but not so close as to cause audible friction.

Source: How to Teach Pronunciation[13]

There are two types of sounds: voiced and voiceless. When the vocal chords of the larynx vibrate, voiced sounds are produced.

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[13]Starkey-Perret, *Gerald Kelly, How to Teach Pronunciation*.

You can quickly determine if a sound is spoken or not by pressing one or both of your fingers against your Adam's apple. You will experience vibration if you are making a voiced sound; if you are making an unvoiceless sound, you will not.[14]

Table II. 3 English Consonant Phonemes

Table of English Consonant Phonemes									
		Place of articulation							
		Front ⟶ Back							
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approxi-mant	(w)				r	j	w	

Source: How to teach Prounciation

c. **The Fricative Consonant**

Fricatives are consonants with the characteristic of air escaping through a narrow slit and makes a hissing sound. Most languages have fricatives, the most common fricatives are continuous consonants, which means you can continue to make them without interruption as long as you have enough air in your mouth so you can continue to make them without interruption as long as you have enough air in your lungs.

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[14]Starkey-Perret.

There are 9 fricative consonant letters. The following table shows the letter and the place of articulation of fricative phonemes of English:

Table II. 4 Place of Articulation of Fricative Phonemes

	PLACE OF ARTICULATION				
	Labiodental	Dental	Alveolar	Post-alveolar	Glottal
Fortis (voiceless)	f	θ	s	ʃ	h
Lenis (voiced)	v	ð	z	ʒ	

Source: English Phonetics and Phonology: A Practical Course

Each place of articulation has a pair of phonemes, one fortis and one lenis, Except glottal. Fortis fricatives are said to be articulated with greater force than lenis, and the friction sound is louder. Lenis fricatives have very little or no voicing in the initial and final positions, but can be voiced when they occur between voiced sounds. Fortis fricatives have the effect of shortening the preceding vowel.[15]

d. The Fricative Consonant /s/ and/ʃ/ sounds

The sound of /s/ and /ʃ/ are strong friction and voiceless sounds[16].These sounds have their own organ positions.Below is an explanation of the /s/ and /ʃ/ sound.

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[15]Roach, *English Phonetics and Phonology : A Practical Course*.
[16]O'Connor, *Better-English-Pronunciation Book*.

1) The /s/ Sound

The /s/ is a strong friction sound. The soft palate is raised by the location of the speech organ for the /s/ sound, forcing all breath through the mouth. The tongue's base and tip are then quite near to the alveolar ridge. The teeth are relatively close together, and there is a very significant constriction at this place that is neither near the teeth nor the hard palate.

The position of the sound s is in three positions, they are:

a) Partial

The /s/ sound is in the initial position, the /s/ sound is usually heard when the tongue is behind the front teeth and air is released through the gap between the teeth. For examples:

  i. Sun: /sʌn/

 ii. Sister: /sɪstər/

iii. Sit: /sɪt/

b) Medial

The /s/ sound is in the middle position, the /s/ sound often occurs when two vowels are placed together

in a word. The tongue will be in a similar position as at the beginning of the word, with air released through the gap between the front teeth. For Example:

i. Massage: /ˈmɛs.ɪdʒ/

ii. Classic: /ˈklæs.ɪk/

iii. Passenger: /ˈpæs.ɪn.dʒər/

c) Final

The /s/ soundin the word-final position, the /s/sound is generally heard when the word ends in the letter /s/. Air is released through the gap between the front teeth. For example:

i. Glass: /ɡlæs/

ii. Bus: /bʌs/

iii. Class: /klæs/

2) The /ʃ/ Sound

The /ʃ/sound is a strong friction sound.The speech organ of this sound is by raising the soft palate so that all breath is forced through the mouth. Then, there is a narrowing between the tip of the tongue and the back of the alveolar ridge. The front of the tongue is higher than /s/ and

the lips are slightly rounded[17]. The position of the sound /ʃ/ is in three positions, they are:

a) Partial

The /ʃ/sound is in the initial position, the /ʃ/sound occurs when air is forced through a narrower gap between the tongue and palate, resulting in a quieter sound.. For examples:

  i. Shoe: /ʃuː/

  ii. Shirt: /ʃɜːrt/

  iii. Sheep: /ʃiːp/

b) Medial

The /ʃ/ sound in the middle position may also occur, especially in the setting of two consonants between two vowels. The tongue and mouth position is similar to the initial position, but with stronger air pressure. For Example:

  i. Pressure: /prɛʃər/

  ii. Mission: /mɪʃən/

  iii. Fashion: /fæʃən/

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[17]O'Connor.

c) Final

The /ʃ/ sound in the word-final position is not very common, but it can occur. In this position, the tongue and mouth are in a similar position to the initial and middle positions, but with less air pressure.. For example:

i. Wish: /wɪʃ/

ii. Finish: /ˈfɪnɪʃ/

iii. Rush: /rʌʃ/

From the explanation above, The researcher chose the sounds /s/ and /ʃ/ to study because these two sounds have an important role in forming words and sentences in English. Therefore, research on students' phonological errors in pronouncing the /s/ and /sh/ sounds can help in improving students' communication skills in English.

2. **Tongue Twister**

a. **The Definition of Tongue Twister**

According to Bailey and Savage, Tongue Twister is a useful technique for helping students remember English sounds they have already learnt.[18] Tongue Twister helps students strengthen their

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[18]Bailey and Savage, *New Ways in Teaching Speaking*.

comprehension of particular phonemes and enhance their overall pronunciation by presenting an enjoyable and engaging exercises. This approach is especially successful because it helps kids to playfully repeat and modify the sounds, which improves their capacity to articulate and differentiate between various sounds.

According to Lutfiani and Astutik, Tongue twisters are helpful in learning pronunciation and improving students' pronunciation. It can improve students' memory skills and improve their pronunciation and articulation of words[19]. For someone who is speaking to a listener, using tongue twisters to improve their phonemic awareness will help them develop better pronunciation and articulation of words.

Moreover, Tongue twisters are phrases or sentences that are challenging to pronounce due to the occurrence of similar sounds[20]. Mu'thi and Indah add that Tongue twisters are a difficult group of words because they consist of words that are similar but differ in articulation[21]. From those definitions, Tongue Twister means saying

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[19]Dewi Lutfiani; Indri Astutik, "Using Tongue Twister to Improve Students' Pronunciation," *Journal of English Language, Literature, and Teaching* 02, no. 02 (2017): 110–15, http://jurnal.unmuhjember.ac.id/index.php/ELLITE/article/view/1511.

[20]Machackova, "Teaching English Pronunciation to Secondary School Students with Focus on 'Th' Consonants."

[21]Nizar Indra Mu'thi and Rohimani Nur Indah, "Tongue Twister Rap : Bringing Joy to EFL Pronunciation Class," *English Language in Focus (ELIF)* 4, no. 1 (2021): 23–32, https://doi.org/https://doi.org/10.24853/elif.4.1.25-32.

words consisting of phrases or sentences with several similar sounds that are continuously repeated until they can produce the right sound.

Additionally, Tongue Twisters frequently use rhyme and alliteration, which helps kids remember and appreciate them. Thus, this method can be a useful complement to any curriculum for learning English because it offers an enjoyable and engaging approach to help students strengthen and advance their pronunciation skills.

The effectiveness of Tongue Twister lies in its ability to engage students in fun and interactive exercises that reinforce their understanding of English sounds. This technique utilizes both cognitive and motor aspects of language learning, as students have to pay attention to the sounds and syllable structures of the tongue twister while coordinating their articulation. The repetition involved in tongue twister also improves memory and strengthens the connection between sounds and their corresponding phonemes.

b. **The Advantages of Using Tongue Twister**

The use of tongue twister technique in learning pronunciation has many advantages. They are as follow:

a) Practicing pronunciation by using tongue twister is more interesting and fun.

b) Helps students to realize their pronunciation problems.

c) Helps students in increasing memory.

d) Improving their listening skills.

e) Reducing boredom in the classroom.

f) Allowing students to practice the skill of language without fear of making mistakes because everyone makes mistakes.[22]

c. **The Teaching Pronunciation by using Tongue Twister Technique**

A correct and clear procedure is needed to carry out learning techniques. It is also needed in the use of tongue twister techniques in the research to be carried out. There are several procedures for implementing the tongue twister technique in the classroom. According to Bailey and Savage, Tongue twister can be implemented by following procedures as follow[23]:

1) Explain the task to the students.

2) Introduce the sounds that the students will learn and write their symbols on the board.

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[22]Fatchul Mu'in, Rosyi Amrina, and Rizky Amelia, "Tongue Twister, Students' Pronunciation Ability, and Learning Styles," *Arab World English Journal* 8, no. 4 (2017): 365–83, https://doi.org/10.24093/awej/vol8no4.25.

[23]Bailey and Savage, *New Ways in Teaching Speaking*.

3) Ask the students to suggest words that describe the different sounds written on the board.

4) Read the words aloud and ask the students to listen carefully.

5) Read selected words randomly from the list and ask students to identify the words by paying attention.

6) Ask the students to try to make these sounds.

7) Divide the class into groups and have each group sit or stand in a line.

8) Give the first student in each group a typed short tongue twister and ask him to memorize it.

9) Throw away the pieces of paper. Instruct each student to repeat the tongue twister to the next student in order. The message is sent back to the next person. This is how the message is sent from one student to the next.

10) In each group, ask the last student who heard the tongue twister to write it on the board.

Meanwhile, Machackova explained the procedures of tongue twister technique as follows[24]:

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[24]Machackova, "Teaching English Pronunciation to Secondary School Students with Focus on 'Th' Consonants."

1) The teacher creates tongue twisters handout as well as the mp3 recordings of the sentences that were downloaded from a website.

2) Handouts, mp3 recordings, and headphones are distributed to students. They are first asked to listen to the recordings and try to read the sentences on their own. The teacher supervises and assists as needed.

3) Ask students to practice the tongue twisters in pairs first. Second, they must memorize them and then say them correctly in front of the entire class.

The researcher will follow Bailey's procedure in this study. Because Bailey's procedure is a very communicative activity that can involve all students in the class and foster good cooperation in group work. And the teacher can see which students still struggle with their pronunciation and provide additional practice for them.

Table II. 5 Teaching Procedure in using Tongue Twister

Learning Activities	Teachers' Activities	Procedures	Students' Activities
Pre-teaching	1. Teacher and students greet each other Teacher and students greet each other 2. Read the prayer before starting to	Opening	1. Students sit on the chair. 2. Pray together. 3. Listen and pay attention. 4. Students full attention and action

Learning Activities	Teachers' Activities	Procedures	Students' Activities
	study and then check the attendance list 3. The teacher asks the students to stand up to warm up. 4. Teacher prepare the method in learning process.		
While-teaching	1. The teacher explains the task to the students 2. The teacher introduce the sounds that the students will learn and write their symbols on the board 3. The teacher asks the students to suggest words that describe the different sounds written on the board. 4. The teacher reads the words aloud 5. The teacher reads selected words randomly from the list 6. The teacher divides the class into groups and have each group stand in a line. 7. The teacher gives the first student in each group a typed short tongue twister 8. The teacher instructs each student to repeat the tongue	Teaching using Tongue Twister	1. The Students listening to the teacher's explanation 2. The Students pay attention to the board 3. The students suggest words that describe the different sounds written 4. The students listen carefully 5. The students try to make those sounds 6. The students are in groups and stand in line 7. The students memorize it 8. The students repeat the tongue twister to the next student in order. 9. The last student who heard the

Learning Activities	Teachers' Activities	Procedures	Students' Activities
	twister to the next student in order. 9.The teacher asks the last student who heard the tongue twister to write it on the board, then pronounce it. 10. The teacher gives pronunciation test about tongue twister and lesson that students have learnt		tongue twister write it on the board, then pronounce it. 10. The students do pronunciation test
Post-teaching	1.The teacher gives feedback. 2.Teacher give the homework. 3.Teacher informs the next material and the teacher close the class.	Closing	1.Students listen to the teacher. 2.Students response to the teacher command. 3. Students appropriate action all respond confidently

d. The Teaching Pronunciation by using Teachers' Technique

In teaching Pronunciation at the XIgrade students of SMAN 4 Padangsidimpuan, the teacher used teacher's technique or conventional teaching technique.

1) Definition of Teachers' Technique

Teachers' technique is a teaching technique used by the teachersto facilitate learning and teaching in the classroom.

Techniques are designed to increase students' engagement, comprehension and retention of English language concepts.[25] Teacher techniques may vary depending on the approach, method or philosophy underlying the teaching practice, as well as the specific aims and objectives of the lesson.

The English teachers of SMAN 4 Padangsidimpuan use conventional technique. Conventional techniques refer to standard or traditional methods of performing an activity, which are often characterized by a particular set of procedures or practices that are widely accepted or commonly used. In the context of language teaching, conventional techniques can involve traditional teaching methods, such as grammar-translation or audio-lingual approaches, which emphasize the importance of grammar rules and pronunciation exercises.

2) The principles of Teachers' Technique

Teaching using conventional techniques emphasize the importance of traditional methods and strategies that have been widely accepted and used in educational settings. there are

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[25]St Hartina, Kisman Salija, and Fatimah Hidayahni Amin, "Teachers' Techniques in Teaching English to Young Learners at TK Bambini School of MakassarTeachers'," *Indonesian Tesol Journal* 1, no. 1 (2019): 2622–5441, https://ejournal.iainpalopo.ac.id/index.php/ITJ/index.

several principles in teaching using conventional techniques. The main principles of conventional techniques are:

1. Focus on Subject Matter: Conventional teaching methods prioritize the subject matter being taught, ensuring that students receive a comprehensive understanding of the material.

2. Teacher-Centered Instruction: Teachers play a central role in the learning process, providing guidance, explanation, and feedback to students.

3. Established Practices: Conventional techniques rely on established practices and methods that have proven effective over time, such as lectures, note-taking, and homework assignments.

4. Role Learning: Conventional teaching methods often involve rote learning, where students memorize and repeat information without necessarily understanding the underlying concepts.

5. Limited Student Interaction: Conventional teaching methods usually involve limited student interaction, with students

often sitting in rows and following the teacher's

instructions.[26]

3) Teaching Procedure of Teachers' Technique

Table II. 6 Teaching Procedure of Teachers' Technique

Learning Activities	Teachers' Activities	Procedures	Students' Activities
Pre-teaching	1. Teacher comes to the class. 2. Teacher asks the students to pray together. 3. Teacher checks students' attendance.	Opening	1. Students sit on the chair. 2. Pray together. 3. Listen and pay attention. 4. Students full attention and action
While-teaching	1. Teacher writes the material in whiteboard. 2. The teacher asks students to write the material to notebook. 3. The teacher asks students to read the material 4. The teacher ask the ttudents to identify words that are difficult to pronounce 5. Teacher trains students to pronounce the	Teaching using Conventional Technique	1. The Students pay attention to the whiteboard 2. The Students write the material to notebook. 3. The students read the material in turn 4. The studentsidentify words that are difficult to pronounce 5. The students repeat what teacher said

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[26]Shuchi, "Conventional Versus Modern: Role of Information Technology in Improving Teaching Pedagogies," *IJASOS- International E-Journal of Advances in Social Sciences* III, no. 8 (2017): 496–501, https://doi.org/10.18769/ijasos.336982.

Learning Activities	Teachers' Activities	Procedures	Students' Activities
	words correctly with drilling		
Post-teaching	1. The teacher gives feedback. 2. Teacher give the homework. 3. Teacher informs the next material and the teacher close the class.	Closing	1. Students listen to the teacher. 2. Students response to the teacher command. 3. Students appropriate action all respond confidently

e. **The Teaching Materials**

The material to see effect of tongue twister technique in the pronunciation of /s/ and /ʃ/ sounds, the researcher used the high school book owned by the students. The material to be taught is "Announcement".

PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	: / 'kæns ə l /
stadium	: / 'steɪdɪəm /
approval	: / ə'pruːv ə l /
proceed	: / prə'siːd /

82   Kelas X SMA/MA/SMK/MAK

in accordance with	: / ɪn ə'kɔːd ə ns wɪθ /
unforeseen	: / ˌʌnfɔː'siːn /
a first-come basis	: / ə fɜːrst kʌm 'beɪsɪs /
tremendous	: / trɪ'mendəs /
registration fee	: / ˌredʒə'streɪʃ ə n fiː /
reserved	: / rɪ'zɜːvd /

Task 1:

Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore

+ Write a Note

by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

(Taken from *http://www.dbsknights.net/2011/03/info-faith-d-entertainment-*

Source: English Teacher's Textbook for SMA, MA, SMK kelas XI

Tongue twister teaching materials are taken from websites such as British Council, Southern British English, American English Pronunciation Podcast, because AI can help and provide support based on theory and practice in language learning[27]. Besides websites, researcher also take teaching materials from several booksto make the material more complete and more effective. Tongue Twister materials can be seen as follows:

Tongue Twisters

1. She sells sea shells by the sea shore
2. The sun shines on the shop signs
3. I saw Susan sitting in a shoe shop
4. Sheep should sleep in a shed
5. She said she should sit

B. The Related Findings

There are some researchers who have done the research related to this title as follows:

The first, the research conducted by Haz et al.[28]This research used a quasi-experimental design to investigate the effectiveness of using tongue twister to improve students' English pronunciation. The study included a

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[27]Ida Royani and Mujahidah Rizki Sihombing, "Exploring the Opportunities and Challenges of ChatGPT in Academic Writing," *International Conference on Educational Theories, Practices, and Research* 1, no. 01 (2023): 278–86, https://doi.org/10.1007/s13139-023-00816-3.

[28]Hamzah Haz, Nurul Imansari, and Nurhaeni Nurhaeni, "The Implementation of Tongue Twister Method to Improve Students' English Pronunciation," *Tekstual* 20, no. 2 (2022): 81, https://doi.org/10.33387/tekstual.v20i2.5286.

control group and an experimental group, and the result showed that experimental group, which received the tongue twister treatment, had significantly higher post-test scores compared to the pre-test scores. It can be concluded that the use of tongue twister was effective in improving students' pronunciation ability.

The second, the research designed by Sukiani.[29] This research implemented classroom action research method. The data were taken from tests, observation, and documentation. The result showed that the tongue twister technique can improve students' pronunciation and help them participate in the teaching and learning process. It can be proven through the result of the pre-test, which was 58, the of cycle I was 69 and the result of cycle II was 81.

The third, Lestari designed researchimplemented experimental research with one group pretest and posttest design.[30] The instruments to conduct the research are observation, test and scoring rubric. The result showed that tongue twister technique is effective to improve fluency and

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[29]Sukiani, "Improving Students' Pronunciation Ability through Tongue Twister Method at the Second Grade Students of MTS Al-Hamidiyah NW Sidemen in Academic Year 2019/2020" (State Islamic University of Mataram, 2020), https://etheses.uinmataram.ac.id/662/1/Sukiani 160107089.pdf.

[30]Agnes Cahaya Lestari, "The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy" (UIN Sunan Ampel, 2019), http://digilib.uinsa.ac.id/30296/1/Agnes Cahya Lestari_D75214026.pdf.

accuracy in speaking English. As shown, the average score of students'

accuracy from pretest was 47.00 and posttest was 82.75.

The fourth, the research who conducted by Angraeni used

quantitative methods with quasi-experimental research design and

purposive sampling by using pre and post test scores to collect data.[31] From

the results of the t-test calculation in this research, the $t_{calculation}$ is higher than

t_{table} (11.29 > 2.030). This means that there is there is a significant change

in students' pre-test scores to students' post-test scores.

The fifth, the research designed by Agustina.[32] This research used

classroom action research conducted through three cycles. The researcher

used two data collection methods, namely observation and test. The results

showed that there was an improvement in students' pronunciation after

being taught using the Tongue Twister technique. This is evidenced by the

students' scores which increased in each cycle. In the pre-cycle, the average

score of students was 57.33, the first cycle students got 61.66, and in the

third cycle students got 65.83. Based on the observation results from the

checklist form, it shows that students gave a positive response by becoming

more enthusiastic and actively involved in pair work.

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[31]Sinta Angraeni, "Tongue Twisters Technique in EFL Learning in Improving Students ' Speaking Skills" (Muhammadiyah University of Jakarta, 2018), https://ecampus-fip.umj.ac.id/h/umj/rAzsV29MgbPKMObuV592w.pdf.

[32]Ida Agustina, "Improving Students' Pronunciation through Tongue Twister Technique" (UIN Sultan Maulana Hasanuddin Banten, 2019), http://repository.uinbanten.ac.id/4856/.

Based on the research above, the differences this research between previous research can be seen from the method and focus of the research and also differences in the test instruments that will be carried out.

C. The Conceptual Framework

Pronunciation is the way we say a word. Learning pronunciation helps one recognize how sounds are created and performed and also how they differ from each other. In fact, most Indonesian students still have a low level of pronunciation mastery. They consider pronunciation as a difficult subject because the sounds of spoken words are usually different from its spelling. In addition, this study conducted at MAN 1 Padangsidimpuan. This school is chosen because most of the students still have low ability in pronouncing English words, the students still have difficulties and they are still less interested in learning pronunciation, so their pronunciation needs to be improved.

In this research, the researcher used tongue twister as a technique in teaching pronunciation. In learning pronunciation, tongue twisters are useful and very helpful to improve students' pronunciation, not only practicing and pronouncing words, but also improving memory ability. The researcher used tongue twister cards that have /s/ and /ʃ/ consonant sounds.

The use of the tongue twister technique in this research done in the following way. First, students given examples of sentences containing /s/

and /ʃ/ sounds. Then, students asked to repeat the sentence several times to practice the correct pronunciation of the /s/ and /ʃ/ sounds. During the repetition process, the teacher provided feedback and guidance to ensure students understand and pronounce the /s/ and /ʃ/ sounds correctly. In the next few sessions, students was divided into groups to practice together. Thus, students got the opportunity to practice the pronunciation of the /s/ and /ʃ/ sounds more intensively and effectively.

The process of this study can be seen in the following figure:

| 1. Students' pronunciation skill is still low in pronouncing consonant sound and diphthong sound. |
| 2. Students are difficult to distinguish similar English sounds. |

↓

Teaching Technique Tongue Twister

↓

Quasi Experimental Design

↓

Pre- Test

┌──────────────┴──────────────┐

Experimental Class ‖ **Control Class**

↓ ‖ ↓

Tongue Twister ‖ **Teacher's Technique**

└──────────────┬──────────────┘

Post -Test

↓

Hypothesis

┌──────────────┴──────────────┐

Accepted ‖ **Rejected**
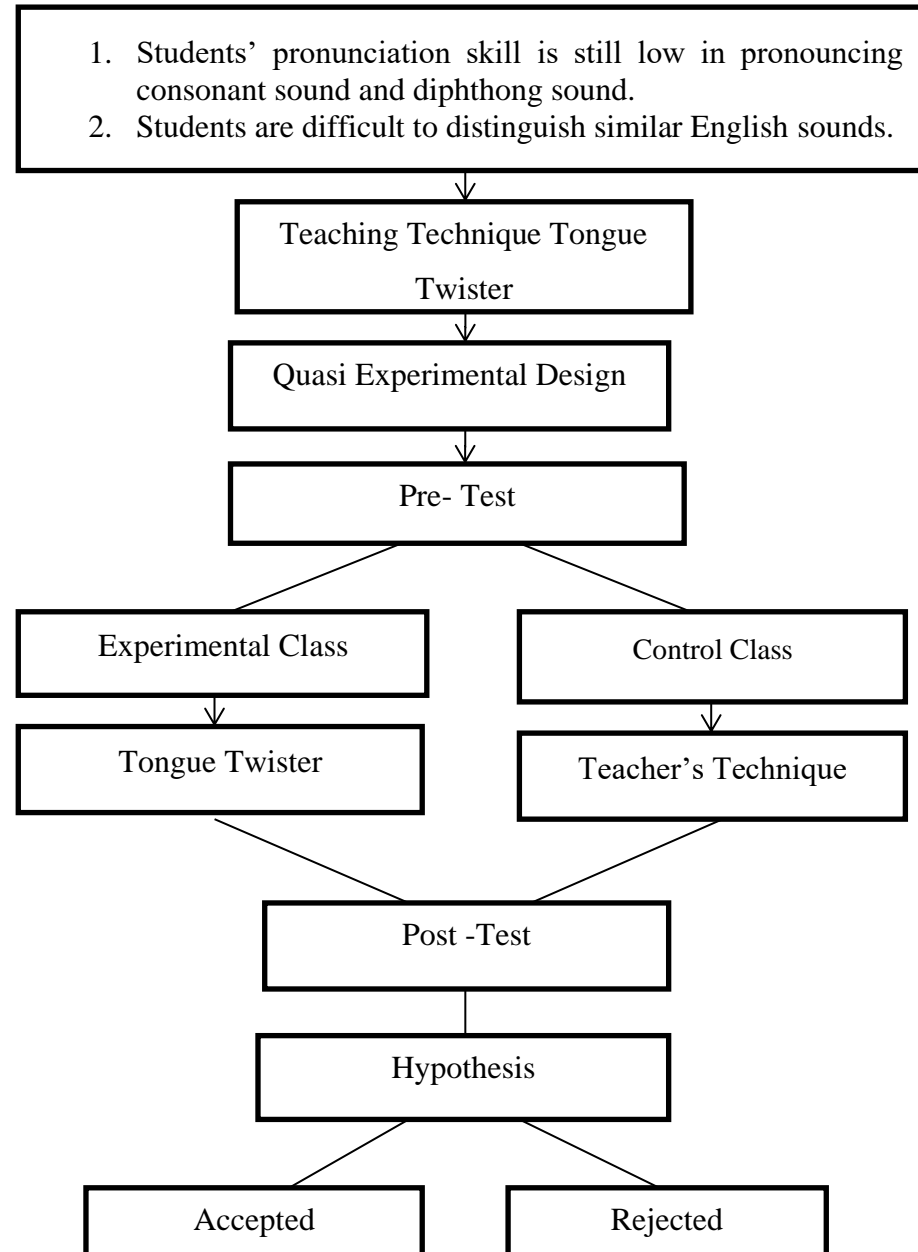
Figure II. 5 The Conceptual Framework

D. The Hypothesis

There is a significant effect of Tongue Twister Technique   in pronouncing   /s/ and /ʃ/sounds at the XI grade students SMAN 4 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The research design that in this study is quantitative research with quasi-experimental design.According to Creswell, quasi-experiment is an experimental design that is conducted without randomization but involves the placement of participants into groups[1].The design of the quasi-experimental approach used ispretest-posttest design that have two classes, experimental class and control class. The experimental class is the class that taught by using tongue twister technique and control class is the class that taught with conventional technique. The research design can be seen from the table below:

Table III.1
Pretest-Posttest Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	Y_1	X	Y_2
Control	Y_1	-	Y_2

Source: Introduction to Research on Education[2]

B. The Time and the Location of the Research

The research was conducted at SMAN 4 Padangsidimpuan. It is located on Jl. Sutan Soripada Mulia, No.38, Kec. Padangsidimpuan Utara,

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[1]John W. Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*, Third (California: Sage Publication, 2009).

[2]Donald Ary et al., *Introduction to Research in Education*, Eight (Wadsworth: Cengage Learning, 2010).

Padang Sidempuan city, North Sumatera province. The research was started on December 2023.

C. The Population and the Sample

1. The Population

Population is a generalization area consisting of objects or subjects with specific qualities and characteristics that researcher's study and then draw conclusions[3]. The population of this research is all students at grade XI of SMAN 4 Padangsidimpuan. It consists of 290 students.

Table III. 2
The Research Population

No.	Class	Total
1.	XI MIA-1	31
2.	XI MIA-2	32
3.	XI MIA-3	33
4.	XI MIA-4	31
5.	XI MIA-5	31
6.	XI MIA-6	34
7.	XI MIA-7	33
8.	XI IIS-1	30
9.	XI IIS-2	35
	TOTAL	290

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[3]Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2021).

2. The Sample

Sample is a small group of the number and characteristics of the population[4]. To select the sample, the researcher used clusterrandom sampling by randomly by using lottery. First, prepare 9 small papers and write the name of the grades. Then, the lottery put into a box and shaken randomly. After that, took two papers. So, the sample that taken by randomly were XI MIA-1 and XI MIA-4. The students of XI MIA-1 that consist of 31 students is namely experimental class and the students of XI MIA-4 that consist of 31 students is namely control class. Therefore, the total sample of this research is 62 students. It can be seen from the table below:

Table III. 3
The Research Sample

No	Class	Room	Students
1	Experimental Class	XI MIA-1	31
2	Control Class	XI MIA-4	31
	TOTAL		62

D. The Instrument of data Collection

Researchers use research tools to collect data to produce better complete and systematic. The instrument of this research was Oral Test. According to Brown, test are tools for assessing a person's ability in a

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[4]Sugiyono.

particular field[5]. During the process, it can be said that the teacher assesses the student's performance during the teaching and learning process and provides a unique assessment for each student.

The students, both the experimental and control groups given the test twice. The test was pre-test and post-test.The test consist of 20words to pronounce for pre-test, and 20 words to pronounce for post-test. To find out the scores of the students' answer, the researcher gave 1 score for each item. Thus, the maximum score of test is 20.

When doing the test, researcher recorded the students' pronunciation to help the researcher to get accurate data. Then, researcher analyzed the results of the tests that have been carried out, by giving a score to the test results, with the following indicators:

Table III. 4
The Indicator of The Test

Indicator	Items	Item Numbers	Score	Total score
Students are able to pronounce the /s/ /ʃ/ sound with clear and correct articulation	20	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	5	100

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[5]H Douglas Brown, *Principles of Language Learning an Teaching*, fifth (San Francisco: Pearson Education, 2006), https://doi.org/10.18524/2307.

E. The Validity and the Reliability of Instrument

A. **The Validity**

Validity is an important thing to be done before giving the test to the students. The validity of a study relates to the extent to which a researcher measures what should be measured[6]. In this context, the measuring instrument of the questionnaire needs to be structured in such a way that it can be used as an appropriate instrument to obtain, discover, describe, explore, and analyze the data.

In this research, researcher used item validity. In validating the test, the researcher used the Pearson Product Moment formula[7].

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum (X)^2 - (\sum X)^2)(n \sum (Y)^2 - (\sum Y)^2)}}$$

Where :

r_{xy} : Pearson correlation coefficient between the instrument item to

be used and the variable in question

X : Score of instrument items to be used

Y : The score of all instrument items in the variable

n : Total number of respondents

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[6]Dyah Budiastuti and Agustinus Bandur, *Valiitas Dan Realibilitas Penelitian*, *Metode Penelitian Pendidikan Matematika* (Jakarta: Mitra Wacana Media, 2018).
[7]Sugiyono, *Statistika Untuk Penelitian*.

B. The Reliability

Reliability is the consistency of a research result using various research methods under different conditions (place and time)[8]. In particular, the concept of reliability refers to the consistency of the score results on the items contained in your questionnaire so that the reliability test tests the accuracy of the measurement scales of the research instrument. Thus, the main purpose of the research instrument reliability test is to measure the consistency of the measuring instrument used by quantitative researcher.

In this context, researchers want to know whether there is accuracy of measurement results on the same sample. Hence, the researcher tested the reliability of the instrument using the Cronbach Alpha formula. Cronbach's Alpha formula is as follows:

$$r_i = \left(\frac{K}{K-1} \right) \left(1 - \frac{\sum s_i^2}{s_i^2} \right)$$

Where:

r_i : Reliability searched for

K   : Number of question items tested

$\sum s_i^2$: The sum of the variances of the scores of each item

s_i^2 : Total variance

If the alpha value> 0.70 means reliable

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[8]Budiastuti and Bandur, *Valdiitas Dan Realibilitas Penelitian*.

If alpha > 0.70 means not reliable.[9]

F. The Research Procedure

In this research, the researcher used test in giving the pre-test, treatment and post-test.

1. Pre-test

Pre-test was given before doing the treatment to the students. Before the researcher treats the experimental class, resercher need to find mean score of pre-test. Additionally, to calculate the homogeneity and normality level of the sample, researcher should get the pre-test score . To give the pre-test, the researcher followed a few steps. They were:

a. The researcher prepared the test. It consists of 20 questions.

b. The researcher explained what the students need to do.

c. The resercher asked students one by one to say the words in the paper.

d. The researcher recorded the voice of students.

e. The researcher calculate the score by listening to the recording.

f. The researcher checked the answer and counted the students' score.

2. Treatment

In the treatment, the researcher did a technique in teaching pronunciation, that is by Tongue Twister technique to only experimental class. The researcher used some ways, as follow:

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[9]Sugiyono, *Statistika Untuk Penelitian*.

a. The teacher explained the task to the students

b. The teacher introduced the sounds that the students would learn and write their symbols on the board

c. The teacher asked the students to suggest words that describe the different sounds written on the board.

d. The teacher read the words aloud

e. The teacher reads selected words randomly from the list

f. The teacher divided the class into groups and have each group stand in a line.

g. The teacher gave the first student in each group a typed short tongue twister

h. The teacher instructed each student to repeat the tongue twister to the next student in order.

i. The teacher asked the last student who heard the tongue twister to write it on the board, then pronounce it.

j. The teacher gave pronunciation test about tongue twister and lesson that students have learnt

3. Post-test

After doing treatment in experimental class, the researcher gave test for post test. It did to determine whether the treatment has an effect or not. For the post-test, the researcher followed procedures as follow:

a. The researcher prepared the test. It consists of 20 questions.

b. The researcher explained what the students need to do.

c. The resercher asked students one by one to say the words in the paper.

d. The researcher recorded the voice of students.

e. The researcher calculate the score by listening to the recording.

f. The researcher checked the answer and counted the students' score.

G. The Technique of Data Analysis

After doing tests, data should be collected. To analyze the data, the researcher used independent sample t-test with using SPSS 29. There are two tests must be done before analyzing the data. There are normality test and homogeneity test.

1. Normality Test

The normality test is used to determine whether the distribution is normal or not. The researcher used *Kolmogorov-Simirnov*. The data was calculated using SPSS 29. It is Statistical Program for Social Science that used to analyze statistic data with computer application. The criteria of acceptance and rejection of normality test are:

The distribution is normal, if $sig < 0.05$

The distribution is not normal, if $sig > 0.05$

2. Homogeneity Test

To test whether the variants of the two samples are homogeneous, the variants equality test is used. The researcher used Test

of Homogeneity of Variences with using SPSS 29. The criteria of acceptance and rejection of homogeneity test are:

If sig > 0. 05, the varience is homogeneous

If sig < 0.05, the varience is not homogeneous

3. Hypothesis Test

Researcher used the Independent Sample T-test using SPSS 29. The results can be seen from the mean score. The mean score will show whether there is a difference between mean score of the control class and mean score of the experimental class, which means that the method is useful or not. Table below is a table for interpreting the mean score.

Table III.5
Mean Score Interpretation

No.	Mean Score	Interpretation
1	0-29	Very Low
2	30-59	Low
3	60-89	High
4	90-100	Very High

Researchers must make a hypothesis from the data that has been analyzed by looking at the t_{count} and comparing it with the t_{table}. If $t_{count}> t_{table}$ means the alternative hypothesis is accepted, while if $t_{count}< t_{table}$ means the alternative hypothesis is rejected. By testing the hypothesis, the formulation of the problem will be answered based on making decision method based on data analysis.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher will explain the results of the research found, and will answer the questions from the formulation of the problem that has been written in chapter I. The result will be described based on the data that has been studied as follows:

A. Description of Data

1. The Description of Data before Using Tongue Twister Technique

    a. The Pre-Test Score of Experimental Class

As the experimental class, class XI MIA-1 was selected. The researcher recorded the sound of students saying /s/ and/ʃ/ sounds. After completion, the researcher analyzed the accuracy of the spoken sound and gave a score. Theresearcher calculated the overall score. Then, the researcher assessed or calculated the data by using a formula based on statistical formulas to describe student scores. The researcher obtained the mean, median, mode, range, minimum, maximum, variance, and standard deviation. This can be seen in the table below.

Table IV.1
Statistics of Pre-Test Experimental Class

No.	Pre-Test Experiment	Statistics
1	Mean	38.06
2	Median	35
3	Mode	30
4	Std. Deviation	21.474
5	Variance	461.129
6	Range	70
7	Minimum	10
8	Maximum	80
9	Sum	1180

The total score of the experimental class pre-test was 1180 out of 3100 or 38.06%, mean was 38.06, median was 35, mode was 30, range was 70, minimum score was 10 and maximum score was 80. The score of the pre-test can also be seen in the table below.

Table IV.2
Students' Pre-test Score in Experimental Class

Score	Frequency	Percent	Cumulative Percent
10	3	9.7	9.7
15	2	6.5	16.1
20	4	12.9	29.0
25	2	6.5	35.5
30	4	12.9	48.4
35	3	9.7	58.1
40	2	6.5	64.5
45	3	9.7	74.2
55	2	6.5	80.6
65	2	6.5	87.1
70	1	3.2	90.3
80	3	9.7	100.0
Total	31	100.0	

From the table above, there are 3 students who got a score of 10, 2 students got a score of 15, 4 students got a score of 20, 3 students got a score of 25, 5 students got a score of 30, 2 students got a score of 35, 2 students got a score of 40, 3 students got a score of 45, 2 students got a score of 55, 2 students got a score of 65, a student got a score of 70, and 3 students got a score of 80. The score could be applied into histogram as follow:
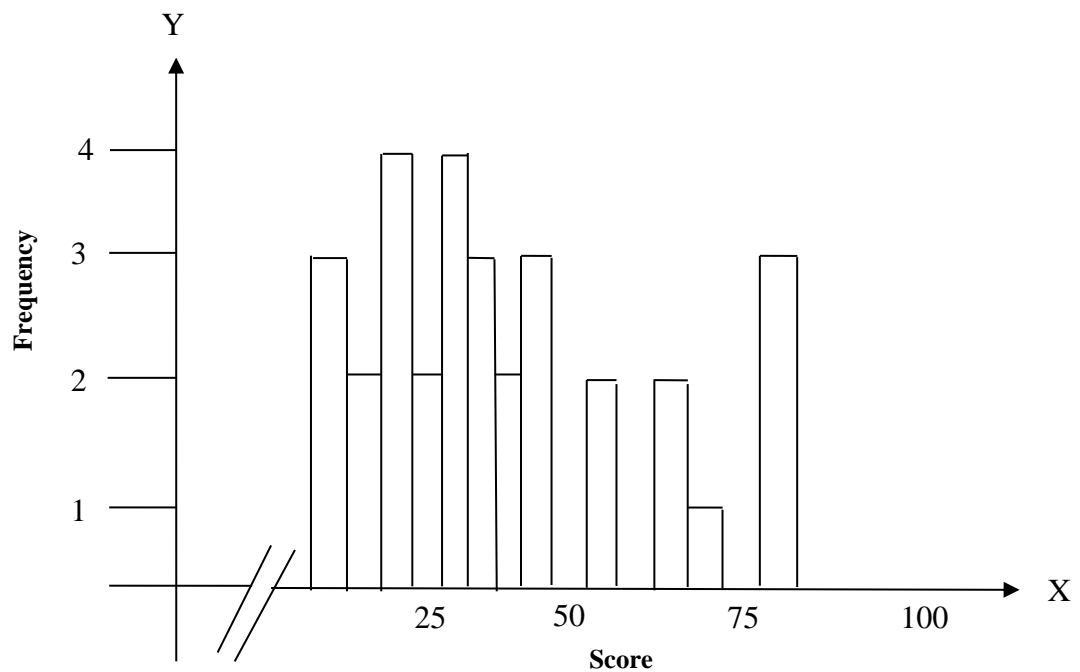
Figure IV. 1: The Pre-Test Score of Experimental Class

b. The Pre-Test Score of Control Class

As the control class, class XI MIA 4 was selected. Same as pre-test experiment, the researcher recorded the sound of students pronouncing /s/ and /ʃ/. After completion, the researcher analyzed the

accuracy of the spoken sound and gave a score. After that, the researcher calculated the overall score. Then, the researcher assessed or calculated the data using a formula based on statistical formulas to describe student scores. The researcher obtained the mean, median, mode, range, minimum, maximum, variance, and standard deviation. This will be illustrated in the table below.

Table IV.3
Statistics of Pre-Test Control Class

No.	Pre-Test Control	Statistics
1	Mean	31.61
2	Median	30
3	Mode	15
4	Std. Deviation	16.999
5	Variance	288.978
6	Range	55
7	Minimum	10
8	Maximum	65
9	Sum	980

The total score of the control class pre-test was 980 out of 3100 or 31.61%, mean was 31.61, median was 30, mode was 15, range was 55, minimum score was 10 and maximum score was 65. The score of pre-test control group can also be seen in the table below.

Table IV. 4
Students' Pretest Score in Control Class

Score	Frequency	Percent	Cumulative Percent
10	3	9.7	9.7
15	4	12.9	22.6
20	4	12.9	35.5
25	2	6.5	41.9
30	4	12.9	54.8
35	3	9.7	64.5
40	2	6.5	71.0
45	1	3.2	74.2
50	2	6.5	80.6
55	3	9.7	90.3
60	2	6.5	96.8
65	1	3.2	100.0
Total	31	100.0	

From the table above, there are 3 students who got a score of 10, 4 students got a score of 15, 4 students got a score of 20, 2 students got a score of 25, 4 students got a score of 30, 3 students got a score of 35, 2 students got a score of 40, a student got a score of 45, 2 students got a score of 50, 3 students got a score of 55, 2 student got a score of 60, and a student got a score of 65. The score could be applied into histogram as follow:
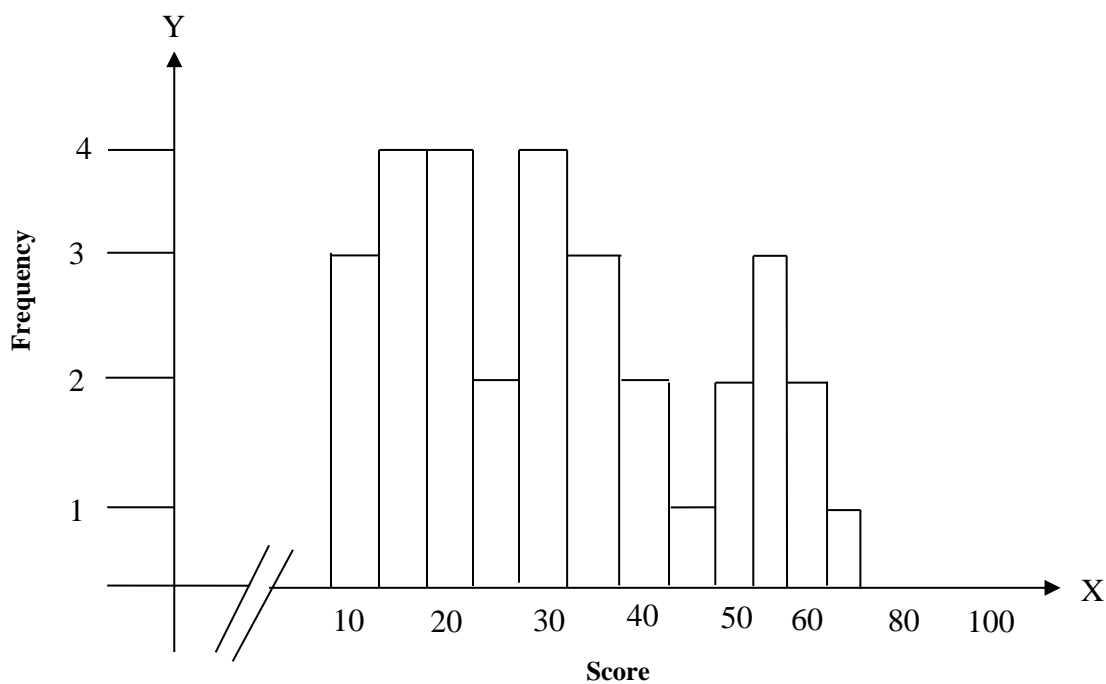
Figure IV.2: The Pre-Test Score of Control Class

2. The Description of Data after Using Tongue Twister Technique

a. The Post-Test Score of Experimental Class

After the pre-test, the experimental class was given treatment with the Tongue Twister Technique. Then, students were given a post-test. After that, the researcher recorded the sound of students saying /s/ and /ʃ/. After completion, the researcher analyzed the accuracy of the sound spoken and gave a score. The statistical of post-test experimental class can be presented in the following table.

Table IV.5
Statistics of the Post-Test Experimental Class

No.	Post-Test Experiment	Statistics
1	Mean	74.35
2	Median	75

No.	Post-Test Experiment	Statistics
3	Mode	70
4	Std. Deviation	13.400
5	Variance	179.570
6	Range	50
7	Minimum	50
8	Maximum	100
9	Sum	2305

From the table above, the total score of the experimental class post-test was 2305 out of 3100 or 74.35%, mean was 74.35, median was 75, mode was 70, range was 50, minimum score was 50 and maximum score was 100. The scores can also be seen in the table below.

Table IV.6
Students' Posttest Score in Experimental Class

Score	Frequency	Percent	Cumulative Percent
50	2	6.5	6.5
55	1	3.2	9.7
60	2	6.5	16.1
65	4	12.9	29.0
70	6	19.4	48.4
75	4	12.9	61.3
80	6	19.4	80.6
85	1	3.2	83.9
90	1	3.2	87.1
95	1	3.2	90.3
100	3	9.7	100.0
Total	31	100.0	

From the table above, there are 2 students who got a score of 50, a student got a score of 55, 2 students got a score of 60, 4 students got a score of 65, 6 students got a score of 70, 4 students got a score of 75, 6 students

got a score of 80, a student got a score of 85, a student got a score of 90, a student got a score of 95, and 3 students got a score of 100. The scores could be applied into histogram as follow:
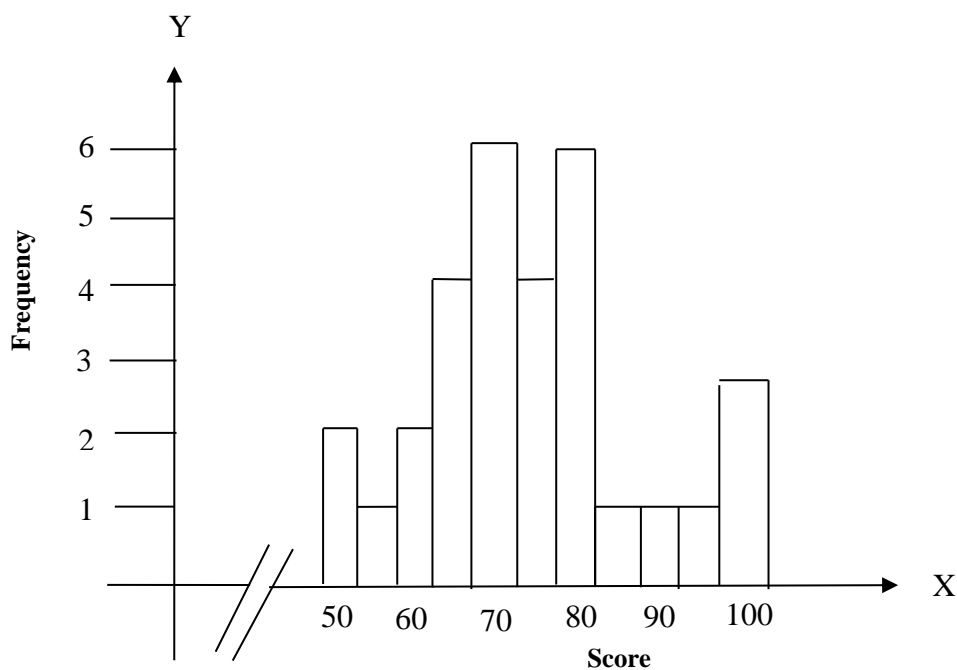
Figure IV.3: The Post-Test Score of Experimental Class

b. The Post-Test Score of Control Class

After the test results in the control class, the researcher conducted a reassessment of the students' ability to pronounce s/ and/ʃ/, by recording the students' voices and analyzing the accuracy in pronunciation. The post-test scores in the control class can be presented in the following table.

Table IV.7
Statistics of the Post-Test Control Class

No.	Post-Test Experiment	Statistics
1	Mean	56.61
2	Median	55
3	Mode	50
4	Std. Deviation	14.910
5	Variance	222.312
6	Range	50
7	Minimum	30
8	Maximum	80
9	Sum	1755

From the table above, the total score of the experimental class post-test was 1755 out of 3100 or 56.45%, mean was 56.61, median was 55, mode was 50, range was 50, minimum score was 30, and maximum score was 80. The scores can also be seen in the table below.

Table IV. 8
Students' Posttest Score in Control Class

Score	Frequency	Percent	Cumulative Percent
30	2	6.5	6.5
35	3	9.7	16.1
40	1	3.2	19.4
45	3	9.7	29.0
50	4	12.9	41.9
55	3	9.7	51.6
60	2	6.5	58.1
65	4	12.9	71.0
70	4	12.9	83.9
75	3	9.7	93.5
80	2	6.5	100.0
Total	31	100.0	

From the table above, there are 2 students who got a score of 30, 3 students got a score of 35, a student got a score of 40, 3 students got a score of 45, 4 students got a score of 50, 3 students got a score of 55, 2 students got a score of 60, 4 students got a score of 65, 4 students got a score of 70, 3 students got a score of 75, and 2 students got a score of 80. The score could be applied into table as follow:
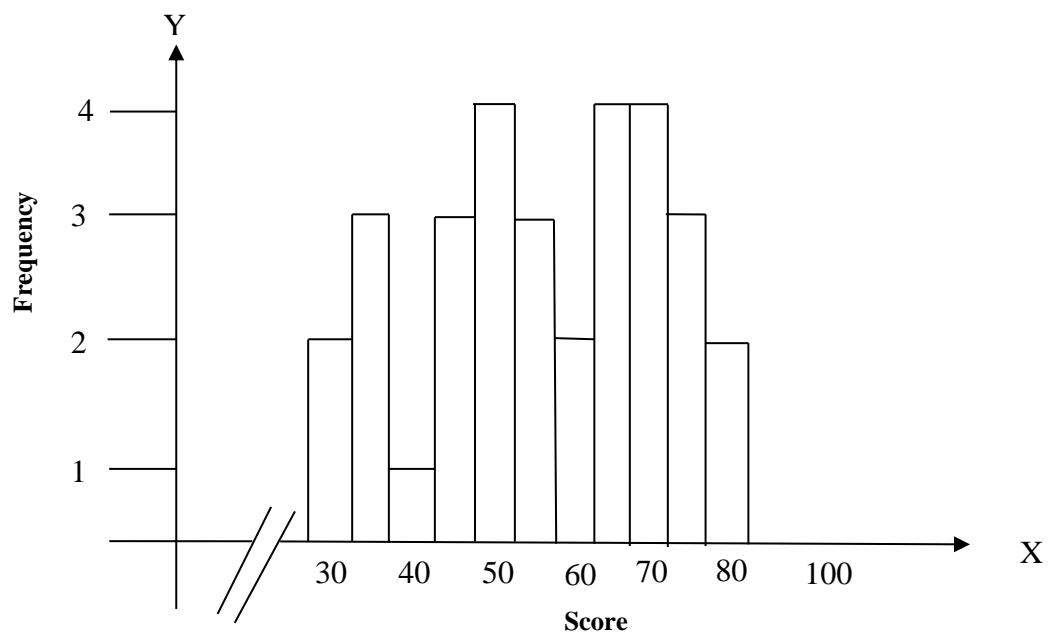
Figure IV.4: The Post-Test Score of Control Class

3. **Description of Comparison Score of Pre-Test and Post-Test**

   a. **Comparison Score of Pre-Test and Post-Test in Experimental Class**

   The test results conducted before and after the tongue twister technique to pronounce the sound /s/ and /ʃ/ have a significant difference. To see the difference, the researcher presented the score of pre-test and post-test in the table below.

Table IV.9
Data Comparison for Pre-Test and Post-Test in Experimental Class

No.	Description	Pre-Test	Post-Test
1	Mean	38.06	74.35
2	Median	35	75
3	Mode	30	70
4	Std. Deviation	21.474	13.400
5	Variance	461.129	179.570
6	Range	70	50
7	Minimum	10	50
8	Maximum	80	100
9	Sum	1180	2305

From the table above we can see that the pre-test and post-test are very different. In the pre-test mean score was 38.06 or 38.06%, but in the post-test, it was 74.35 or 74.35%. The minimum score (lowest score) in the pre-test was 10 and the post-test was 50. Furthermore, the maximum score (highest score) in the pre-test was 80 while in the post-test the highest score was 100.

   b. **Comparison Score of Pre-Test and Post-Test in Control Class**

   After conduvting the pre-test and post-test in the control claa, the researcher compared the score results on the pre-test and post-test in the

table below.

Table IV.10
Data Comparison for Pre-Test and Post-Test in Control Class

No.	Description	Pre-Test	Post-Test
1	Mean	31.61	56.61
2	Median	30	55
3	Mode	15	50
4	Std. Deviation	16.999	14.910
5	Variance	288.978	222.312
6	Range	55	50
7	Minimum	10	30
8	Maximum	65	80
9	Sum	980	1755

From the chart above we can see that the pre-test and post-test are very different. In the pre-test mean score was 31.61 or 31.61 %, but in the post-test, it was 56.61 or 56.61%. The minimum score (lowest score) in the pre-test was 10 and the post-test was 30. Furthermore, the maximum score (highest score) in the pre-test was 60 while in the post-test the highest score was 80.

B. Data Analysis

The t-test can be calculated if the data is normal and homogeneous. Therefore, before calculating the t-test, researcher calculated the normality test and homogeneity test first as a requirement for calculating the t-test.

1. Requirement for T-Test

   a. Normality Test

   The normality test in this research used *Kolmogorov-Simirnov*. The data was calculated using SPSS 29. The result of normality test can be

seen in the table below.

Table IV.11
Test of Normality

Class	df	Sig
Pre-Test Experiment	31	0.142
Post-Test Experiment	31	0.105
Pre-Test Control	31	0.127
Post-Test Control	31	0.177

From the table test of normality above, can be seen that the significances of pre-test experiment, post-test experiment, pre-test control, post-test control is higher than 0.05, where pre-test experiment is $0.142 > 0.05$, post-test experiment is $0.105 > 0.05$, pre-test control is $0.127 > 0.05$, post-test control is $0.177 > 0.05$. It means that the data is normal

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS version 29. The result in calculating the data can be seen in the table below.

Table IV.12
Homogeneity Test of the Variance

	Levene Statistic	Df1	Df2	Sig.
Based on Mean	1.460	1	60	0.261
Based on Median	1.382	1	60	0.277
Based on Median and with adjusted df	1.382	1	59.750	0.277
Based on trimmed mean	1.465	1	60	0.260

From the table of homogeneity test of the variance, based on

mean of post-test experimental class and post-test control class, sig is 0.261, where $0.261 > 0.05$. It means that the variances are homogeneous.

2. The Hypothesis Test

Based on the results of the data analysis requirements test, both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the Independent Sample T-test. Researchers used the SPSS version 29 application to calculate the hypothesis statistically. To see the effect of tongue twister technique in pronouncing the sound /s/ and /ʃ/. The researcher presented the data in the table below.

Table IV.13
Hypothesis Test

	Levene's Test for Equality of Variances		T-test for Equality of Means							
	F	Sig.	T	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances assumed	1.285	0.261	4.928	60	.000	17.742	3.601	10.540	24.944
Equal Variances not assumed			4.928	59.329	.000	17.742	3.601	10.538	24.946

From the table above, the t_{count} is 4.928. To find out whether the hypothesis alternative is accepted or not, the researcher looked at the t_{table} with a significance level of 0.05. The t_{table} is 2.00. This means that $t_{count} > t_{table}$ (4.928>2.00). Therefore, the hypothesis alternative (H_a) is accepted, and hypothesis null (H_0) is rejected. This means that "There is a significant effect of tongue twister technique in pronouncing /s/ and /ʃ/sounds at the XI grade students of SMAN 4 Padangsidimpuan".

C. Result and Discussion

The result of this research will answer the questions from the formulations of the problem that has been written in chapter I. The result is described as follows:

1. After conducting the research, the researcher found that the mean score of experimental class students before (pre-test) being given the action of the tongue twister technique was 38.06 out of 100 or 38.06%. It can be concluded that the mean score of experimental class before using tongue twister technique was still low.

2. Students mean score post-test was 74. 35 out of 100 or 74.35%. There was an increase in the mean score of students, from 38.06 to 74.35, the increase was 36.29%. Hence, the mean score of experimental class after using tongue twister technique higher than the mean score of experimental class before using tongue twister technique.

3. After calculating the t-test with a significance level of 0.05, researcher found that $tc_{ount} > t_{table}$ (4.928 > 2.00). It means that the hypothesis alternative (H_a) is accepted, and hypothesis null (H_0) is rejected. This means that "There is a significant effect of tongue twister technique in pronouncing /s/ and /ʃ/sounds at the XI grade students of SMAN 4 Padangsidimpuan".

From the explanation above, students' pronunciation in pronouncing the /s/ and /ʃ/ sounds before using the tongue twister technique was still low. Then increased after learning using the tongue twister technique. Hence, there was a significant effect on the use of tongue twister technique. That is way, the formulations of the problem have been answered.

Based on the results of the data analysis in this research which has been described previously, the researcher proves the theory of Bailey and Savage who said that Tongue Twister is a technique designed to strengthen the English sounds that students have learned through practice[1]. This is proven by the mean score of students increasing as much as 36.29% after being given tongue twister treatment. Therefore, Tongue Twister Technique is very useful technique in learning the pronunciation of /s/ and /ʃ/ sounds.

After getting the result, researcher compares the result with previous research. First, research enhanced by Sari, et al. Based on the results of their research from the data calculation and analysis, the mean score for the pre-

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[1]Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, *Alexandria: VA: TESOL* (Bloomington: Teachers of English to Speakers of Other Languages, Inc., 1994).

test in experimental class was 3.98 while in this research was 38.06. the post-test was 7.85 while in this research 74.35. Thus, from their claculation, students' pronunciation improved by 3.87 points or 32.71%[2], while in this research improved 36.29%.

Second, Tongue Twister Technique has been designed with the same design by Haz, et al[3]. It can be seen from the test results, where the mean score post-test score was higher than the pre-test (60>55), and (75>65). There is difference in the score obtained by this research (74.35>38.06). Besides, there are differences in the focus of the research and also the instruments given, so that the scores are different.

From the research results mentioned earlier, all have the same results that is evident that students who were taught with the Tongue Twister Technique get better result than students taught with conventional technique. Moreover, the researcher found that all related findings support this study.

Additionally, after conducting research and obtaining research results, this thesis has novelty from previous research. This research focuses

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[2]Novita Teka Sari, Luwandi Suhartono, and Wardah Wardah, "Teaching the Pronunciation of Digraph Sound Sh /ʃ/ Using Tongue Twistets To First Grade Students," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 11, no. 7 (2022): 469, https://doi.org/10.26418/jppk.v11i7.55947.

[3]Hamzah Haz, Nurul Imansari, and Nurhaeni Nurhaeni, "The Implementation of Tongue Twister Method to Improve Students' English Pronunciation," *Tekstual* 20, no. 2 (2022): 81, https://doi.org/10.33387/tekstual.v20i2.5286.

on /s/ and /ʃ/ sounds only, so the result of the research more accurate. Then, researcher found that Tongue Twister not only effect on junior high school but also senior high school.

From the explanation above, it can be concluded that the use of Tongue Twister Technique is very appropriate to improve students' pronunciation in pronouncing /s/ and /ʃ/ sound. In summary, it was found that there was a significant effect of using Tongue Twister Technique in pronouncing /s/ and /ʃ/ sounds.

D. The Threats of the Research

The research found some threats of the research as follows:

1. At the time of the research, the students were conducting a semester competition, so it was noisy outside the classroom.

2. Because the students at that school were conducting semester competition, the research time was limited.

CHAPTER V

CLOSING

A. Conclusion

After implementing this research, the researcher draws conclusion as the following:

1. The students' pronunciation in pronouncing /s/ and /ʃ/ sounds before learning by using Tongue Twister Technique at the XI Grade Students of SMAN 4 Padangsidimpuan was 38.06. It can be concluded that the mean score of experimental class before using tongue twister technique was still low.

2. The students' pronunciation in pronouncing /s/ and /ʃ/ sounds after learning by using Tongue Twister Technique at the XI Grade Students of SMAN 4 Padangsidimpuan was 74.35. It can be concluded that the mean score of experimental class before using tongue twister technique was high.

3. The result found that $tc_{ount} > t_{table}$ (4.928 > 2.00). It means there was a significant effect of Tongue twister Technique in pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan.

B. Implication

Based on the research conducted on "The Effect of Tongue Twister Technique in pronouncing /s/ and /ʃ/ sounds at the XI Grade Students of SMAN 4 Padangsidimpuan ". There are several implications obtained from the results

of the study, they are:

1. The results of this study can be used as a reference to use the tongue twister technique as one of the teaching technique to improve students' ability to pronounce the /s/ and /ʃ/ sounds.

2. This study can increase teachers' awareness about the importance of using tongue twister technique in teaching English.

3. The results of this study can improve the quality of English learning in Pronunciation at SMAN 4.

C. **Suggestion**

After finishing this research, the researcher got a lot of information and experience in learning English. The researcher would like to give some suggestions, such as:

1. For future researchers, to usethis technique with different types of sounds and use different research method.

2. For English teachers, this technique can be used to teach students in pronunciation

3. Teachers can use media such as videos or audio to help students understand and pronounce the /s/ and /ʃ/ sounds

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CURRICULUM VITAE

I. **Personal Identity**

    1. Name   : Mujahidah Rizki Sihombing
    2. Reg. Number   : 20 203 00034
    3. Gender   : Female
    4. Place/Date of Birth : Padangsidimpuan, 29 September 2002
    5. Child   : 4th child
    6. Nationality   : Indonesia
    7. Status   : Single
    8. Religion   : Islam
    9. Complete Address : Jl. Tanobato, No. 110, Padangsidimpuan Utara.
    10. No hp   : 081262280488
    11. E- Mail   : mujahidahrizki@gmail.com

II. **Parents**

    a. Father
        a. Name   : Alm. Hormat Sihombing
        b. Job   : -
        c. Address   : -
        d. Telp/hp   : -
    b. Mother
        a. Name   : Almh. Hafsah Siregar
        b. Job   : -
        c. Address   : -
        d. Telp/hp   : -

III. Educational Background

    1. Elementary School : SD Negeri 200113 Tanobato graduated in 2014
    2. Junior High School : MTsN 1 Padangsidimpuan graduated in 2017
    3. Senior High School : SMAN 4 Padangsidimpuan graduated in 2020
    4. College/Institute   : UIN Syekh Ali Hasan Ahmad Addary
       Padangsidimpuan

IV. Organization

    1. Yayasan Abulyatama Indonesia cabang Padangsidimpuan

RENCANA PELAKSANAAN PEMBELAJARAN
CONTROL CLASS

Sekolah   : **SMAN 4 Padangsidimpuan**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/ Semester   : **XI/2**

Materi Pokok   :**Teks Khusus dalam Bentuk Pemberitahuan**
(*Announcement*)

Skill Focus   : **Pronunciation**

Alokasi Waktu   : **2 x 45 menit**

A. Kompetensi Inti

1. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

2. **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

a. **3.8** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya

b. **4.11** Menangkap makna pemberitahuan(announcement)

c. **4.12** Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari pengumuman secara lisan dan tulis.

2. Memahami teks pemberitahuan (announcement) secara lisan, sederhana dengan fungsi sosial, struktur teks, dan unsur kebahasan yang tepat sesuai konteks.

3. Melatih mengucapkan /s/ and /ʃ/ melalui teks announcement

4. Mengucapkan /s/ and /ʃ/ dengan benar

D. Tujuan Pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari pengumuman secara lisan dan tulis

2. Menyajikan teks pemberitahuan (announcement) secara lisan, sederhana dengan fungsi sosial, struktur teks, dan unsur kebahasan yang tepat sesuai konteks.

3. Berlatih mengucapkan tongue twister

4. Mengucapkan huruf atau bunyi dengan benar

E. Metode Pembelajaran

1. Drilling

F. Media Pembelajaran

1. Papan tulis
2. Kertas

G. Sumber Pembelajaran

Buku Bahasa Inggris SMA

H. Langkah-langkah Aktivitas Pembelajaran

Activity	Time

1. Pre Activity
 	
  a. Guru menyapa siswa dan membuka pelajara
 	
  b. Guru mengecek kehadiran siswa
 	
  c. Memberikan apersepsi kepada peserta didik berdasarkan apa yang telah diketahui atau di alami dengan apa yang akan dipelajari
 	
  d. Guru menjelaskan tujuan pembelajaran hari ini
	10 minutes

2. Main Activity
 	
  a. Guru memberikan gambar yang berkaitan dengan Announcement Text dan guru bertanya mengenai gambar yang telah diberikan kepada peserta didik
 	
  b. Guru memberikan vocabulary builder kepada peserta didik sebelum membahas Announcement Text lebih jauh
 	
  c. Guru membaca kosakata yang ditulis, kemudian siswa mengulanginya
 	
  d. Guru memberikan materi Announcement Text yang akan ditulis; tujuan, manfaat, serta konteks sosialnya yang bisa ditemukan dalam kehidupan
	65 minutes

sehari-hari dengan memberikan penjelasan mengenai struktur teks, unsur kebahasaan Announcement Text e. Siswa diminta untuk membaca announcement yang telah ditulis di papan tulis f. Siswa mengidentifikasi kata-kata yang sulit untuk diucapkan g. Guru melatih siswa untuk melafalkan kata-kata dengan benar dengan teknik drilling		
3. Post Activity a. Guru memberikan umpan balik terkait dengan materi b. Guru menyampaikan rencana tindak lanjut pembelajaran berikutnya c. Guru menutup pelajaran	15 minutes	

I. Materi Pembelajaran

PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	:	/ ˈkæns ə l /
stadium	:	/ ˈsteɪdiəm /
approval	:	/ əˈpruːv ə l /
proceed	:	/ prəˈsiːd /

82   Kelas X SMA/MA/SMK/MAK

in accordance with	:	/ ɪn əˈkɔːd ə ns wɪθ /
unforeseen	:	/ ˌʌnfɔːˈsiːn /
a first-come basis	:	/ ə fɜːrst kʌm ˈbeɪsɪs /
tremendous	:	/ trɪˈmendəs /
registration fee	:	/ ˌredʒəˈstreɪʃ ə n fiː /
reserved	:	/ rɪˈzɜːvd /

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore
+ Write a Note

by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

(Taken from *http://www.dbsknights.net/2011/03/info-faith-d-entertainment-*

English Contest

British Council will hold an online competition to celebrate their second Anniversary.

It is your time to show off your skills! Students can compete in these performance categories:

1) Singing

2) Speech Competition

3) Traditional Dancing

4) Story telling

5) Writing short story

The event will be held on

Date   : December 12, 2024

Time   : 09.00 a.m. – 03.00 p.m

Join us now!

Students can register on our website at www.britishcouncilcompetition.com

For more information, contact Risna at 0812-2324-3536

Sincerely,

Hani

Project Officer of British Council 2024

J. Penilaian

1. Bentuk   : Tes Lisan

2. Teknik   : Siswa membaca 20 kata dalam bahasa Inggris yang mengandung sound /s/ and /ʃ/dan direkam dengan menggunakan alat perekam suara

3. Penilaian Tes

Penilaian tes yang digunakan adalah sebagai berikut:

   a. Setiap kata yang diucapkan dengan benar maka akan diberikan nilai 1. Tes ini terdiri dari 20 butir , maka skor tertinggi adalah 20. Kemudian nilai benar akan dikalikan 5 sehinggal total nilai tertinggi 100.

   b. Kata yang diucapkan salah akan diberi skor 0

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Sekolah	**: SMAN 4 Padangsidimpuan**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/ Semester	**: XI/2**
Materi Pokok	**:Teks Khusus dalam Bentuk Pemberitahuan(*Announcement*)**
Fokus Skill	**: Pronunciation**
Alokasi Waktu	**: 2 x 45 menit**

A. Kompetensi Inti

1. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

2. **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

a. **3.8** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement),

dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya

b. **4.11** Menangkap makna pemberitahuan(announcement)

c. **4.12** Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari pengumuman secara lisan dan tulis.

2. Memahami teks pemberitahuan (announcement) secara lisan, sederhana dengan fungsi sosial, struktur teks, dan unsur kebahasan yang tepat sesuai konteks.

3. Melatih pengucapkan bunyi /s/ and /ʃ/ melalui teks announcement

4. Mengucapkan huruf atau suara /s/ and /ʃ/ dengan benar

D. Tujuan Pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari pengumuman secara lisan dan tulis

2. Menyajikan teks pemberitahuan (announcement) secara lisan, sederhana dengan fungsi sosial, struktur teks, dan unsur kebahasan yang tepat sesuai konteks.

3. Berlatih mengucapkan tongue twister

4. Mengucapkan huruf atau bunyi dengan benar

E. Metode Pembelajaran

1. Tongue twister

F. Media Pembelajaran

1. Papan tulis

2. Kertas

G. Sumber Pembelajaran

Buku Bahasa Inggris SMA

H. Langkah-langkah Aktivitas Pembelajaran

Activity	Time

1. Pre Activity
 	
    a. Guru menyapa siswa dan membuka pelajaran
 	
    b. Guru mengecek kehadiran siswa
 	
    c. Memberikan apersepsi kepada peserta didik berdasarkan apa yang telah diketahui atau di alami dengan apa yang akan dipelajari
 	
    d. Guru menjelaskan tujuan pembelajaran hari ini
	10 minutes

2. Main Activity
 	
    a. Guru memberikan gambar yang berkaitan dengan Announcement Text dan guru bertanya mengenai gambar yang telah diberikan kepada peserta didik
 	
    b. Guru memberikan vocabulary builder kepada peserta didik sebelum membahas Announcement Text lebih jauh
 	
    c. Guru membaca kosakata yang ditulis, kemudian siswa mengulanginya
 	
    d. Guru memberikan materi Announcement Text yang akan ditulis; tujuan, manfaat, serta konteks sosialnya yang bisa ditemukan dalam kehidupan sehari-hari dengan memberikan penjelasan mengenai struktur teks, unsur kebahasaan Announcement Text
 	
    e. Siswa diminta untuk membaca announcement yang ada di dalam buku
	65 minutes

f. Siswa mengidentifikasi kata-kata yang sulit untuk diucapkan g. Guru memperkenalkan Tongue Twisters kepada siswa h. Guru menjelaskan dan memberikan contoh dari Tongue Twister i. Guru memperkenalkan bunyi-bunyi yang akan dipelajari siswa dan menuliskan simbol-simbolnya di papan tulis j. Guru meminta siswa untuk menyarankan kata-kata yang menggambarkan bunyi-bunyi berbeda yang tertulis di papan tulis. k. Guru membacakan kata-kata dengan keras kemudian siswa mendengarkan dengan seksamaGuru membagi kelas menjadi beberapa kelompok dan meminta setiap kelompok berdiri dalam satu barisan. l. Guru memberikan kalimat tongue twister kepada siswa pertama dalam setiap kelompok m. Guru menginstruksikan setiap siswa untuk mengulangi tongue twister kepada siswa berikutnya secara berurutan. n. Guru meminta siswa terakhir yang mendengar twister lidah untuk menuliskannya di papan tulis, lalu mengucapkannya.		
3. Post Activity a. Guru memberikan umpan balik terkait dengan materi	15 minutes	

b. Guru menyampaikan rencana tindak lanjut pembelajaran berikutnya c. Guru menutup pelajaran	

I. Materi Pembelajaran

PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	: / 'kæns ə l /
stadium	: / 'steɪdiəm /
approval	: / ə'pruːv ə l /
proceed	: / prə'siːd /

in accordance with	: / ɪn ə'kɔːd ə ns wɪθ /
unforeseen	: / ˌʌnfɔː'siːn /
a first-come basis	: / ə fɜːrst kʌm 'beɪsɪs /
tremendous	: / trɪ'mendəs /
registration fee	: / ˌredʒə'streɪʃ ə n fiː /
reserved	: / rɪ'zɜːvd /

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore   + Write a Note
by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

(Taken from *http://www.dbsknights.net/2011/03/info-faith-d-entertainment-*

English Contest

British Council will hold an online competition to celebrate their second Anniversary.

It is your time to show off your skills! Students can compete in these performance categories:

1) Singing
2) Speech Competition
3) Traditional Dancing
4) Story telling
5) Writing short story

The event will be held on

Date   : December 12, 2024

Time   : 09.00 a.m. – 03.00 p.m

Join us now!

Students can register on our website at www.britishcouncilcompetition.com

For more information, contact Risna at 0812-2324-3536

Sincerely,

Hani

Project Officer of British Council 2024

Tongue Twisters
1. She sells sea shells by the sea shore
2. The sun shines on the shop signs
3. I saw Susan sitting in a shoe shop
4. Sheep should sleep in a shed
5. She said she should sit

J. Penilaian

4. Bentuk : Tes Lisan

5. Teknik : Siswa membaca 20 kata dalam bahasa Inggris yang mengandung sound /s/ and /ʃ/ dan direkam dengan menggunakan alat perekam suara

6. Pedoman penskoran

   Pedoman penskoran tes yang digunakan adalah sebagai berikut:

   a. Setiap kata yang diucapkan dengan benar maka akan diberikan nilai 1. Tes ini terdiri dari 20 butir , maka jumlah benar tertinggi adalah 20. Kemudian, jumlah benar dikali 5, sehingga nilai tertinggi adalah 100.

   b. Kata yang diucapkan salah akan diberi skor 0.

APPENDIX III

Instrument for Pre-Test

1. She

2. Shape

3. Fish

4. Shy

5. Shock

6. Shame

7. Short

8. Shells

9. Shirt

10. Shine

11. Ship

12. Shoot

13. Wash

14. Shop

15. Dish

16. Cash

17. Wish

18. Should

19. Sheet

20. Push

APPENDIX VI

Pre-Test Experimental Class

No	Name	Items																				Sum	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		(x5)
1	AJR	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2	10
2	ARA	1	0	0	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	0	9	45
3	A	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	6	30
4	AHM	1	0	0	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	7	35
5	ALS	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	0	0	11	55
6	AIM	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	14	70
7	AT	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	4	20
8	BRH	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	0	11	55
9	CAH	0	0	0	0	1	1	1	0	0	0	0	1	1	1	0	0	0	1	1	0	9	45
10	DVP	0	0	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	6	30
11	DLG	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	3	15

No	Name	Items																				Sum	Total (x5)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
12	FP	1	0	0	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	1	0	8	40
13	GES	1	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	6	30
14	GTS	0	0	1	1	1	0	1	0	0	1	0	0	0	1	0	0	0	1	1	0	9	45
15	GNM	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	6	30
16	HN	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	4	20
17	LAT	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3	15
18	LPP	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	8	40
19	MRF	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	4	20
20	MCS	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	13	65
21	NSP	0	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	5	25
22	NLR	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	16	80
23	NI	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	10
24	NSH	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	6	30

No	Name	Items																				Sum	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		(x5)
25	RD	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	13	65
26	RS	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	16	80
27	RA	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2	10
28	SR	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	5	25
29	SR	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	7	35
30	SJ	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	16	80
31	TSR	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	4	20

APPENDIX V

Pre-Test Control Class

No	Name	Items																				Sum	Total(x5)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ATP	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	4	20
2	AIB	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2	10
3	AYR	0	1	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	8	40
4	ASS	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	3	15
5	AP	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	4	20
6	AEY	0	1	0	1	1	1	0	0	1	0	0	1	1	1	0	0	0	1	1	0	10	50
7	DR	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	1	0	7	35
8	EFR	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	13	65
9	FR	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	3	15
10	FAM	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	6	30
11	FH	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	0	7	35
12	FD	1	1	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	1	0	10	50

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Sum	Total(x5)
13	HN	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	5	25
14	IHI	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	2	10
15	LN	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	7	35
16	LNL	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	4	20
17	MHH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	10
18	MRS	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	0	0	11	55
19	NV	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	1	0	12	60
20	NN	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	3	15
21	NRR	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	0	6	30
22	NAD	1	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	1	1	0	11	55
23	PNH	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3	15
24	RIP	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	6	30
25	RAW	0	1	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	5	25
26	RFH	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3	15

No	Name	Items																				Sum	Total(x5)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
27	RSH	1	1	0	1	0	0	1	0	0	1	0	1	0	0	0	0	1	1	1	0	9	45
28	RPY	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	6	30
29	SR	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	1	1	0	12	60
30	WSP	1	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	1	1	0	11	55
31	YS	0	1	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	0	8	40

APPENDIX VI

Instrument for Post-Test

Please pronounce these words correctly!

1. English
2. She
3. Shape
4. British
5. Shy
6. Shock
7. Shame
8. Short
9. Trash
10. Shirt
11. Shine
12. Ship
13. Shoot
14. Wash
15. Shop
16. Dish
17. Cash
18. Wish
19. Should
20. Push

APPENDIX VII

Post-test Experiment Class

No	Name	Items																				Sum	Total (x5)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	AJR	0	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	13	65
2	ARA	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	15	75
3	A	1	1	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	14	70
4	AHM	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	15	75
5	ALS	1	1	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	14	70
6	AIM	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	17	85
7	AT	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	15	75
8	BRH	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	16	80
9	CAH	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	16	80
10	DVP	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	14	70

11	DLG	0	1	0	0	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	0	10	50
12	FP	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	16	80
13	GES	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	0	10	50
14	GTS	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	16	80
15	GNM	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	13	65
16	HN	0	1	0	0	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	0	11	55
17	LAT	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	0	13	65
18	LPP	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	14	70
19	MRF	0	1	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	0	12	60
20	MCS	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	16	80
21	NSP	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	14	70
22	NLR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
23	NI	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	0	13	65
24	NSH	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	18	90
25	RD	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
26	RS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100

27	RA	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	15	75
28	SR	0	1	1	0	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	12	60
29	SR	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	16	80
30	SJ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
31	TSR	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	14	70

APPENDIX VIII

Post-Test Control Class

No	Name	Items																				Sum	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		(x5)
1	ATP	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0	0	7	35
2	AIB	0	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	6	30
3	AYR	1	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	10	50
4	ASS	0	1	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	7	35
5	AP	0	1	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	1	0	6	30
6	AEY	0	1	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	10	50
7	DR	1	1	1	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	1	0	10	50
8	EFR	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	16	80
9	FR	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	10	50
10	FAM	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	0	11	55
11	FH	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	13	65

No	Name	Items																				Sum	Total (x5)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
12	FD	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	15	75
13	HN	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	14	70
14	IHI	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	10	50
15	LN	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	13	65
16	LNL	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	12	60
17	MHH	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	12	60
18	MRS	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	14	70
19	NV	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	13	65
20	NN	0	1	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	9	45
21	NRR	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	11	55
22	NAD	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	16	80
23	PNH	0	1	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	9	45
24	RIP	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	0	9	45

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Sum	Total (x5)
25	RAW	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	0	7	35
26	RFH	0	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0	8	40
27	RSH	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	14	70
28	RPY	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	0	0	0	1	0	11	55
29	SR	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	15	75
30	WSP	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	14	70
31	YS	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	13	65

APPENDIX IX

Score of Experimental Class

No.	Name	Pre-Test	Post-Test
1	AJR	10	65
2	ARA	45	75
3	A	30	70
4	AHM	35	75
5	ALS	55	70
6	AIM	70	85
7	AT	20	75
8	BRH	55	80
9	CAH	45	80
10	DVP	30	70
11	DLG	15	50
12	FP	40	80
13	GES	30	50
14	GTS	45	80
15	GNM	30	65
16	HN	20	55
17	LAT	15	65
18	LPP	40	70
19	MRF	20	60
20	MCS	65	80
21	NSP	25	70
22	NLR	80	100
23	NI	10	65
24	NSH	30	90

25	RD	65	95
26	RS	80	100
27	RA	10	75
28	SR	25	60
29	SR	35	80
30	SJ	80	100
31	TSR	20	70

APPENDIX X

Score of Control Class

No.	Name	Pre-Test	Post-Test
1	ATP	20	35
2	AIB	10	30
3	AYR	40	50
4	ASS	15	35
5	AP	20	30
6	AEY	50	50
7	DR	35	50
8	EFR	65	80
9	FR	15	50
10	FAM	30	55
11	FH	35	65
12	FD	50	75
13	HN	25	70
14	IHI	10	50
15	LN	35	65
16	LNL	20	60
17	MHH	10	60
18	MRS	55	70
19	NV	60	65
20	NN	15	45
21	NRR	30	55
22	NAD	55	80
23	PNH	15	45
24	RIP	30	45

25	RAW	25	35
26	RFH	15	40
27	RSH	45	70
28	RPY	30	55
29	SR	60	75
30	WSP	55	70
31	YS	40	65

APPENDIX XI

Validity of the Test

Responden	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15
1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	0
2	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0
3	1	0	0	0	1	1	1	1	0	1	1	0	1	0	0
4	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0
7	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1
8	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1
9	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
10	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0
11	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
12	1	0	0	0	0	1	1	1	1	1	1	0	1	0	0
13	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1
14	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
15	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
16	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1
17	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
18	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1

Responden	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15
19	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0
20	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1
21	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
22	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0
23	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
24	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
25	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0
R Tabel	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396
R Hitung	0,02	0,21	0,65	0,61	0,76	0,18	0,28	0,73	0,31	-0,22	0,24	0,72	0,15	0,83	0,54
Keterangan	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid
Varians	0,11	0,19	0,11	0,23	0,24	0,08	0,14	0,21	0,19	0,08	0,11	0,23	0,08	0,19	0,23

X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	X31	X32
1	1	0	0	1	0	0	1	1	0	0	0	1	0	1	1	0
1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1
0	1	1	0	1	0	1	0	1	0	0	0	0	1	1	1	0
1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1
1	0	0	1	0	0	1	1	1	0	0	0	0	0	0	1	0
1	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0
1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1
1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0
1	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	1
1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0
1	1	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0
1	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	1
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0
1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0
1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	1	1
1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0

X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	X31	X32
1	1	1	0	1	0	0	1	1	0	0	1	0	0	0	1	0
1	1	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0
1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	1
1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1
0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396
0,20	-0,05	0,64	0,39	0,19	0,63	0,51	0,29	0,27	0,69	0,78	0,59	0,83	0,74	0,55	0,33	0,61
Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid
0,04	0,11	0,23	0,25	0,21	0,24	0,26	0,11	0,14	0,25	0,23	0,21	0,24	0,25	0,26	0,14	0,26

X33	X34	X35	X36	X37	X38	X39	X40	X41	X42	X43	X44	X45	X46	X47	X48	X49	X50	TOTAL
1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	27
1	1	1	0	0	0	0	0	1	1	0	1	1	0	1	0	0	1	20
1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	37
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	46
1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	43
1	1	0	1	0	0	1	0	0	0	0	1	1	0	1	0	0	1	20
1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	25
1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	1	23
1	0	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	0	20
1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	40
1	1	0	1	0	0	1	0	1	0	0	1	1	0	1	0	0	1	22
1	0	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	1	25
1	1	0	1	0	0	1	0	0	1	0	1	1	0	1	0	1	0	31
1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	1	24
1	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	1	1	22
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	44
1	1	0	1	0	0	1	0	1	1	0	1	0	0	1	0	0	1	21
1	1	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1	1	27
1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	0	0	0	26

X33	X34	X35	X36	X37	X38	X39	X40	X41	X42	X43	X44	X45	X46	X47	X48	X49	X50	TOTAL
1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	**40**
1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	0	0	0	**22**
1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1	**23**
1	1	0	1	0	0	1	0	0	0	0	1	1	0	1	0	1	1	**22**
0	1	1	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	**20**
1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	1	0	**35**
0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	
0,20	0,26	0,51	0,29	0,47	0,72	0,20	0,61	0,07	0,07	0,69	-0,16	0,18	0,50	-0,36	0,53	0,55	-0,36	
Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	
0,04	0,11	0,26	0,17	0,14	0,23	0,04	0,23	0,17	0,19	0,19	0,04	0,17	0,11	0,04	0,11	0,24	0,23	

	KRITERIA PENGUJIAN	
Nilai Acuan	Nilai Cornbach's Alpha	Kesimpulan
0,7	0,884912928	**RELIABEL**

Documentation

Pre-Test in Control Class

Pre-test in Experimental Class

Treatment in Experimental Class

Post-test in Control Class

Post test in Experimental Class