

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. General Descriptions of Mts Annur Daren Nalumsari Jepara

#### 1. The History of the Establishment of MTs Annur Daren

The development of science and technology will have a positive and negative impact on people's lives. This is the realization of globalization. Globalization will change the character, soul, and way of loving humans in all aspects of life, both now and in the future. In addition, additional practical activities require a series of teaching and learning activities to develop children and descendants of the nation who are knowledgeable, skilled, virtuous, independent, responsible, and devoted to God. All members and educators in MTs Annur Daren Nalumsari Jepara always try to face globalization and equip themselves with sufficient knowledge. The school sends teachers to participate in scientific activities organized by local and national governments, such as workshops, escalations, discussions, training, and more. The participation of this activity is towards the unitary education level curriculum, but MTs Annur Daren realizes that the school still has many shortcomings in various fields of development planning. MTs Annur Daren will continue to strive to improve quality to face and manage a competitive future as an efficient and effective Islamic boarding school so that it can provide a better education.

Based on the things mentioned above, the Annur Islamic education foundation established MTs Annur Daren on August 1, 1982. The development was strengthened by notary number 63 on April 23, 1983. The purpose of establishing this Islamic junior high school is to provide accommodation for graduates of Islamic Elementary School and Elementary School on Nalumsari Street who cannot continue their studies at expensive schools. The society in Nalumsari is very interested in religious education, especially at the highest level. For this reason, the Annur

Islamic Education Foundation immediately established a junior secondary education institution in Jepara.

The following is the first line-up of MTs Annur Daren:

Advisor	: Daren Village Chief
Supervisor	: H. Shofwan
Chairman	: K. Mahfudz
Vice Chairman	: Masruchan Hz
Secretary	: Machmudi, Masrukhan
Education Section	: Abdul Manaf, BA
Business Section	: H Teguh
Infrastructure Section	: Sartono
Public Relations Section	: H Yasin

Annur Islamic Education Foundation in carrying out their activities based on Pancasila and Ahlus Sunnah wal Jama'ah. The foundation has a goal of building and advancing the community in the education sector. They hope that the community will become good citizens who are capable and responsible for religious education institutions, the nation, and the state.

Annur Islamic Education Foundation manages several educational institutions, including:

- a. Madrasah Diniyah Annur
- b. Madrasah Ibtidaiyah Annur was founded in 1947
- c. Madrasah Tsanawiyah Annur established on August 1, 1982
- d. Madrasah Aliyah Annur established on June 1, 1985

## 2. The Vision and Mission of MTs Annur Daren

### Vision

Empowering this Islamic junior high school as a center of human excellence that prepares and develops reliable and quality resources.

### Mission

Organizing quality-oriented education, verbally, scientifically and socially, so that it can prepare a generation that has quality and character.

## 3. Identity of MTs Annur Daren

The name of the Islamic junior high school : MTs Annur

NSM 12123323000018

NPSN 20364272

Islamic Junior High School's address: Jl. Raya Rahayu No.  
5 Daren Nalumsari Jepara

Since : 1982  
 Operating Year: : 1982  
 Status : Accredited A  
 Charter Number : Dp.008961/ 7 November 2008  
 Study Duration : From 7 p.m. to 12 p.m.  
 Building : 9 classrooms  
 Zip Code : 59466  
 Village : Daren  
 Sub-district : Nalumsari  
 Regency : Jepara  
 Province : Jawa Tengah

#### 4. Facilities of MTs Annur Daren

In educational institutions, facilities and infrastructure are critical components for achieving teaching and learning goals. Based on observational data conducted by the researcher, the state of facilities and infrastructure at MTs Annur Daren is adequate to support the implementation of the teaching and learning process properly. MTs Annur Daren use facilities and infrastructure in the form of physical facilities. The Annur Islamic Education Foundation has ownership rights to these facilities and infrastructure, but the authority to use them has been fully granted to MTs Annur Daren.

Surface area : 5777.49  
 Building area : 786  
 Land status : *Waqf*

Below are the facilities at MTs. Annur Daren.

No	Facilities	Total
1.	Building	1 unit
2.	Classroom	9
3.	Headmasters' Room	1
4.	Teacher's Room	1
5.	UKS Room	1
6.	BK Room	1

7.	Laboratory Room	1
8.	Library	1
9.	Administration Room	1
10.	Committee Room	1
11.	Prayer Room	1
12.	Sitting Room	2
11.	Computer Room	1
13.	Multimedia Room	1
14.	Restroom	11
15.	phone	1
16.	Stencil	1
17.	Typewriter	2
18.	Laptop	31 unit
19.	Computer	3 unit
20.	Printer	2
21.	field	1
22.	Sound system	5

Table 1: Facilities at MTs Annur Daren

### 5. Geographical Location of MTs Annur Daren

Mts Annur Daren has a land area of around 4777.49. The building area is 786. The status of the land is waqf. The location of the event is on Mayong Gebog Street, Kudus Regency. The boundaries of the area are as follows:

- a. North side : MA Annur
- b. East side : MTs Annur
- c. South side : Village
- d. West side : Village

### 6. Teacher and Employee Education Data

Teacher is one of the indicators of the success in the teaching and learning process. MTs Annur Daren in 2022 has a total of 26 teachers and staff with different educational

backgrounds. All the teacher are non-PNS. There are 22 teachers with S1 educational backgrounds, 1 teacher with S2/S3 educational background and 2 employees with senior high school educational background. The following are the table lists.

No	Background of The Education	Teacher	Total
1.	S2/S3	1	
2.	S1	23	
3.	SARMUD	-	
4.	D2/D3	-	
5.	SLTA/D1	2	
Totals		26	26

Table 2: The education data of teacher and employee

### 7. Total Students

Students are individuals who get educational facilities according to their abilities to grow and develop well and feel comfortable during the learning process. In this year, the total of students at MTs Annur Daren are 240 students. It is divided into 9 classes. In each stage of class, there are 3 *Rombels*. In Indonesian *Rombel* is a group of students enrolled in each class.

No	Class	Total of Students	Total of <i>Rombel</i>
1.	VII	83	3
2.	VIII	94	3
3.	IX	63	3
Totals		240	9

Table 3: Total of the students

### B. Research Results

Based on the study that was conducted by the researcher on July 19, 2022 at MTs Annur Daren Nalumsari Jepara, learning

English refers to the 2013 curriculum. Mrs. Sulasmi, as an English teacher, chose an interesting method to improve students' pronunciation skills. The teacher uses the tongue twister method to help students practice pronouncing words that are unfamiliar to them. As an English teacher at MTs Annur Daren Nalumsari Jepara explained that the process of learning English is different from the process of learning in other subjects because English is not our first language. Sometimes it might be challenging for students to accept and understand English sentences. To deal with this, a teacher must try to find interesting ways so that students do not feel bored during the learning process and she use the tongue twister method to improve students' pronunciation skills.<sup>1</sup> The researcher discovered some findings in this study, including:

### **1. The Use of Tongue Twister Method at MTs Annur Daren Nalumsari Jepara**

The English teacher at MTs Annur Daren uses tongue twisters as a warm-up before starting the learning process. She gives a warm-up tongue twister to the students for fifteen minutes. She uses tongue twisters as a method so that students can improve their pronunciation skills.<sup>2</sup> Meanwhile, the English teacher also explained that she chooses to use steps in dictogloss to apply the tongue twister method because this step trains students to work together to achieve common goal. By using the steps of dictogloss in implementing Tongue Twister, students can not only improve their pronunciation skills but they can cover a variety of English skills. They can write, read and listen. Listening itself means receptive. It means that students not only hear the sounds of language but also understand them.<sup>3</sup>

The English teacher explains the steps that she uses in applying the tongue twister method. As described in the interview, Mrs. Sulasmi said:

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<sup>1</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>2</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>3</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

“For the first step, I prepare the text for the students. I apply a tongue twister method by giving text to students. The text contains twisted sentences. Then I divide the students into several small groups. It can help them to solve the problems with their groups and they can work together with one another”.<sup>4</sup>

The statement above, supported by the opinion of the students at MTs Annur Daren. Student A said that:

“I usually learn tongue twisters by listening the teacher read the text and then interpreting it. It is encouraged that we be ready to listen to the text. Mrs. Sulasmi will prompt us with questions and provide us with the pictures that correspond to the twisted sentence’s substance, and we will be divided into groups to discuss and identify key words or content words”.<sup>5</sup>

In line with the opinion of student A, student C revealed that:

“The English teacher uses the tongue twister method to practice our pronunciation. We usually make groups of 3 or more person. We work together to guess what words are in the tongue twister sentence”.<sup>6</sup>

In a different place, Student B stated:

“I discussed with the group to record the words I heard from Mrs. Sulasmi. I really like this method because tongue twisters have the same word and the same pronunciation. Therefore, it is easy for the brain to remember that”.<sup>7</sup>

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<sup>4</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>5</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

<sup>6</sup> Student C, The Interview from The Researcher, Interview 3, Transcript, July 25, 2022.

<sup>7</sup> Student B, The Interview from The Researcher, Interview 4, Transcript, July 24, 2022.

The second step is students listen to the dictation of sentences from the English teacher. As the teacher explained:

“Second, students will listen to the text that I read or through the recorder type. I will give students the opportunity to listen twice. At the first opportunity, they just listen and get an idea of the text. On the second occasion, they will take notes”.<sup>8</sup>

From the interview questions that the researcher gave to the students regarding the questions that the researcher gave to the teacher about the second step of applying the tongue twister method, all three had the same answer. They listened carefully when the teacher pronounced the tongue twister sentence. Student A said that:

“When the teacher read the text at normal speed, we listen and write as many words as we can. It is a little tricky. First, we just listen. We can’t write right away. So, we have to really remember what sentences were dictated and we also have to understand the twisted sentences. Then, after the second dictation, we can write the sentences that we heard earlier”.<sup>9</sup>

Student B also said that she tried to hear the teacher’s explanation well, but she preferred to listen to the natives’ pronunciation through audio. She said that:

“I try to listen carefully to the sounds of the words and try to listen to how the teacher pronounce the sentences. I prefer to listen to the sound from native speakers through the audio. It sounds clearer and the pronunciation is more fluent. Personally, it is easier for me to guess the meaning of the sentences”.<sup>10</sup>

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<sup>8</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>9</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

<sup>10</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022.



As well as student C, who listens and discusses it with his group. Student C said that:

“After listening the twisted sentence, I discussed it with my group. We string together the words that we hear to make complete sentences. Everyone has their own version of the answer. But in groups, we collect answers as a result”.<sup>11</sup>

Next, English teacher said that the third step of applying a tongue twister method in the classroom was reconstructing the text. She stated as follows:

“Third, I give motivation to help them reconstruct the text. Each student collects the results of their notes for that group. Then the group rearranges the sentences become their version”.<sup>12</sup>

The sentences above supported by the student’s statement during the interview that, after listening to the twister sentence twice, they reconstructed the text into their own version of the sentence. Student A stated:

“After we write the word, we reconstruct it into a complete sentence. I think this stage is really fun because we can work together to understand the dictation spoken by the teacher”.<sup>13</sup>

In addition, student B and his group also discuss and reconstruct the words they have written. Student B said:

“After being divided into several groups, we work together to fix the word fragments that we have recorded into twister sentences”.<sup>14</sup>

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<sup>11</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

<sup>12</sup> Sulasm, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>13</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

<sup>14</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022.

Meanwhile, student C's statement is almost the same as that of his previous friend, student C said that:

“We corrected words that we had noted based on the results of group discussions. At this stage, the teacher does not forget to give us motivation that we can definitely arrange twister sentences well”.<sup>15</sup>

In the last step, the English teacher analysed and corrected the answers of all her students in manner mentioned in the interview with the researcher. The English teacher said that:

“In the final step, each group write their version of twisted sentence on the whiteboard, then they pronounce the sentence aloud in front of the class, so I and all my students can compare the sentence with the original twisted sentence”.<sup>16</sup>

It is not different from the teacher's statement. At the end of the lesson, students pronounce twisted sentences with their group. If there is wrong pronunciation, the teacher will fix it. Student A said that:

“We collect the answers from groups. We write our version of the sentence on the whiteboard and say it together. If we pronounce something wrong, the teacher will fix it and give an example of how to pronounce it correctly”.<sup>17</sup>

Besides that, according to student B, the last step is the most exciting, because they can see the original text version and compare the original version and their version. Student B adds:

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<sup>15</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

<sup>16</sup> Sulasmi, The Interview from The Researcher, Interview 2, Transcript, July 19, 2022.

<sup>17</sup> Student A, The Interview from The Researcher, Interview 3, Transcript, July 21, 2022.

“In my opinion, the last step is the most exciting because each group will come forward to write their answers on the whiteboard, in that way, we can compare our version text with the original text. We can also know extent of our ability to identify words that we have heard before”.<sup>18</sup>

At the end of the step, student C is also very enthusiastic about pronouncing twisted sentence. Student C said that:

“In the final stage, I can see my friends pronounce the results of their answers in front of the class. It is very interesting because the tongue twister sentences has almost the same sound in every word. Although we look confused, we are very enthusiastic when trying to pronounce the twisted sentences well”.<sup>19</sup>

The teacher applies the tongue twister method by giving examples of tongue twister sentence and story. The sentences can come from books or the internet. The English teacher explained that:

“The selected text was a story-level tongue twister type. The story text here means a text composed of twisted sentences that contains a story. This type of text has long sentences”.<sup>20</sup>

Related to the result of the interview with student B, they said that they use tongue twister story. Student B said:

“We usually use twisted sentences where the content of the sentence is a story. like a tongue twister about bear.

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<sup>18</sup> Student B, The Interview from The Researcher, Interview 4, Transcript, July 24, 2022.

<sup>19</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

<sup>20</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

Yes, there will be picture associated with the sentences to clarify the content in the sentences”<sup>21</sup>.

Then, according to student A the English teacher uses the short and long twisted sentences to teach pronunciation through a tongue twister method. Student A said that:

“Sometimes the teacher gives a short twister sentence, sometimes the teacher also prepares a long sentence. Personally, I prefer short to long sentences” because it is easier to identify the word in that sentence”<sup>22</sup>.

In addition, student C thinks that the type of sentence they use is good for improving their pronunciation skills. Student C said that she usually learns tongue twisters in the form of a sentence and a story. She thinks it is good to use it to improve her pronunciation.<sup>23</sup>  
The following is the examples of a tongue twister story.

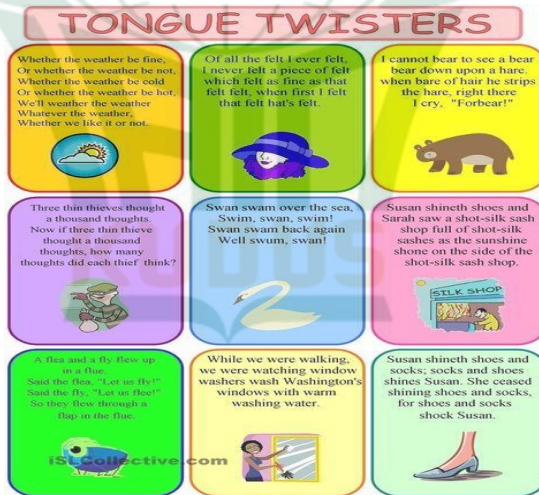


Figure 1 story level tongue twister

<sup>21</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022.

<sup>22</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

<sup>23</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

Based on the observation on July 27, After the last step of using tongue twister method, the teacher trained he students to pronounce the sounds of pure vowels and diphthongs. The step is that the teacher provides 12 sounds of pure vowels and diphthongs. Then the English teacher gave an example to pronounce the sounds. Then the students imitated it. In this case, the teacher drills or repeats the sounds of pure vowels and diphthongs until students are familiar with the pronunciation. After that, the teacher provided the tongue twister sentence again. In that sentence there are some words that have the sounds of pure vowels and diphthongs. Teacher pronounces the part of the twisted sentence that contains sounds of pure vowels and diphthongs, and the teacher will ask the students to say it again.<sup>24</sup>

## **2. The Difficulties in Using Tongue Twister Method in Pronouncing Vowels (Pure Vowels and Diphthongs) and The Way the Teacher Overcome**

The English teacher stated that there were some difficulties when applying the tongue-twister method to practice pure vowels and diphthongs in class. The researcher notices that there are four difficulties explained by the English teacher. The first difficulty is that students have difficulty hearing the sentences that she said or when they hear them directly from native speakers via tape recorder.<sup>25</sup>

In addition, student A, student B, and student C interviewees had the same answer about one of the difficulties they experienced, namely listening to tongue twister sentences from the English teacher. They explain that answer below. Student A said that:

“Yes, I find it a little difficult to listen to the sentences dictated by Mrs. Sulasmi or direct sentences from native speakers when they are played through a tape recorder, perhaps because I am unfamiliar with the fast

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<sup>24</sup> Observation at MTs Annur Daren Nalumsari Jepara on July 27.

<sup>25</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

pronunciation of tongue twisters and the sentences are nearly identical.”<sup>26</sup>

Student B also explained that:

“Sometimes when I learn pronunciation through a tongue twister, I find it difficult to be able to write sentences correctly according to the directions. The words I wrote were different from what I heard. It doesn't really matter. Until now, I'm still learning tongue twisters”.<sup>27</sup>

In a different day, student C explained that:

“I think Mrs. Sulasmi should be more patient in teaching me because I can't focus on the sounds of sentences and I need quite a lot of repetition so I can take notes well”.<sup>28</sup>

The second difficulty is that when the English teacher applies a tongue twister method to improve students' pronunciation skills, the difficulty is in the pronunciation itself. Some of students have difficulty pronouncing some sounds of pure vowels and diphthongs. As the English teacher said:

“My students have difficulty pronouncing some sound of pure vowel and diphthongs. I think because they are not familiar with sentences that have pure vowel sounds. But compared to pronouncing pure vowels, student find it more difficult to pronounce some sentences that have diphthong sounds. For examples /aʊ/ and /əʊ/. I think it is almost the same”<sup>29</sup>

Supported by students' opinions when they pronounce vowels, students face several difficulties, some of which

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<sup>26</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

<sup>27</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022.

<sup>28</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

<sup>29</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

are: Students B said that they still weak in pronouncing the symbols for the diphthong "/eə/, /ʊə/, /aʊ/, /əʊ/" They often turn into short vowels.<sup>30</sup> While student C finds it difficult to pronounce some symbols of pure vowels. She difficult to pronounce /æ/, /ɑ:/, /ɔ:/.<sup>31</sup> different from the previous students, student A said that he had difficulty pronouncing diphthongs /əʊ/ and pure vowels /æ/.<sup>32</sup>

Third, students have difficulty in differentiating English pronunciation from Indonesian pronunciation. English teacher said:

“Indonesian sentences are relatively simple. There are no languages level, no time categories, and many rules exist in other languages as well. In English, there are words for the present, the past and the future. Well, actually there are significant differences between Indonesian and English, namely the consistency of letters and pronunciation. The letter “A” in every word in Indonesian is still pronounced as “A”. This applies to all letters in Indonesian. Yes, there may be some exceptions. That is because the word is borrowed from a foreign language. However, all the letter in English, particularly vowels, are inconsistently pronounced and never sound the same. That is why some of my students have difficulty with spelling and differentiating from Indonesian pronunciation to English pronunciation”.<sup>33</sup>

The sentence above is supported by the student’s statement that sometimes they feel hard pronouncing words in English because some sounds in English may not be in Indonesian.<sup>34</sup> They are confused if they have to spell letters

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<sup>30</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022

<sup>31</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022

<sup>32</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022

<sup>33</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>34</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

in English because of the difference in pronunciation and sounds between their mother tongue and foreign languages.<sup>35</sup> In addition, vowels in English have many different sounds. It is a little hard for them to remember the correct pronunciation. But if they study continuously, they are sure that their pronunciation will be better.<sup>36</sup>

Lastly, students also have difficulty with internal and external factors. Such as being lazy, bored, and unmotivated to learn. The English teacher that:

“Difficulties in learning come from students' internal and external factors. Both internal and external factors can affect students' pronunciation difficulties. They have an ingrained perspective and mentality that pronouncing tongue twister sentences is difficult. They consider the pronunciation of pure vowels a difficult subject. Then, they are less enthusiastic and motivated to pronounce vowels”.<sup>37</sup>

To anticipate the difficulty of learning pronunciation through the tongue twister method, the English teacher tries to repeat the example of the tongue twister. English teachers also repeat lessons, especially on vowels (pure vowels and diphthongs). Meanwhile, to overcome students' difficulties in pronouncing words, the teacher gave explanations many times, practiced, and did more exercises so that students really understood. Then, the English teacher motivated the students to increase their interest in learning English pronunciation, especially in learning vowels. The rest, the English teacher, always motivates students in the learning process.<sup>38</sup>

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<sup>35</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022.

<sup>36</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

<sup>37</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>38</sup> Sulasmi, the interview from the researcher, interview 1, transcript, July 19, 2022.



### 3. The Effectiveness of Tongue Twister Method to Improve Students Ability in Pronouncing Pure Vowels and Diphthongs

Based on the results of the interviews that have been conducted by the researcher, it was found that there was a significant effect after using a tongue twister method. When students can understand a theory and can apply it in their lives, it is an indication of the success of a method so that the knowledge can be useful for them. As explained by the interviewees below. Student A said that:

“I like learning pronunciation using the tongue twister method because I more confident pronouncing sentences in English. If we use this method frequently, we will definitely get better at speaking English and be able to converse more easily with tourists”.<sup>39</sup>

Student B added that:

“Before I learned pronunciation using the tongue twister method, I just realized that all this time there were some words that I said in English that were wrong. In the past, I didn't know how to pronounce the word *"Huge"*. I pronounce it with spelling like /hʌg/. After I learning pronunciation using this method, I know that the way to read it is like this /hju:dg<sup>3</sup>/. Through the tongue twister method, I know how to pronounce the word correctly and I can pronounce that word better”.<sup>40</sup>

Reinforced the statement by student C, she said that:

“Since I learned how to pronounce words with tongue twisters, I think I am enjoying taking English classes now. It's so funny when I say similar words, even though they have different meanings and spellings”.<sup>41</sup>

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<sup>39</sup> Student A, The Interview from The Researcher, Interview 2, Transcript, July 21, 2022.

<sup>40</sup> Student B, The Interview from The Researcher, Interview 3, Transcript, July 24, 2022.

<sup>41</sup> Student C, The Interview from The Researcher, Interview 4, Transcript, July 25, 2022.

From several student explanations about the effectiveness of the tongue twister method above, the English teacher also has the same perspective regarding the effectiveness of the tongue twister method. The English teacher said that:

“The first time I applied the tongue twister method in class, the students had a little difficulty adjusting to the atmosphere in the class. how they should listen and identify the sentences at the same time. Maybe it will be a challenge for them. but I think this method is an interesting one and does not make students bored in class. I think they are more active and participate well during the learning process. They can also learn new words as well as how to pronounce sentences correctly. They could pronounce the word repetition well and they received good scores. So yeah, I think this tongue twister method is quite effective in improving student pronunciation”.<sup>42</sup>

Meanwhile, based on the observation conducted on July 27 at MTs Annur Daren, the researcher conclude that the tongue twister method was quite effective in improving students’ pronunciation of pure vowels and diphthongs. It is evident when they imitate the teacher’s pronunciation of 12 pure vowels (/i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/ and /ɒ) and 8 diphthong sounds (/eɪ/, /aɪ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/, /aʊ/, /əʊ/). They can pronounce pure vowels and diphthongs well, as exemplified by the English teacher.

The English teacher also provides examples of twisted sentences containing sounds of pure vowels and diphthongs for students to practice in class. They can pronounce it well even though there are one or two sounds that are not properly pronounced, but generally they can pronounce pure vowels and diphthongs well after using the tongue twister method.<sup>43</sup> For the example, “*A big black bug hit a big black*

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<sup>42</sup> Sulasmi, The Interview from The Researcher, Interview 1, Transcript, July 19, 2022.

<sup>43</sup> Observation at MTs Annur Daren Nalumsari Jepara on July 27, 2022.

*dog but the big black dog hit the big black bug back*". Students can pronounce pure vowels sounds like *big* /bɪg/, *black* /blæk /, *but* /bʌt /, *dog* /dɒg/ well in that sentence. Students can pronounce diphthong sounds' like *said* /seɪd /, *side* /saɪd/ in this twisted sentence "You said that she was sad in your side". The students are able to pronounce the sounds of pure vowels and diphthongs after the teacher repeats the tongue twister sentences and drills continuously on the sounds of pure vowels and diphthongs in that tongue twister sentences. So, the use of the tongue twister method at MTs Annur Daren is quite effective to improve students' ability to pronounce pure vowels and diphthongs.

### **C. Discussion**

In this chapter, the researcher reviews the results of interviews and observations that have been described in the previous chapter. The researcher analysed the results of interviews and observations using the theory of Agnes. The researcher divides the discussion into three parts based on the research questions.

#### **1. The Use of Tongue Twister Method at MTs Annur Daren Nalumsari Jepara**

Tongue twisters are a good method for practicing pronunciation since they have a repeated sound as well as the unique tension, rhythm, and intonation of the original voice. Some tongue twisters use rhyme and alliteration. They start with two or three sound sequences, then switch between the same sound sequences with different voices. For example, "*She sells seashells by the seashore. If she sells seashells by the seashore, where are the seashells she sells by the seashore?*" This method can help students as they get practice and enjoy pronouncing English sentences. In this study, the researcher focused on improving the pronunciation of pure vowels and diphthongs using the tongue twister method.

Based on the Agnes' theory, the use of the Tongue Twister method can be combined with several activities so that students are more interested and do not feel bored in class. One of the activities mentioned is dictogloss as a way to improve students' pronunciation skills using the tongue

twister method.<sup>44</sup> The steps for using the tongue twister method with a dictogloss activity are as follows:

a) Stage of Preparation

The teacher prepares a twisted sentence that students will hear and ensures the classroom atmosphere is ready for the learning that will take place.

b) Stage of Dictation

Teacher pronounces or dictates twisted sentences twice at normal speed. In the first dictation, students only listen to the sentence to get a general description of the sentence. In the second dictation, besides the students listening to the sentences, they also wrote the twisted sentences they heard. Students take notes to reconstruct the text. It is recommended that the teacher use a cassette instead of his own voice on the second dictation.

c) Stage of Reconstruction

Students work together to construct twisted sentences in groups. Each group consists of two to four students. Here, the teacher reminds students that they have to make their own versions of twisted sentences. Students do not have to use the exact same sentence as the original twisted sentence, as long as the sentence structure is good and correct.

d) Analysis and Correction

The teacher helps students identify similarities and differences in meaning and form between their twisted sentences and the original, which is displayed using the LCD projector or written manually on the whiteboard.<sup>45</sup>

The theory above is in line with the use of the tongue twister method, which was applied by the English teacher at MTs Annur Daren. English teachers apply the tongue twister method through dictogloss activities and as a warm-up exercise to improve pronunciation before teaching. She also applies several stages of the tongue twister method, such as preparation, dictation, reconstruction, and analysis

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<sup>44</sup> Agnes Cahaya Lestari, “*The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy*”, Thesis 2019, p 13.

<sup>45</sup> Anwar, “Improving Students’ Listening Comprehension of Sma Negeri 2 Luwuk Through Adapting Dictogloss,” *Bahasantodea* 1, no. 1 (2014) p 53.

and correction. This method begins with the English teacher preparing twisted sentences and dividing the students into several groups. Then, she dictated to the students and asked them to listen carefully without noting anything in their books. After that, students discuss the answers in pairs or groups and write them in their books. At the end of the step, the English teacher and all students together analyse and correct the twister sentences. As previously explained in the research results, in the last step, the English teacher also trains the students' vowel pronunciation (pure vowels and diphthongs).

## 2. The Difficulties in Using Tongue Twister Method to Pronounce Pure Vowels and Diphthongs and The Way the Teacher Overcome

Every teacher will definitely face challenges when implementing a method in the teaching and learning process. It is not uncommon for a teacher to have some difficulty using a method. Based observations during the use of the tongue twister method in class, some students of MTs Annur Daren had difficulty pronouncing English diphthongs. When the English teacher gives a tongue twister sentence like "*Our date is at a quarter to eight, I will see you at the gate, so don't be late*". Students have difficulty pronouncing the sounds of the diphthong /oə/ and /eɪ/ in that twisted sentence. They pronounce "*Our*" as [ɔ:(r)] even though the correct pronunciation is [oə]. They also pronounce "*Date, gate, late*" as [death /de<sup>θ</sup>/, get /get/, let /let/], while the correct pronunciation is [det, geɪt, leɪt].<sup>46</sup>

These difficulties are more or less the same as those described by Harmer. Harmer mentions the problems that English-language foreign language learners face when studying diphthongs. They are as follows: First, some students have difficulty hearing vocal characteristics. Usually, people who speak different first languages have problems with different voices. Second, learning a foreign language often makes it difficult for us to make sounds with the mouth, uvula, or certain parts of the nasal cavity. Third,

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<sup>46</sup> Observation at MTs Annur Daren Nalumsari Jepara on July 27, 2022.

some students find it difficult to hear notes or identify different patterns of rising and falling notes.<sup>47</sup>

Then, the students also get difficulties in differentiating English pronunciation from Indonesian pronunciation. In twisted sentence “*The thirty-three thieves though that they thrilled takhta throughout Thursday*”, they pronounce “*three*” [bi:] as [bɪ] because they are accustomed to pronouncing alphabet [e] as [a]. Sometimes, some students made mistake in pronouncing pure vowels /æ/ and /ə/. For the example, in twisted sentence “*The big black bear, but the big black bear bit the big black bug bag*”, they pronounce *black* [blæk] as [blek]. They also pronounce *bug* [bæg] as [bʌg]. They pronounced that sentence with the same intonation and pronounced the words in that sentence with unstressed.

To help students overcome pronunciation difficulties, Kelly suggests two strategies, namely drilling and chaining. The basic form of the exercise involves the teacher saying the sentence and asking students to repeat it. The purpose of this exercise is to help students better master the pronunciation of language items and help them memorize new items. For example, this is to encourage students to find the sentences they have learned before. The teacher usually repeats difficult sentences to help the learning process along. Here, the teacher's role is to model short sentences for students to imitate. In contrast with drilling, chaining is used to drill long sentences involving difficult words and sounds. The teacher separates certain words from sentences and models them separately for students to repeat, gradually building sentences until they become complete sentences.<sup>48</sup> This is done by the teacher to guide the slow learner.

The last is students' difficulties with internal and external factors. Motivation to learn is the most crucial factor. They will not be able to study comfortably if their desire to learn is low. The tongue twister method is a fun way for students

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<sup>47</sup> Antri Donal, “*Indonesian Students’ Difficulties in Pronouncing English Diphthongs*”, *Journal of English Education* Vol 2 No 2, 2016, p 58.

<sup>48</sup> Antri Donal, “*Indonesian Students’ Difficulties in Pronouncing English Diphthong*”, *Journal of English Education* Vol 2 No 2, 2016, p 68.

to learn pronunciation, but if they are not interested in the activity, it will be challenging for the teacher. The requirement for teaching is that a teacher must explain and describe the materials to his students. Naturally, if there are instructional activities, there will be coping mechanisms, one of which is dealing with students who are less interested in learning. This is the role of creativity in teaching a teacher to use in conceptualizing the system of learning that takes place in class, so that the students will not be bored or frustrated. To cope and overcome this, in contrast, the learner will be happy and more eager to pay attention to the lesson.

This is supported by Muhibbin Syah's finding that learning difficulties can be caused by two factors, namely internal and external factors. Internal factors are factors that are influenced by the student himself, such as physiology, health, and psychology (Intelligence Question). Second, external factors refer to factors other than children, including social factors such as relationships with their parents and non-student factors such as learning tools and learning conditions.<sup>49</sup>

Teacher's teaching creativity in the design and preparation of teaching materials or subject matter, class management, using various methods, and utilizing learning media to develop evaluation tools. The one that influences the process is the teacher, which is a factor external to the support or achievement of optimal learning outcomes. In this case, that is meant to be the teacher in the teaching and learning process. Besides, the teacher must also be smart in evaluating each learning concept that will be used so that the interests and desires of students in learning are increased. In addition, teachers have positive views and opinions on how to create the expected situations and conditions because, operationally, the teacher is involved fully in the learning process.

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<sup>49</sup> Resdila Partiw, "Students Difficulties in Pronouncing Vowels at Grade VII Mts Nu Batahan", *IJRETAL Internal Journal of Research on English Teaching and Applied Linguistics* Vol 2 No 1 2021, p 38.

### 3. The Effectiveness of Tongue Twister Method to Improve Students Ability in Pronouncing Pure Vowels and Diphthongs

Effectiveness is the main element in achieving the goals or objectives identified in each activity. Goals will be effective if they are achieved in a specified manner. The concept of effectiveness can be used to evaluate the effort of a method for an activity. In this context, effectiveness refers to the accomplishment of activity objectives through the effective use of resources, including inputs, processes, and outputs. Resources in this sense refer to the availability of people, buildings, and infrastructure, as well as the techniques and models employed.<sup>50</sup> Kurniawan explained that effectiveness is the ability to carry out a task or function rather than an activity in which there is no pressure or tension on its implementation. This understanding means that effectiveness is the stage of achieving success in achieving the goals that have been set. Effectiveness is always related to the relationship between the expected results and the results actually achieved. In contrast to Susanto's opinion, which provides a definition of effectiveness as the power of messages to influence or the level of ability of messages to influence, from this statement, it can be interpreted that effectiveness as a measurement will achieve the goals that have been carefully planned in advance.

Effectiveness can also be interpreted as a measure of the success or failure of an organization to achieve its goals. If an organization succeeds in achieving its goals, then the organization is said to have been running effectively. According to Bastian, effectiveness can be interpreted as success in achieving predetermined goals. In addition, effectiveness is the relationship between output and goals, where effectiveness is measured based on how far the level of output or policy output achieves the goals that have been set. Furthermore, the term "effectiveness" is the

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<sup>50</sup> Eunice S. Han and Annie Goleman, Daniel; Boyatzis, Richard; Mckee, "Efektivitas," *Journal of Chemical Information and Modeling* 53, no. 9 (2019): p 18-19.



achievement of the desired goal or result regardless of the factors of energy, time, cost, thought, tools, and others that have been determined.<sup>51</sup>

Based on the result interview that was conducted on July 19 at MTS Annur Daren, the researcher concludes that the tongue twister method attracts the enthusiasm and attention of students to learn English, especially in pronunciation, because this method is interesting and does not make students bored. Although the English teacher and students both struggled with the method's first application, this is natural because they are just starting to adjust to the classroom conditions, students' abilities, and students' responses to the learning process. It is also possible because they have never tried it before, so the students' tongues are still stiff and unfamiliar with tongue twisters. As time goes by the English teacher and students of MTs Annur Daren feel that the tongue twister method was effective in improving students' pronunciation. The tongue twister is an excellent assessment tool to help students pronounce correctly and help students understand complex sounds.

Based on the observations that have been described previously, the use of tongue twister method is quite effective for improving students' ability to pronounce pure vowels and diphthongs. It can be proven when students have a little difficulty pronouncing pure vowel sounds like /æ/black, /i:/three, /ʌ/but and the sounds of diphthong /oə/our, /eɪ/date, /aɪ/side. In twisted sentences. Then the teacher trains students with drills or by repeating tongue twister sentences. Students can pronounce it well again. As a result, using a tongue twister method to improve students' pronunciation of pure vowels and diphthongs is quite effective.

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<sup>51</sup> Richard dan M. Steers, "Alat Ukur Efektivitas Kinerja," *Konsep Efektivitas* (2013): p 18–19.