THE EFFECT OF APPLYING TONGUE TWISTERS TECHNIQUE ON STUDENTS' ENGLISH CONSONANTS PRONUNCIATION

SKRIPSI

Submitted in Partial Fulfillment of the Requirement
for Degree of Sarjana Pendidikan (S.Pd)
English Educational Program

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MEDAN
2017

ABSTRACT

NOVIA FATRIANA. 1302050295. *The effect of Applying Tongue Twisters Technique on Students' English Consonant pronunciation*. **English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah North Sumatera. Medan. 2017.**

This research was attempted to investigate learning pronunciation by using tongue twisters technique. The objective of this study was to investigate The Effect of Applying Tongue Twisters Technique on Students' English Consonant Pronunciation. This research has been conducted at SMP SWASTA SUTAN OLOAN MEDAN, Jalan H. Sutan Oloan No.1 Pondok Surya Medan. It was applied by using experimental research. The population of this research were the eight grade classess in academic year 2017/2018 which consisted of one class, there was 25 students and all of the students' were taken as the sample. They were 25 students' from class VIII as experimental group which taught by applying Tongue twisters technique. The Instrument for collecting data in this research was oral test students were asked to the words. Which was use pre-test and post-test. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment. The result of this research showed that $t_{observed}$ (4,899) value was higher than t_{table} in which $t_{observe} > t_{table}$ (4,899 > 2,06). The finding showed that the hypothesis was accepted. It means that there was a significant Effect of Applying Tongue Twisters Technique on Students' English Consonant pronunciation.

Keyword*: **Tongue Twisters Technique, English Consonant Sounds, Pronunciation**

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, and the Merciful.

First and above all, the researcher would like to thank The Almighty Allah SWT the Most Beneficent and Most Merciful for giving her favors, ideas and inspiration in accomplishing this research. Also may peace upon the prophet Muhammad SAW, as the figure of good civilization, intellectual, braveness, loving knowledge. That is way the researcher has enough ability in writing the study.

In the writing the study entitled "The Effect of Applying Tongue Twisters Technique on Students' English Consonant Pronunciation", with the purpose for submitting in partial fulfillment of the requirement for the degree of Sarjana Pendidikan in English Department, there were so many peoples, especially the following people, it was so difficult for the researcher to accomplish this thesis. Thus, the researcher would like to express her first thank to her dearest mother, **Mrs. Faridah Hanum S.Pd** for her pray, advice courage, moral and material supports from her born until forever. Then the researcher also would like to thank to the people mentioned below:

1. **Dr. Agussani, M.A.P.,** as the Rector of University of Muhammadiyah Sumatera Utara.

2. **Dr. Elfrianto Nasution, S.Pd, M.Pd.,** as the Dean 1 of FKIP UMSU, who has given her recommendation to carry out this research.

3. **Dra. Hj. Syamsuyurnita, M.Pd.,** as the Vise Dean 1 of FKIP UMSU, who has encourage to finish her education in FKIP.

4. **Mandra Saragih, S.Pd, M.Hum.,** the Head of English Education Department of FKIP UMSU and **Pirman Ginting, S.Pd, M.Hum.,** as the secretary who had helped her in the administrative process in finishing the study.

5. **Erlindawaty S.Pd, M.Pd.,** as Supervisor, who has given her a lot of valuables, suggestion, critics, and never stop giving ideas in writing this research.

6. **All Lecture**, especially those of English Department for their guidance, advice, suggestion, and encouragement during her academic years this research.

7. **Drs. Wagito,** the Headmaster of SMP Sutan Oloan Medan who has given permission and support for her to conduct the research at that school.

8. **All Teachers,** in SMP Sutan Oloan Medan big thanks for their time and supports.

9. Her lovely sister and brother, **Nurhani Fitri Andini, Nurhana Fatika Sari, Nurhalim Firnanda, Nurfadlan Hafiz** who have support her all the time and always pray for her success.

10. Her beloved Bestfriends**, Reyzya Putri Aditiya, Riris Wulandari, Mawar Diana** who has help and always given her support and encouragement to finish this skripsi.

11. Her beloved friends in class A Evening English Education Program FKIP UMSU especially, **Winda Suharfinna, Fatimah Hanum Rambe, Ika Sastari, Sri Sundari, Mazdalifah, Ratna Sari, Ridha Sayyidatina.**

12. All pople who were not mentioned in this study, thank you very much, may

Allah bless us, Amin.

Hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study is still far from being perfectin spite of the fact she had done her best in completing this work. Therefore, construction criticism, comments, suggestion were welcomedfor further improvement of this study.

Medan,   Oktober 2017

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Students in Indonesia have been taught four main skills of English, those are speaking, listening, reading and writing. Pronunciation was one of the basic components of speaking. It was a productive skill because while speaking, the speaker should think and pronounce words correctly using appropriate pronunciation. The ability to speak using accurate pronunciation was very important. If we do mispronounce while speaking, it made the listener difficult to understand what we are talking about. Furthermore, it could be one of the factors which can lead to the conversation breakdown. The fact, most of Indonesian students' pronunciation ability were still low. They considered pronunciation as the difficult subject since the sounds of words were usually different from their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one.

Based on the pre-survey at the second grade of SMP Sutan Oloan Medan , the English teacher said that almost 50% of students had low ability in pronunciation , specifically to pronounce words correctly. This may be caused by many factors, such as, the interference of mother tongue and lack of pronunciation practice. For example, the students mostly pronounced the word very by /ˈferi/ instead of /ˈverɪ/ since they were not familiar with English fricative labiodental sound /v/ and also in Indonesian there was no /v/ sound. Another example was

that they tend to pronounce /seɪk/ for word shake instead of /ʃeɪk/, where as the sound /seɪk/ was for word sake. The words shake (fricative palato-alveolar) and sake (fricative alveolar) were two different words in English which have different meanings and different pronunciations as well. If it occurs continually, the possibility was that when they speak or read those words, the listener may not understand their meaning. In contrast, for Indonesian language, the sounds /s/ and /ʃ/ do not change the meaning of the words. The example was when someone pronounces /saya/ with /ʃaya/ other people were still able to understand that the meaning refers to himself. There were several words that are difficult for students to distinguish and pronounce minimal pair:

She /ʃiː/   See /siː/

Vase /veiz/   Face /feis/

It was possibility that the students lack practice of pronunciation in the class. It might because by the fact that the teacher still used the conventional technique by commanding the students to read the text and answer the questions without giving any interesting activity to motivate and tune up students' mood.

According to the problem above, this research was focused on consonants pronunciation. Ramelan (2003) states that when a students wants to learn foreign language. In the case English, they have to learn to speak it. He must try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them until their pronunciation was satisfactory and acceptable to them. It means that to master English, especially pronunciation. Students need to do more practices.

According the theory above, the researcher wants to use an interesting and fun technique namely tongue twisters . According Bailey (1994) a tongue twister is an activity that is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice. Tongue twister was a great and fun way to help the students to try to learn English better. It can make the students speech skills stronger. The faster a students can be read the tongue twisters without slipping up, the stronger students languege skills become. Tongue twisters also stimulates the brain into developing pronunciation skill. The treatment which students go through when they recite tongue twisters is not on the oral cavity, but on the brain which generally controls a person's oral functions. Through tongue twisters, students are hoped to feel easy in imitating and remembering the English phonemes. Those are the reasons of the researcher choosing this topic.

Based on the background of the study, the researcher try to do a research entitle "The Effect of Applying Tongue Twisters Technique on Students' English Consonants Pronunciation."

B. The Identification of the Problems

The problems of this study were identified as follows

1. Most of Junior High School students' pronunciation are still low.

2. The Students still get difficulties in understanding the correct sounds.

3. The student still make mistakes in English consonants pronunciation .

4. The students still less interesting in learning pronunciation.

C. The Scope and Limitation

Based on the identification of problem stated above then the scope was focused on consonants pronunciation and it was limited in about tongue twisters technique.

D. Formulation of the Problem

The problem of this research was formulated as follows:

1. Is there any significant effect of applying tongue twisters technique on students' English consonant pronunciation?

E. The Objectives of the Study

The objectives of this study were

1. to find out the significant effect of applying tongue twisters technique on students' English consonants pronunciation.

F. The Significant of the Study

The result of this research was expected to be useful:

a. Theoritically, they are expected to contribute some supports to the existing similiar research findings. The findings of this action study are also intended to provide and give how teach pronunciation to the students of SMP Swasta Sutan Oloan Medan.

b. Practically, for:

1. Students, to increase the knowledge of English consonants pronunciation by Applying tongue twisters technique.

2. Teachers, to give then more information about the tongue twisters technique and how to apply in teaching English consonats pronunciation.

3. Readers, the result of this study will be useful for another researcher who interested in doing research related to the study.

CHAPTER II

REVIEW THE LITERATURE

A. Theoretical Framework

This chapter present a review of related literature and explanation of the related materials. The writer presents some theories related to this study in order to strength then this study.

1. Definition of Effect

Effect of teaching language is related to change of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. Ability is the result of learning process which involves teachers which ability. Slamento (1995) stated that "improvement in learning in certain proof of success or ability a student in doing their learning activities based in their level of class."

The word "effect" according to Harmer (2009) effect is a change or something of a similar nature you make it come into being or bring it do succesful conduction. Harmer (2003) in English dictionary says that an effect of something is a change or result which is process one something else some scientific phonomena which involves or effect the doppler impress effect as follow :

a. If someone does something or effect to do it to impress people.

b. If you effect a change you bring out.

c. Something takes effect from a certain time it stars to operate them the form "effect" can generally mean :

1. Anything brought about by cause or agent.

2. The power ability to produce on the mind of the observer or hearer.

The definition of the second on seem to fit the action rather the process in doing something. In term of the statistic this concept should be made operational and miserable.

Based on the definition stated previously its conclude than can effect positive regard after doing something and it also apply to method, system or technique administrate to the students which is sure to give result. In other words, effect is influence or impression that can change a condition from bad into good or good into bad.

Moreover, the effect of teaching treatment in language learning according Buehl (2000) that related to the changes of getting something into our cognitive system. The final result of the effect in teaching is the improvement of ability. The ability is the result of learning process which involves teachers with students which are reflected from knowledge the students have.

2. Definition of Technique

2.1 Technique

Brown (2001) state that technique is any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives. So,

that the lesson easy to be understand to made mastered by student well. The teacher extend the information or oral message to the students defence or mastering knowledge and skill. Every teaching technique that gave by teacher must appropriate with the material that would teach. So the purpose that we want is reached. Then, a different purpose, the teacher must use different technique to make the learning process useful.

The other definition, technique is a way or method that must be mastered by teacher to teach or serve the lesson to students in the class, so that lesson carry to be understood and mastered by the student well. However, the teaching technique that way has been taught for almost twenty years, every teaching technique that given by teacher must appropriate with the material that will teach, do the purpose that we can reached.

3. Definition of Tongue Twister

Tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often. According Bailey (1994), tongue twister is a popular game enjoyed by children and adults alike. This activity is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice. It is wise to include tongue twister that highlight particularly problematic minimal sound differences (e.g., pronunciation of /f/ and /v/; /s/ and /š/; /f/ and /θ/). Tongue twisters may rarely on similar but distinct phonemes, unfamiliar constructs in loanwords, or other features of a language. Many tongue twisters use a combination of alliteration and rhyme. They have two

or three sequences of sounds, then the same sequences of sounds with some sounds exchanged. For example, "She sells sea shells on the sea shore. The shells that she sells are sea shells I'm sure." teachers usually use this technique in order to improve their students' pronunciation. This technique is very effective because students do this by studying, practicing and enjoying the pronunciation of the English words. Some tongue twister sentences are humorous and having amusement values, such as "The big black bug bit the big black bear, but the big black bear bit the big black bug back!"

3.1 Types of Tongue Twister

There are some types of tongue twisters which can be used in the classroom. Those are as follows:

1) Sentence type

Can you can a can as a canner can a can?

Six sleek swans swam swiftly southwards.

A big black bug bit a big black dog on his big black

2) Repetitive

Sheena leads, Sheila needs

World Wide Web

Eleven benevolent elephants

Babbling bumbling band of baboons

Thirty-six thick silk threads

Crash Quiche Course

3) Story

- When you write copy you have the right to copyright the copy you write. You can write good and copyright but copyright doesn"t mean copy good – it might not be right good copy, right?

- Now, writers of religious services write rite, and thus have the right to copyright the rite they write. Conservatives write right copy, and have the right to copyright the right copy they write. A right wing cleric might write right rite, and have the right to copyright the right rite he has the right to write. His editor has the job of making the right rite copy right before the copyright would be right. Then it might be copy good copyright.

- Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong. Right?

Tongue twisters have various levels of difficulty. So that, a teacher should select an appropriate type of tongue twister based on the age and ability of his or her students.

4. Definition of Pronunciation

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown.

According to Hornby (1995), pronunciation is the way in which a word is spoken, the way a word which is pronounced, the way a person speaks the words of a language. Meanwhile, Rebecca defines pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.

According to Goodwin as cited in Celce-Murcia (2006) states that pronunciation is the language feature that most redadily identifies speakers as non-native. Since it can identify us as non-native, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation.

Pronunciation refers to production of a sound that we use to make meaning. It includes attention to the particular sounds of a language (segments) aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhytm (suprasegmental aspects), how the voice is projected (voice quality) and, in its brodest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

According to Lado (1964), pronunciation is the use of sound system in speaking and listening. Here pronunciation is merely treated as the act that happens in speaking and listening. Lado doesn't mention how the sounds are

produced. Learners' with a good pronunciation are more likely to be understood even if they make errors in others areas. Pronunciation also include attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as intonation, stress, rhythm, vowel, and consonant, voiced and voiceless sounds.

Those above definitions have already covered the whole meaning of pronunciation. In general, it can be concluded that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

4.1 Importance of Pronunciation

First perceived competence, many native speakers will think a second language english speaker has a low level of fluency if their pronunciation is incorrect. This can cost you a job, a relationship or just be plain frustaring. Second clarifyand intelligibility being understood. Communication, especially in today's international world of school and bussiness is so important. Your pronunciation mistakes may imped you from being understood and affect your results at school and in bussiness. Thid pronunciation helps you acquire English faster. Yes, it's true. The earlier you focus and master the basics of English pronunciation, the faster you'll become fluent. Our ear is so important this process and focusing on

clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in australia. We also often judge people by the way the speak, and so learners with poor pronunciation may be judges as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher morley (1994) and Fraser (2000). Surveys of the students needs consistently show that our learners feel the need for pronunciation work in class (1989). Thus some sort of pronunciation work in class is essential.

4.2 Difficulties in Learning Pronunciation

First related to hearing. People have different hearing sensitivities and it may possibly cause errors. Second difficulties are concerned with learning how to make foreign sounds with our own speech organs. Third difficulties related to the problem of knowing and remembering, the sound distribution of which sounds are right to speak on a word or sentence, and in what context the sound is spoken. Fourth related to certain aspects that sound is related to each other. Fifth is related to fluency, the ability to pronounce a whole series of sounds (groups of sounds) easily and quickly. Sixth is related to the relationship between pronunciation and conventional spelling. The above errors are the most common problems faced by

the learner. Therefore, it is very important for someone who is learning English to understand more about the difficult sounds in English so that he can correct those mistakes.

4.3 Element of Pronunciation

Ramelan (2003), divides the elements of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature.

The other one is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmentals. On the other hand, suprasegmental, cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental. The researcher concludes that to master English pronunciation, students must learn not only segmental features but also suprasegmental features. We cannot pronounce an utterance just from one side of them because both segmental and suprasegmental features are connected to each other.

1. Segmental Features

English segmental features include vowels, diphthongs, and consonants. Here are the classifications:

1. Vowel.

Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without obstruction. English vowels are divided into two kind, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɔ/.

There are some processes that are responsible for the vowels production, those are: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness/ frontness and roundedness.

2. Diphthong.

Diphthong is included in a vowel sound with a special feature. According to Kelly (2000), diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: „lay‟, „how‟, „hair‟, „boy‟, 'poor', etc.

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other. There are two kinds of diphthongs in English, centering diphthongs end with a glide toward /ə/ such as: /eə/, /ɪə/, and /ʊə/, they are called 'centring' because /ə/ is a central vowel and closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/, /aɪ/,

/ɔɪ/,/ɑʊ/, and /əʊ/. The glide is towards a higher position in mouth. In other words, when movement of the tongue is carried out from the open vowel position to the close vowel position, the diphthong is said to be a closing diphthongs. When movement of the tongue is carried out towards the central vowel /ə/, the diphthong is said to be a centering diphthongs.

3. Consonant.

The term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j. According to the position of consonants, it can be divided into:

a. Voiced consonants : / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ , ŋ /

b. Unvoiced consonants : /f, p, t, ʧ, k, θ, s, ʃ/

To know whether voiced or unvoiced consonant can be done by putting your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in your throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced. Those are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words.

Consonants are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms of where the sound is made in the mouth, or place of articulation, how the sound is made, or the manner of

articulation, and whether or not the vocal cords vibrate, or voicing. It is important for teachers to know where and how a sound is made, and many learners also find this knowledge helpful, although they will only come to say sounds intelligibly through careful listening and practice. The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel before the sound (longer before voiced sounds) rather than in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners.

2. Suprasegmental Features

Suprasegmental features are like the style used in words or sentences. There are four kinds of suprasegmental features.

1. Stress.

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate a meaning and intention.

2. Intonation.

Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

3. Pause.

English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one. The fourth is rhythm. It means the beat of language. In English, rhythm is stresstimed.

Based on the theories above, it can be concluded that suprasegmental features strongly influence pronunciation. While speaking, we have to apply the appropriate suprasegmental rules. If not, our words will be meaningless or even occur misinterpretation from the hearer.

4.4 The Indicators of Students' Achievement in Pronunciation

In Pronunciation have to paying attention to the indicators of pronunciation.According to Brown (2008:.124-125) there four indicators of pronunciation, there are; intelligibility, fluency, accuracy, and native-like.

a. Intelligibility

Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.

b. Fluency

Fluency is as a whole of text can be pronounce fluently.

c. Accuracy

Accuracy is words and parts of text are pronounce accuracy.

d. Native like

Native like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentence we have to paying attention to the indicators above.

4.5 Students' Problem in English Pronunciation

In our country, English plays as a foreign language. Most of students use English only in school when they have a lesson in the classroom. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word Island is pronounced /ˈaɪ.lənd/. Where as in Indonesian language, we pronounce it /island/. Another problem or difficulty in learning pronunciation is people's hearing. People have different hearing ability. It affects people to make mistakes when pronouncing words. O‟Connor gives a good illustration related to how important our ears are. He says:

"Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak."

The above illustrations often occur to somebody who learns English. If one cannot listen to English pronunciation well, he cannot produce it well too. Gerald Kelly makes a brief and clear explanation related to the difficulties may be faced by pronunciation learners. They are as follows:

1. The learner‟s first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.

2. Even if such a concept is not new for the learners, they will have to become familiar with new sound-spelling relationships.

3. There may be sounds, and combinations of sounds in L1, which do not occur in English.

4. There may be sounds, and combinations of sounds, used in English which do not occur in L1.

5. English may use stress and intonation patterns which feel strange to the learners.

In general, it can be concluded that there are many differences between English and Indonesian pronunciation. The differences are deal with English spelling system and suprasegmental features that do not exist in Indonesian language. Its possible that students find difficulties to comprehend English pronunciation. Therefore, to solve this problem, students need to encourage themselves to be more active in their learning.

4.6 Teachers' and Students' Roles in Teaching Pronunciation

Teachers' and students' roles are very important in a pronunciation class. Teachers should comprehend and do their roles well. Here are some teachers‟ and students' roles explained by Kenworthy(1998):

1. Teachers' Roles

There are several important factors of teacher in teaching English pronunciation as follows:

a. Helping students hear

It means that a teacher must help students perceive sounds. It is important for teachers to introduce the categories because each language has its own categories. Teacher needs to check that his students are hearing sounds in an appropriate way and help students develop new categories if necessary.

b. Helping students

Make sounds Students usually able to imitate a new sound, but if they cannot then the teacher should give a clue which may help students to produce new sounds.

c. Providing feedback

Teachers must concern to their students' progress by assessing students' performance to see extent of their failure or success.

d. Pointing out what is going on

Students need to know what to pay attention to and what to work on because speaking is unconsciously controlled, students may not recognize that when particular word is stressed or said in different way, it may affect the message that is delivered to the listeners.

e. Establishing priorities

A teacher must help the students establish a suitable plan for action by recognizing the purpose of their pronunciation learning such as native-like

pronunciation, acceptable pronunciation to the English ear, and intelligible speech.

f. Devising activities

Probably, the most important and difficult role of teacher has to play is devising what kind of activities and exercises will be helpful. The teachers must keep in mind to create good activities, giving opportunities to the students for practice, experiment, and exploration.

g. Assessing progress

This is actually similar with feedback. The teachers have to provide the students information of their performance. Many teachers ignore this role, whereas in fact it is crucial for maintaining students' motivation.

2). Students' Role

It is simply said that all students need to do is to respond. But it is not as simple as that, because a success of pronunciation learning will depend on how much efforts the students put into it. It means that students must pay attention to the teachers' explanation and have a big willingness to involve actively in the teaching and learning process.

B. Conceptual Framework

This research is carry out at SMP Sutan Oloan Medan. This school is choose because almost 50% of the students still had low ability to pronounce English words, so their pronunciation needed to improved. The time for

conducting the research in the first semester of second grade. It is because in this semester the students are teach about pronunciation with context dialogue as Asking and giving opinion. As long as in the school based curriculum, the second year students in the even semester need to achieve the basic competence of which is a dialogue and short essay in form asking and giving opinion and acceptable pronunciation, stress, and intonation which relate to the daily life context. Hence, dialogue or role play may be suitable as the instruments for implementing tongue twisters technique.

In this research the focus is not all the English consonants, but only several consonants that do not exist in L1 and some others which are stated as the contrasts. The /v/, /θ/, /ð/, and /ʃ/ sounds do not exist in Indonesian language, that they may be difficult for the students to pronounce. Besides that, the /f/, /s/, /z/, /tʃ/, /dʒ/, and /w/ sounds are included to be the contrasts for other sounds. In brief explanation, /f/ and /w/ sounds are used to make contrast to /v/ sound, /s/ and /z/ sounds are the contrasts for the /ʃ/ sound, /θ/ is the contrast to /ð/ in written form, and the /tʃ/ become the contrast to /dʒ/ sound.

C. Hypothesis

The hypothesis of this research can be formulated:

Ha: There is a significant effect of applying tongue twisters technique on students' English consonants pronunciation.

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CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Swasta Sutan Oloan Medan in academic year 2017/2018 which was located at Jl. H. Sutan Oloan No. 1 Pondok Surya Medan. The reason to choose this school as a location of this research because the researcher had found some problems faced by students especially in pronunciation, many students was still low in pronunciation comprehension. Based on previous observation conducted during teaching process at the school, it indicates that new way of technique and learning was needed.

B. Population and Sample

1. Population

This population of this research was took from eight grade students of SMP Sutan Oloan Medan. There was one class VIII. The total population of this research was 25 students.

Table 3.1

The population of SMP Sutan Oloan Medan

No	Class	Population
1.	VIII	25
	Total	25

1. **Sample**

   Sample was part of population being studied (Arikunto, 2006). If the total number of population were less than 100 objects, it was recommended to take the entire sample under the investigatation, but if the populations involves subjects more than 100 sample, it was enough to take sample 10- 15 % or 20- 55 % or more depending on the situation. In this case, the researcher was took all of population in each class as a sample, so the sample of this research were 30 students.

Table 3.2
The Sample of SMP SutanOloan Medan

No	Class	Sample
1.	VIII	25
	Total	25

C. **Research Design**

   This study was conducted by using pre-experimental design which applies one group pre-test post-test (Hatch and Farhady, 1982). This means that treatment was followed the concept. This study was conducted one group, namely experimental group. The experimental group received treatment applying tongue twisters technique.

Table 3.3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Tongue twisters technique	✓

Where:

X   : Teaching prononcing consonant words by using tongue twisters technique

✓ : Pre-test

✓ : Post-test

D. Instrument of the Research

The instrument of this research was collected by using oral tests. The tests based on the topic given by researcher, it was practiced test based on their applying tongue twisters technique in pronouncing consonant words. The tests was in the form of tongue twisters technique.

In getting the data in this study, there was procedured was taken the researcher namely: pre-test, treatment (teaching) and post-test.

1. Pre-test

The experimental group was given pre-test before the treatment. The function of the Pre-test is administrated to the sample before doing the treatment. Pre- test was given to experimental group. It was used to measure students' achievement before applying the treatment, pre-test that consist of oral test. In

pre-test the researcher asked students to pronounce the dialogue about the learning materials.

2. Treatment

To find out the efffect of applying tongue twisters technique in pronouncing consonants words. A treatment was conducted to the experimental group. The step in teaching pronouncing consonants words in experimental group was following the steps.

Table 3.4
The Teacher and Students Activities in
Experimental Group

No	Teacher Activities	Students Activities
1	The teacher explain about pronunciation and what is kind consonant words in pronunciation	The students will be listen the teachers' explain.
.2	The teacher will be explain about tongue twisters technique	The students' will be listen the teachers' explain.
3	The teacher will be given the consonant words and explain how about pronounce the words	The students' will be follow the teacher about how to pronounce the words
4	The teacher ask the students to practice dialogue with their partner.	The students practice dialogue in front of class
5	The teacher will be check the students pronouncing.	The students' will be practice dialogue correctly words.
6	The teacher will be given score on students pronunciation	The students will be listen score has given by teacher

3. Post-test

After having the treatment, the post-test was given to the students. The post-test were same the pre-test. The post-test was the final test in this research, expecially in measuring in treatment. Whether it was significant or not. It means to know whether the treatment gives effect or not on the students' English consonant pronunciation.

E. The Technique of Collecting Data

To collect the data of the research, the researcher use some steps:

1. Giving pre-test to experimental group. The researcher record practice test

2. Giving treatment experimental group (class VIII) : Applying tongue twisters technique

3. Giving post- test to experimental group. The researcher record practice test.

4. Scoring the test.

F. The Technique of Data Analysis

After collecting the data from the test, the data analyze by following procedure:

1. Listen of record practice test

2.Giving the score based on the criteria of measurement which involving four indicators of pronunciation ability. According to Brown (2008) In scoring the students' Pronunciation achievement namely Intelligibility, fluency, accuracy, and native like.

Table 3.5
The Four Component Evaluate Pronunciation Achievement

Intelligibility (25)

Level	Explanation
20 – 25	**Very good :** rarely has trouble
15 – 20	**Good:** sometimes uses inappropriate terms about languages.
10 – 15	**Fair :** frequent use wrong words speech limited to simple intelligibility
5- 10	**Unsatisfactory:** very limited intangibility and make the comprehension quite difficult.

Fluency (25)

Level	Explanation
20 – 25	**Very Good :** understandable
15 – 20	**good :** speech is generally natural
10 – 15	**Fair** : some definite stumbling but manage to rephrase and continue
5 – 10	**Unsatisfactory**: speed of speech and length of utterances are far below normal long pause utterances, left unfinished.

Accuracy (25)

Level	Explanation
20 – 25	**Very good :** understandable
15 – 20	**Good :** speech is generally natural
10 – 15	**Fair :** error of basic pronunciation.
5 – 10	**Unsatisfactory :** few noticeable errors

Native like (25)

Level	Explanation
20 – 25	**Very good :** in speech generally understandable almost native like speech
15 – 20	**Good :** speech is generally natural
10 – 15	**Fair :** few of basic pronunciation.
5 - 10	**Unsatisfactory :** few noticeable error in pronounce.

3. Finding the mean score

$$M_D = \frac{\Sigma D}{N} \qquad \text{(Sudijono, P. 305. 2014)}$$

4. Finding the standar deviation

$$SD_D = \sqrt{\frac{\Sigma D}{N} - \left(\frac{\Sigma D}{N}\right)^2} \qquad \text{(Sudijono, P. 3016. 2014)}$$

5. Found out standard error of between mean variable X

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}} \qquad \text{(Sudijono, P. 307. 2014)}$$

6. Testing hyphotesis by applying test :

$$t_0 = \frac{MD}{SEMD} \qquad \text{(Sudijono, P. 307. 2014)}$$

G. Statistical Hypothesis

In this research, statistical hypothesis use to describe whether the hypothesis accept or reject. The statistical hypothesis formula.

Ha   : $T_{observe} > T_{table}$

Ho   : $T_{observe} < T_{table}$

Ha   : There is the effect of applying tongue twisters technique on students'

      English consonants pronunciation (the hypothesis is accept)

Ho   : There is no effect of applying tongue twisters technique on students'

      English consonants pronunciation (the hypothesis is reject)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research were obtained from the test scores. This research took place at SMP Swasta Sutan Oloan Medan. The were 25 students as sample involve in this research. The samples were conducted in one group, they are experimental class which was applied by tongue twisters technique. The cumulative scoured of each students was based on four indicators. I: Intelligibility, F: Fluency, A: Accuracy, N: Native like. The score pre-test and post-test in group were presented in table 4.1 and table 4.2.

1. Score of Experimental Group

Table 4.1
The Score Pre-Test of Experimental Group

No	Student's Initial Names	The Indicators				The Score
		I	F	A	N	
1	AA	10	10	10	10	40
2	ALS	10	15	20	15	60
3	AV	15	10	10	15	50
4	AJS	20	15	15	20	60
5	ARS	15	15	20	20	60
6	BA	15	12	13	10	50
7	DI	10	15	10	13	48
8	DS	15	15	10	10	50

9	DPS	10	10	15	18	53
10	DPI	15	15	14	16	60
11	EEM	10	10	15	14	49
12	FM	15	15	16	16	62
13	HLM	10	10	15	17	52
14	IAP	15	12	15	18	60
15	LMW	10	10	15	15	50
16	MRD	10	10	13	16	49
17	MA	5	10	10	5	30
18	MS	15	20	15	18	68
19	MSB	10	10	8	10	38
20	MWW	10	15	8	10	43
21	NS	18	15	15	15	63
22	RM	15	10	15	10	50
23	SAN	8	12	10	15	45
24	TAS	11	9	10	10	40
25	WL	10	10	10	8	38
	Total					**1268**

Based on the table above, could been seen that after did the pre-test of experiment group had known the students who got highest score or good score only were 8 students. From these result was proved that 90% the students were categorized still unable to pronunciation orally.

Table. 4.2
The Score Post-test of Experimental Group

No	Student's Initial Names	The Indicators				The Score
		I	**F**	**A**	**N**	
1	AA	20	19	15	15	69

2	ALS	19	19	23	20	81
3	AV	15	20	18	18	71
4	AJS	23	22	20	22	87
5	ARS	20	20	23	22	85
6	BA	20	18	15	18	71
7	DI	17	20	15	19	71
8	DS	20	20	15	19	76
9	DPS	17	20	18	23	78
10	DPI	18	20	19	20	77
11	EEM	16	19	20	20	75
12	FM	20	20	21	20	81
13	HLM	20	20	20	22	82
14	IAP	23	20	20	20	83
15	LMW	18	18	20	20	76
16	MRD	20	18	20	20	78
17	MA	15	18	20	15	68
18	MS	24	24	23	20	91
19	MSB	15	15	13	17	60
20	MWW	17	20	15	16	68
21	NS	23	20	20	22	85
22	RM	19	15	22	17	73
23	SAN	15	15	16	20	66
24	TAS	15	15	16	15	61
25	WL	15	15	17	15	62
	Total					**1875**

Based on the table score post-test of experimental group above, could been explained that after did the post-test of experimental group by using tongue twisters technique, majority of the students had gotten the best score in post-test

of experimental group. The students who got the best score were students 20 and 5

students gotten the low score or middle score, the result post-test of experimental

group these could categorized 70% the students able in pronunciation orally, these

case proved that there was effect on the students' ability in pronunciation orally.

Table 4.3
The Result of the Pre-Test and Post-Test in Experimental Group

No	Students' Initial Names	The Scores	
		Pre-Test (X)	Post-Test (Y)
1	AA	40	69
2	ALS	60	81
3	AV	50	71
4	AJS	60	87
5	ARS	60	85
6	BA	50	71
7	DI	48	71
8	DS	50	76
9	DPS	53	78
10	DPI	60	77
11	EEM	49	75
12	FM	62	81
13	HLM	52	82
14	IAP	60	83
15	LMW	50	76
16	MRD	49	78
17	MA	30	68
18	MS	68	91
19	MSB	38	60
20	MWW	43	68

21	NS	63	85
22	RM	50	73
23	SAN	45	66
24	TAS	40	61
25	WL	38	62
Total		**1268**	**1875**

Based on the table above or table 4.3 showed the total score of pre-test was 1268 with the lowest score 30 and highest was 68. it was caused by the other factor the students did not know how pronouncing consonants word correctly Meanwhile the total score of post-test was 1875 with the lowest score was 60 and the highest score was 91 , because in this post-test the researcher using tongue twisters technique in pronouncing consonants words. It was make the students easier in pronouncing consonants words, so they were can be pronouncing consanants words orally. After getting score in pre-test and post-test, it was known that there was a difference students English consonants pronunciation after receiving the treatment. The next step it's,know the result of percentage each test by using the pie diagram

B.Data Analysis

Based on the data from the test, the scores were analyzed in order to get the differences of pre-test and post-test of the experimental group.

Table 4.4
The Calculation to find "t"

No	Students' Initial Names	Pre-Test (X)	Post Test (Y)	D= (X-Y)	$D^2 = (X-Y)^2$
1	AA	40	69	-29	841
2	ALS	60	81	-21	441
3	AV	50	71	-21	441
4	AJS	60	87	-27	729
5	ARS	60	85	-25	625
6	BA	50	71	-21	441
7	DI	48	71	-23	529
8	DS	50	76	-26	676
9	DPS	53	78	-25	625
10	DPI	60	77	-17	289
11	EEM	49	75	-26	676
12	FM	62	81	-19	361
13	HLM	52	82	-30	900
14	IAP	60	83	-23	529
15	LMW	50	76	-26	676
16	MRD	49	78	-29	841
17	MA	30	68	-38	1.444
18	MS	68	91	-23	529
19	MSB	38	60	-22	484
20	MWW	43	68	-25	625
21	NS	63	85	-22	484
22	RM	50	73	-23	529
23	SAN	45	66	-21	441
24	TAS	40	61	-21	441

25	WL	38	62	-24	576
	Total	**1268**	**1875**	**-549**	**15173**

Based on the table 4.4 the mean score of experimental group was calculated as the follow:

$$M_D = \frac{\sum D}{N}$$

$$= \frac{-549}{25}$$

$$= \textbf{21,96}$$

Which :

M_D : The mean score of experimental group

$\sum_D$: The score of X-Y

N   : Sample of Experimental Group

Finding the standard deviation

$$SD_D = \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{15173}{25} - \left(\frac{-549}{25}\right)^2}$$

$$= \sqrt{606,92 - (21,96)^2}$$

$$= \sqrt{606,92 - 482,24}$$

$$= \sqrt{124,68}$$

$$= \textbf{11,16}$$

Next the following formula was implemented to find out the error of the standard deviation between X and Y

$$\text{SE M}_D = \frac{SDD}{\sqrt{N-1}}$$

$$= \frac{11,16}{\sqrt{25-1}}$$

$$= \frac{11,16}{\sqrt{24}}$$

$$= \frac{11,16}{4,898}$$

$$= \mathbf{2,278}$$

The result above was applied to test the hypothesis

$$\text{T}_o \quad = \frac{MD}{SEMD}$$

$$= \frac{11,16}{2,278}$$

$$= \mathbf{4,899}$$

After the data above were calculated by using t-test formula. It was found that the result that $t_{observe}$ was 4,899. then after seeking in the table of distribution of $t_{observe}$ as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were :

$$Df = N - 1$$

$$= 25 - 1$$

$$= 24$$

In the line of 24 showed that t_{table} was 5% = 2,06

In the line of 24 showed that t_{table} was 1% = 2,80

From the result above, it showed that final $t_o = 4,899$ and the number of value of the t_{table} in the line of 5% was 2,06. So, the researcher found that $t_{observe} > t_{table}$ or $4,899 > 2,06$. So, it means that H_o was rejected and H_a was accepted.

C. The Testing Hypothesis

In this research statistical hypothesis would be used to decide, whether the hypothesis would be accepted or rejected. The statistical hypothesis formula:

$H_a = t_{observe} > t_{table}$

H_a : there is a significant effect of applying tongue twisters technique on studnts' English consonant pronunciation.

D. Research Finding

It was found that the using of tongue twisters technique on students' English consonant pronunciation gave the significant effect. The students' that were taught by using tongue twisters technique got the higher score than those taught by using lecturing technique. The result of the test showed that the $t_{observe}$ was higher than t_{table} ($4.899 > 2.06$). It means that the tongue twisters technique gave the significant effect on the students' English consonant pronunciation.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying tongue twisters technique on students' English consonant pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion were drawn as following:

1. Based on data analysis, it was found that there was the significant effect of applying tongue twisters technique on students' English consonant pronunciation. Which was proven from the total scores of pre-test and post-test before and after giving treatment, 1268 and 1875 it was found ($t_{observe} > t_{table}$ or $4,899 > 2,06$ with df = 24 (25 - 1).

   Most of students responded well the lesson by applying tongue twsiters technique . it was characterized by the increase of the students' learning outcomes students' activity learning. So, tongue twisters technique was concluded to be effective in teaching learning.

B. SUGGESTION

Referring the conclusions above, some suggestions were stated as the following :

1. The English teachers could apply tongue twisters technique in teaching about practice dialogue pronunciation in the classroom. English teacher should try some variations in the teaching pronunciation, not only just based on the text book as the main of teaching pronunciation, but also let the students expressing their ideas in giving opinion through pronounce to enrich their skills in

pronunciation. It can made the students enjoy with the activities and not feel bored. And by which that teacher may easily teach pronunciation. beacuse it can be an alternative technique to motivate the students in pronunciation. Besides it can be contribution for English teacher to improve their teaching techniques.

2. To students in SMP Swasta Sutan Oloan Medan, The students are expected to use tongue twisters technique by themselves to encourage their confidence in order to improve their pronunciation skill. The students could add the knowledge in pronunciation especially in practice orally daily speech, the students should study harder to improve their ability in mastering pronunciation correctly. So it makes students to be active learners.

3. It is suggested to the other researchers to use this finding as source of the research and as an information and reference material acquiring knowledge and understanding about the study of practice daily pronunciation.

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APPENDIX 1

LESSON PLAN

School   : SMP Swasta Sutan Oloan Medan

Class/Semester   : VIII/I

Subject   : English

Aspect/Skill   : Speaking (Pronunciation)

Time   : 2 x 40 Minutes/Meeting (3Meetings)

Topic   : Asking and Giving Opinion

A. Standart Competence : To expresss meaning in transactional and interpersonal dialogue in daily

Context.

B. Basic Competence **:** To express meaning in transactional (to get things done) and interpersonal (socialize) formal and informal conversation accurately, fluently, and appropriately using simple spoken expresiion in daily life contextand involving speech act : Asking and Giving opinion.

C. Indicators   **:**

- Identifying how expression to asking and giving opinion

- Idnetifying kinds of english consonants sound

- Pronouncing consonants sounds correctly

D. Learning Objectives   :

- Students are able to identifying how expression to asking and giving opinion

- Students are able identifying kinds english consonants sound

- Students can be pronounce consonants sounds correctly

E. Learning Material

- Expression of Asking Opinion

Formal
- Do you have any idea ....?
- Do you have any opinion on ....?
- Would you give me your opinion on ....?
- What are your views on ....?

Informal
- What do you think of ......?
- What do you think about ....?
- What is your opinion ....?
- How do you like ...?

− Expression of Giving Opinion
- I think .... / I don't think ....
- I believe .... / I don't believe ....
- In my opinion ....
- For me ....
- Personally, I think ....

F. Teaching Learning Technique
− Tongue Twisters technique

G. Learning Activities

Opening
- Greeting the students
- Asking the students to pray before starting the lesson
- Checking attendance list
- Giving the motivation and apperception

a. Exploration
1. The researcher gives example the dialogue about asking and giving opinion

2. The researcher asks students to identifying expressions in the dialogue

3. The researcher asks students to practice dialogue in a pairs in front of the class

4. The researcher score pronunciation each students by using voice record

b. Elaboration

1. The researcher explain about consonants sounds and how pronounce the sounds

2. The researcher explain about tongue twisters technique

3. The researcher make a sentences tongue twisters

4. The researcher asks students to pronounce the sentences

5. After that, the researcher asks to students for practice dialogue again.

6. Then, the researcher score pronunciation each students by using voice record.

c. Confirmation

1. The researcher give feedback to the students

2. The researcher gives confirmation about score each students.

3. The researcher gives motivation to all students.

H. Learning Sources

– English book (EOS 2 For Junior High School Sudents Year VIII)

– Dictionary

I. Media

– Papers, Script, Laptop.

J. Assessment

– Technique   : Oral Test

– Instrument   : Dialogue asking and giving opinion

– Scoring Guide

Aspect Value	Score Maximal
Intelligibility	25
Fluency	25
Acuracy	25
Native Like	25
Total	100

Medan, September 2017

Known by
English Teacher

The Researcher

Hawani Situmorang S.Pd

Novia Fatriana

Headmaster of SMP Swasta Sutan Oloan Medan

Drs. W A G I T O

APPENDIX 2

THE INSTRUMENT OF THE RESEARCH

Andre : Hi Bob, where have you been? I didn't see you for a week.

Bobi   : Yeah, I enjoyed my long holiday

Andre : Wow, cool. Where did you go?

Bobi   : I went to Amed beach in Karang Asem. Have you ever visited that place?

Andre : Hmmm… Never, but I ever saw it from TV. Is it a good Beach? What do you think about Amed Beach?

Bobi   : In my opinion, it is an awesome beach. It has many good diving spots. Besides, you can also see a beautiful sunrise in the morning

Andre : What a good place to spend a holiday

Bobi   : Yeah, of course. If you have a long holiday, I think you should go to Amed. Karang Asem has many beautiful beaches

Andre : Yes, I will. I agree with you. Last year I went to Virgin Beach in Karang Asem. It is not too far from Denpasar. Have you ever gone there?

Bobi   : Not yet, I just know it from my friends who have already gone there. They said that the beach has a beautiful white sand. How's your opinion?

Andre : Personally, I think Virgin beach is a beautiful beach and a good place to spend your weekend. Your friends are right. It has a gorgeous white sand.

Bobi   : Cool, please take me there sometimes.

Andre : Sure. There are a lot of places that we can explore in Karang Asem. Have you ever visited Tenganan Village?

Bobi : No, I have not. I only ever heard that village from my grandfather. As far as I know, Tenganan is one of famous Bali traditional villages. Balinese called it "Desa Bali Aga". The house styles and ornaments are very traditional. They also have a unique tradition called "Perang Pandan".

Andre : Yes, I ever heard about it. Some people say that "Perang Pandan" is an offering ceremony to honor God Indra (God of War) and the ancestors. The ritual is held annually in June.

Bobi : What a unique tradition it is. We should go and watch it once.

Andre : Alright, let's arrange a trip to Karang Asem next June. What do you think?

Bobi : I'd say that is a brilliant idea. Can't wait for that month

Andre : Yeah, me too. I'll contact you later. See you Bob.

Bobi : Alright, see you Andre.