THE IMPLEMENTATION OF TONGUE TWISTERS TO IMPROVE THE STUDENTS’ ABILITY TO PRONOUNCE FRICATIVE CONSONANTS AND LONG VOWELS

(A Classroom Action Research at the Eighth Grade of SMP Ma’arif 1 Ponorogo in the Academic Year of 2014/2015)

A Thesis

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2015

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ABSTRACT

Lailatul Maulida. S891308023. 2015. The Implementation of Tongue Twisters to Improve the Students’ ability to pronounce Fricative consonants and Long Vowels. THESIS. Consultant 1: Dra. Dewi Rochsaningsih, M.Ed, Ph.D; consultant II: Dr.Sumardi, M.Hum. English Education Department, Graduate School, Sebelas Maret University.

The aims of the thesis are; (1) to reveal tongue twisters can improve the students’ ability to pronounce fricative consonants; (2) to reveal tongue twisters can improve the students’ ability to pronounce long vowels (3) to reveal the problems related to the implementation of tongue twisters in teaching pronunciation.

This research is classroom action research dealing with the implementation of tongue twisters to improve the students’ ability to pronounce fricative consonants and long vowels. This research was conducted at the eighth grade of SMP Ma’ari’i 1 Ponorogo, East Java Province. The data are collected quantitatively (test) and qualitatively (observation, interviews, document analysis, test, record and photos). Quantitative data are analysed by using descriptive statistics, while qualitative data are analysed through three steps which are proposed by Huberman; those are data reduction, data presentation and conclusion/verification in conclusion.

The finding shows that the implementation of tongue twister as a teaching technique could improve the students’ pronunciation of fricative consonants and long vowels. The improvement of students’ pronunciation could be seen from the mean scores in pre-test, test 1 and post-test. In the scale of 100, the mean score of fricative consonants in pre-test was 25. It improved to 58 and 74 in test 1 and post-test successively. The mean score of long vowels were 31. It improved to 53 and 73. Meanwhile, the problems occurred during the implementation of tongue twisters could be seen from the result of observation during the teaching and learning process. The problems came from the researcher as the teacher, the assessment, the students and the tongue twisters as pronunciation teaching technique. After the implementation of tongue twisters, the students were interested in learning, looked confident, more active in the class, and paid their attention to the material. Therefore, it can be concluded that tongue twisters is an appropriate technique for teaching speaking, especially pronunciation.

In conclusion, the result of this research implies that tongue twisters is an effective technique to improve the students ability to pronounce fricative consonants and long vowels. However, there is needed teacher’s monitor and well preparation so that the teaching and learning pronunciation run effectively to avoid the problems that may be occur during teaching and learning process and the material can be delivered well.

Keywords: tongue twisters, fricative consonants, long vowel, CAR
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Lastly, the writer humbly welcomes any sort of criticism and suggestions for further improvement on: lyla@multazam.co.uk

Surakarta, 27 December 2015

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