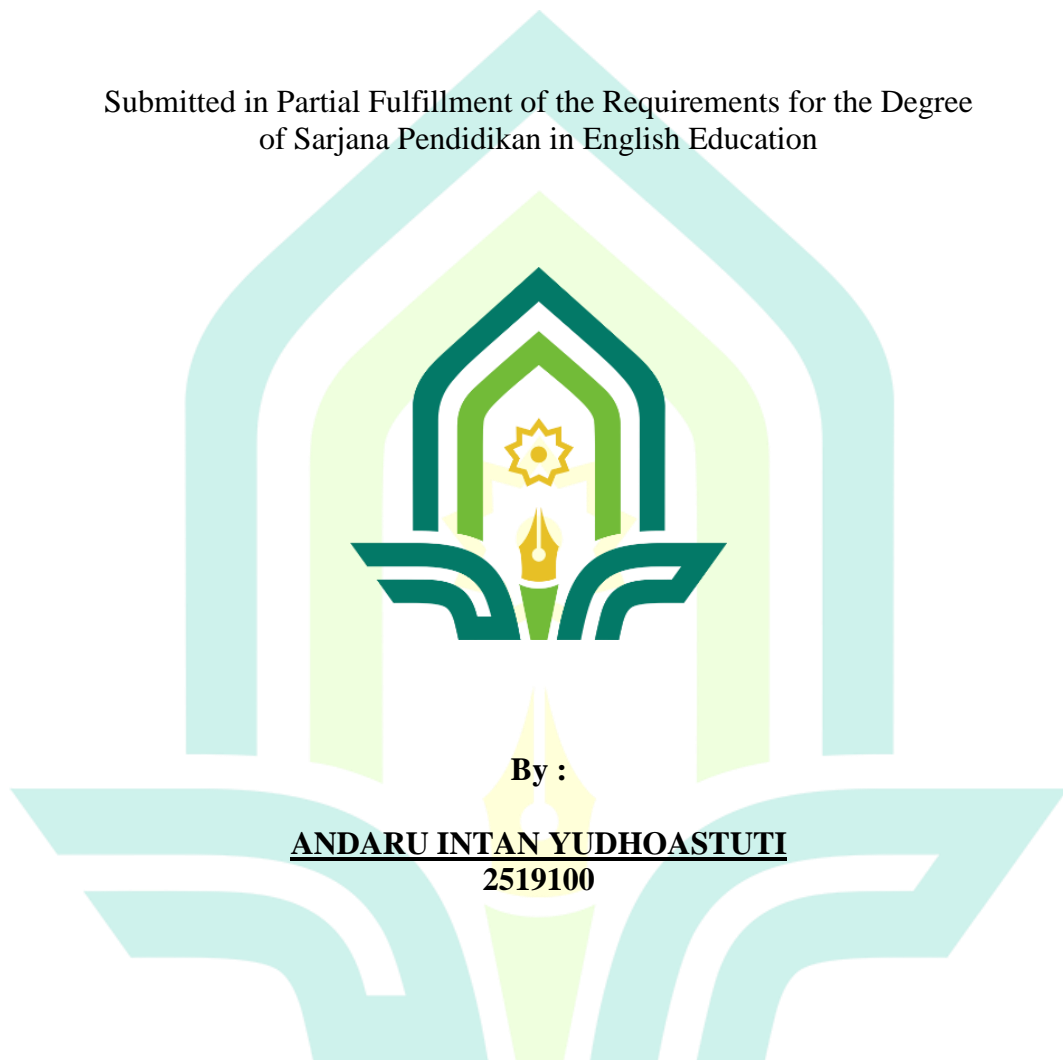


**TEACHER'S EXPERIENCES IN IMPLEMENTING
TONGUE TWISTER GAME TO TEACH PRONUNCIATION
FOR JUNIOR HIGH SCHOOL STUDENTS**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan in English Education



By :

ANDARU INTAN YUDHOASTUTI

2519100

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
2023**

LEMBAR PERNYATAAN KEASLIAN

SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Andaru Intan Yudhoastuti

NIM : 2519100

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul “Teacher’s Experiences in Implementing Tongue Twister Game to Teach Pronunciation for Junior High School Students” adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 15 November 2023

Yang menyatakan



Andaru Intan Yudhoastuti
NIM. 2519100

Nama Pembimbing : Fachri Ali, M. Pd
Alamat Pembimbing : Bligo No. 35 RT 03/RW 01, Buaran, Kab. Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdri. Andaru Intan Yudhoastuti

Kepada
Yth. Dekan FTIK UIN K.H Abdurrahman Wahid Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Andaru Intan Yudhoastuti
NIM : 2519100
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : Teacher's Experiences in Implementing Tongue Twister Game to Teach Pronunciation for Junior High School Students

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 15 November 2023
Pembimbing



Fachri Ali, M.Pd.

NIP. 198901012020121013



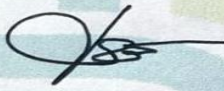

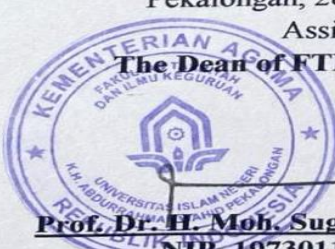
KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **ANDARU INTAN YUDHOASTUTI**
NIM : **2519100**
Judul : **TEACHER'S EXPERIENCES IN IMPLEMENTING TONGUE
TWISTER GAME TO TEACH PRONUNCIATION FOR
JUNIOR HIGH SCHOOL STUDENTS**

Has been examined and approved by the panel of examiners on Tuesday, 28th November 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

Examiner I	Examiner II
	
Ahmad Burhanuddin, M.A. NIP. 19851215 201503 1 004	Eros Meilina Sofa, M.Pd. NITK. 19860509 202321 2 043
Pekalongan, 28 th November 2023 Assigned by The Dean of FTIK UIN Pekalongan	
 Prof. Dr. H. Moh. Sugeng Sholehuddin, M.Ag. NIP. 19730112 200003 1 001	

The Examiners,

PREFACE

I would like to express my gratitude for the presence of Allah SWT who has bestowed His mercy and grace upon me, so that I can complete my thesis, entitled **"Teachers' Experiences in Implementing Tongue Twister Game to Teach Pronunciation for Junior High School Students"**. In order to fulfill the requirements of the Final Assignment Course. Making this article has had many ups and downs for the author. Therefore, the researcher would like to thank all parties who have helped so far in completing this final assignment. Researcher acknowledge that there is still work to be done on this paper. Therefore, we highly expect useful criticism and suggestions to improve this paper. I hope everyone who needs it can be benefit from this thesis.

Pekalongan, 15 November 2023

The Researcher

MOTTO

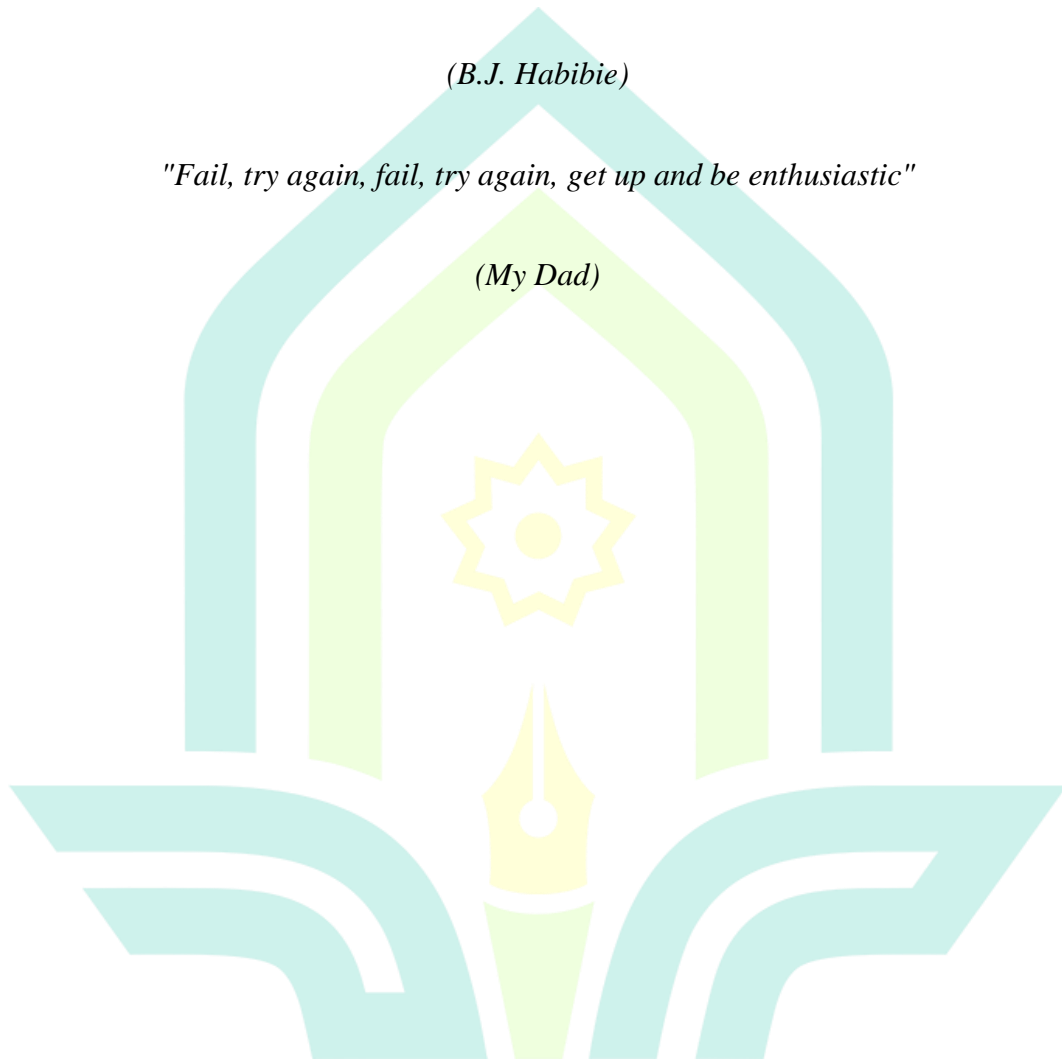
"Don't hesitate to chase your dreams"

*"Failure is not the end of everything, but rather is the first step towards true
success"*

(B.J. Habibie)

"Fail, try again, fail, try again, get up and be enthusiastic"

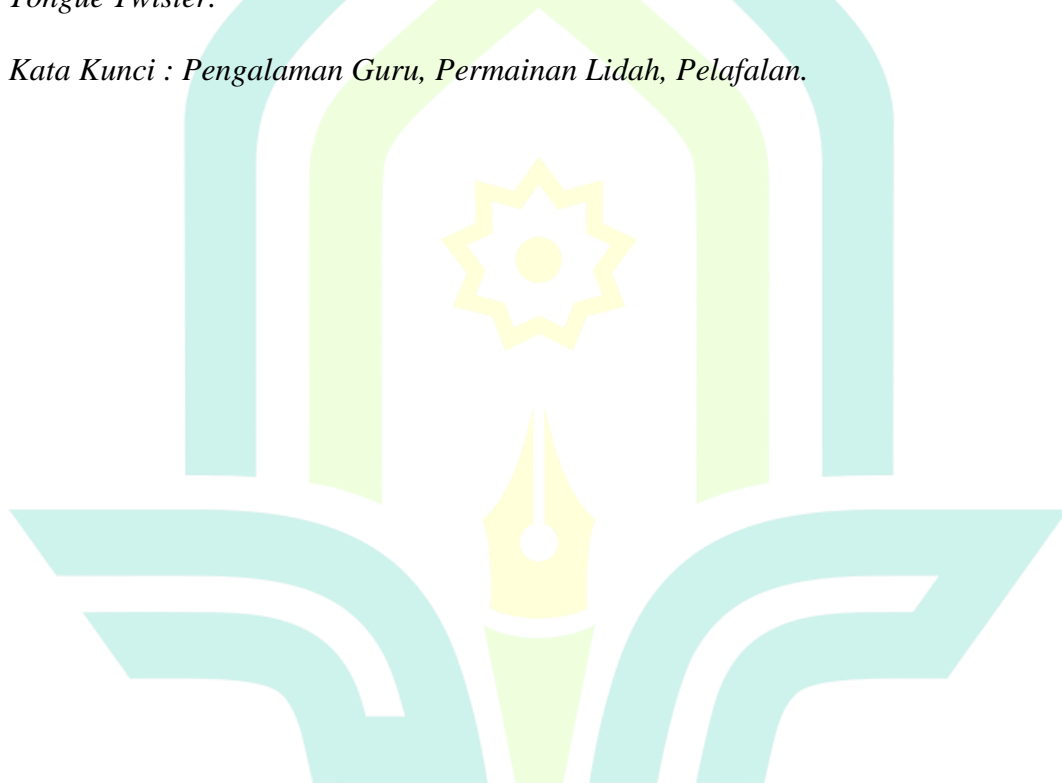
(My Dad)



ABSTRAK

Penelitian ini bertujuan untuk mencari tau bagaimana pengalaman guru dalam mengajar menggunakan Permainan Tongue Twister, baik itu pengalaman positif maupun negatif. Pengambil data dalam penelitian ini menggunakan metode wawancara dan observasi, serta menggunakan pendekatan inkuiri naratif. Peneliti menggunakan semi terstruktur guna mengumpulkan data. Dalam penelitian ini satu guru dipilih sebagai sumber penelitian. Hasil dari penelitian ini menemukan cara menggunakan permainan Tongue Twister di kelas pelafalan, tidak hanya itu saja guru bisa memberi motivasi kepada siswa melalui game tersebut, menemukan cara mengatasi ketika kelas tidak kondusif, bisa mengontrol siswa karena belajar pelafalan menggunakan game, dan yang terpenting guru bisa mendapat pengalaman mengajar dikelas pelafalan menggunakan permainan Tongue Twister.

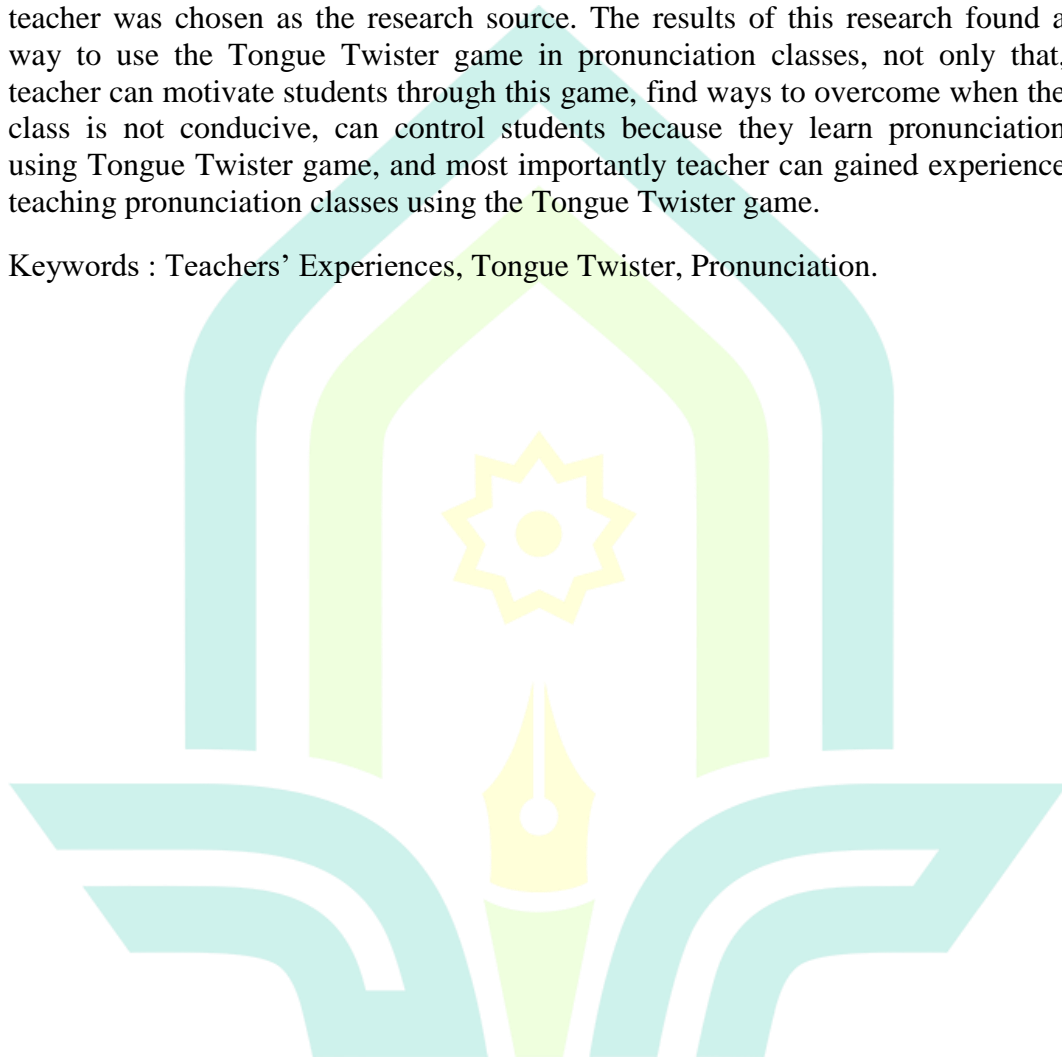
Kata Kunci : Pengalaman Guru, Permainan Lidah, Pelafalan.



ABSTRACT

This research aims to find out how teachers experience teaching using the Tongue Twister Game, both positive and negative experiences. Data collectors in this research used interview and observation methods, and used a narrative inquiry approach. Researcher used semi-structured data to collect. In this research, one teacher was chosen as the research source. The results of this research found a way to use the Tongue Twister game in pronunciation classes, not only that, teacher can motivate students through this game, find ways to overcome when the class is not conducive, can control students because they learn pronunciation using Tongue Twister game, and most importantly teacher can gained experience teaching pronunciation classes using the Tongue Twister game.

Keywords : Teachers' Experiences, Tongue Twister, Pronunciation.



ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin...

First of all, I would like to express my thanks to Allah SWT, the Almighty, the Most Gracious, the Most Merciful for the grace that has been given so that I am enthusiastic because of the strength that He has given me so that I can complete this thesis and also to my role model, the Prophet Muhammad SAW, who has provide inspiration.

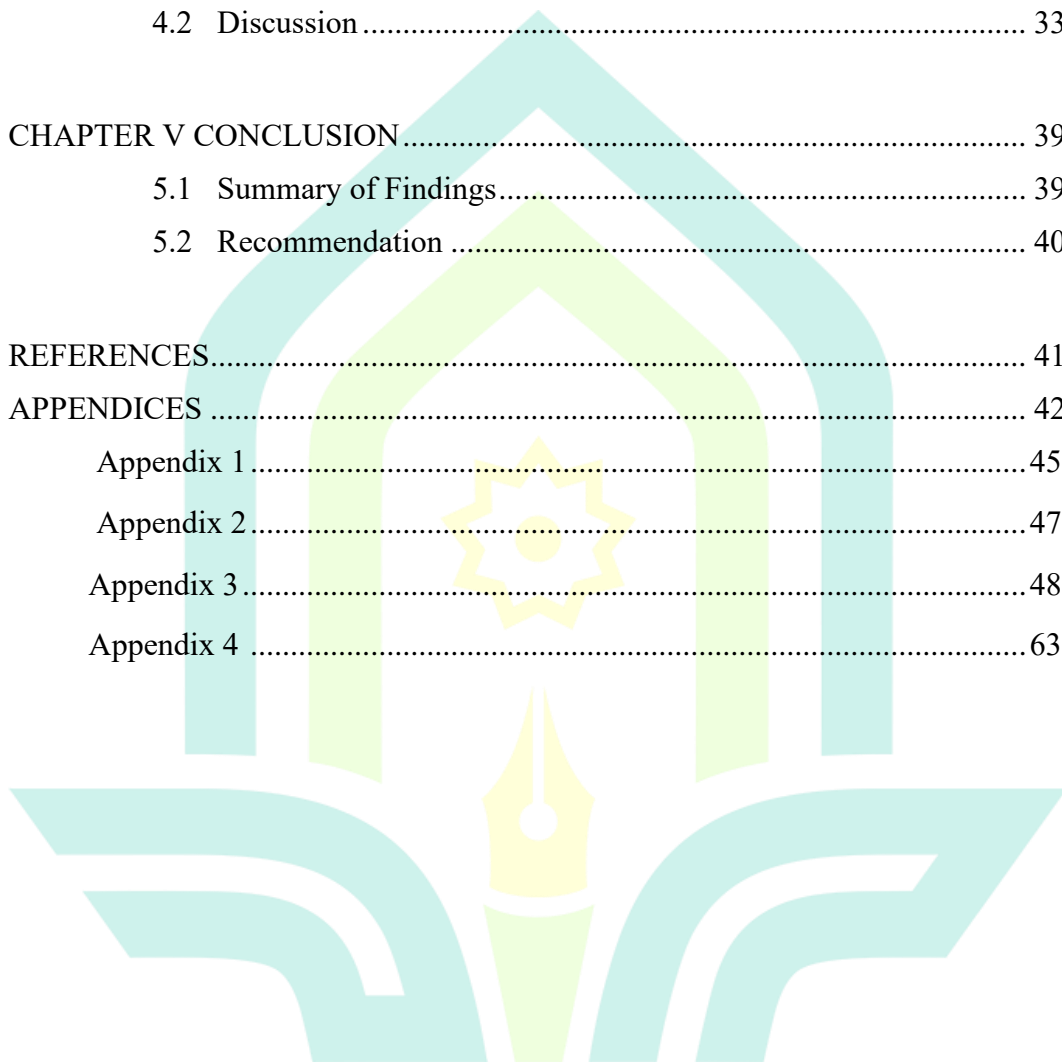
Second, I would also like to thank the head of the Department of English Language Education and the Teaching Faculty of UIN K.H Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A. for the incredible support he gave me. To Mr. Fachri Ali, M.Pd., as my supervisor who has agreed to be my thesis supervisor. I am also grateful for the time, patience, support and guidance he provided to help me complete this thesis. Then I would like to thank the English Department lecturers at UIN K.H Aabdurrahman Wahid Pekalongan for the knowledge they have given me so far.

Furthermore, I am very grateful and I especially dedicate it to my family. To my parents, Mr. Sunarto and Mrs. Wariyah. I dedicate this thesis to my parents. Thank you for the support and prayers that have been given. To my friends, I would like to thank you, always provide support, always be willing to give me help and don't forget to give me encouragement so that I never give up. Lastly, I would like to thank my fellow students majoring in English Education class 19 who I cannot mention one by one

TABEL OF CONTENT

COVER	i
LEMBAR PERTNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENTS	v
MOTTO	vi
ABSTRAK.....	vii
ABSTRACT.....	viii
PREFACE	ix
TABEL OF CONTENTS.....	x
TABLE LIST	xi
FIGURE LIST.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER 1	1
1.1 Background	1
1.2 Formulation the Problem	4
1.3 Operational Definition	5
1.4 Aims of the Study	5
1.5 Significance of the Research.....	5
CHAPTER II	6
2.1 Literature Review.....	6
2.2 Previous Study	18
2.3 Conceptual Framework.....	20
Figure 2.1.....	21
CHAPTER III	22
3.1 Research Design	22
3.2 Setting and Participants.....	22

3.3 Data Collection	23
3.4 Data Analysis	25
3.5 Research Steps	25
CHAPTER IV	27
4.1 Findings.....	27
4.2 Discussion.....	33
CHAPTER V CONCLUSION.....	39
5.1 Summary of Findings.....	39
5.2 Recommendation	40
REFERENCES.....	41
APPENDICES	42
Appendix 1	45
Appendix 2	47
Appendix 3	48
Appendix 4	63

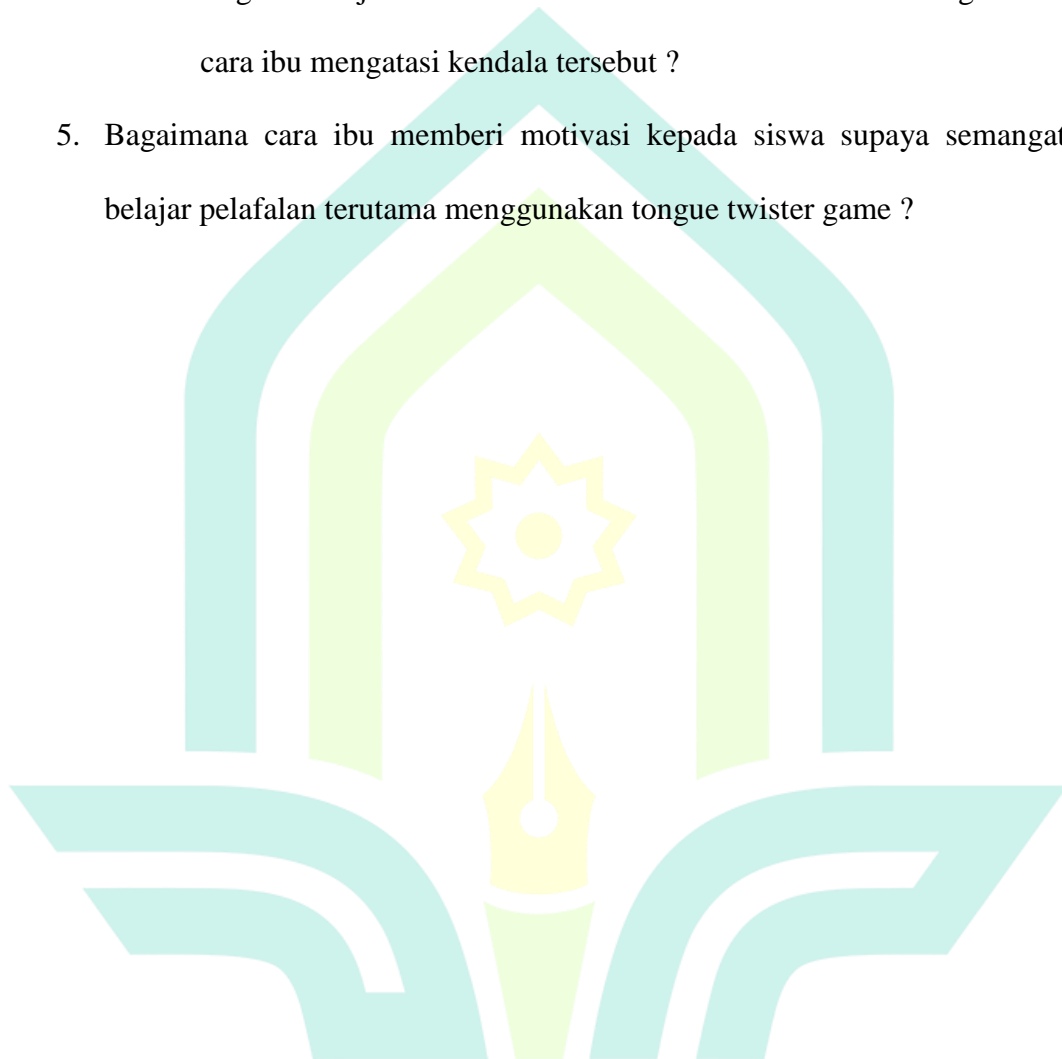


Appendix 1

Interview Question

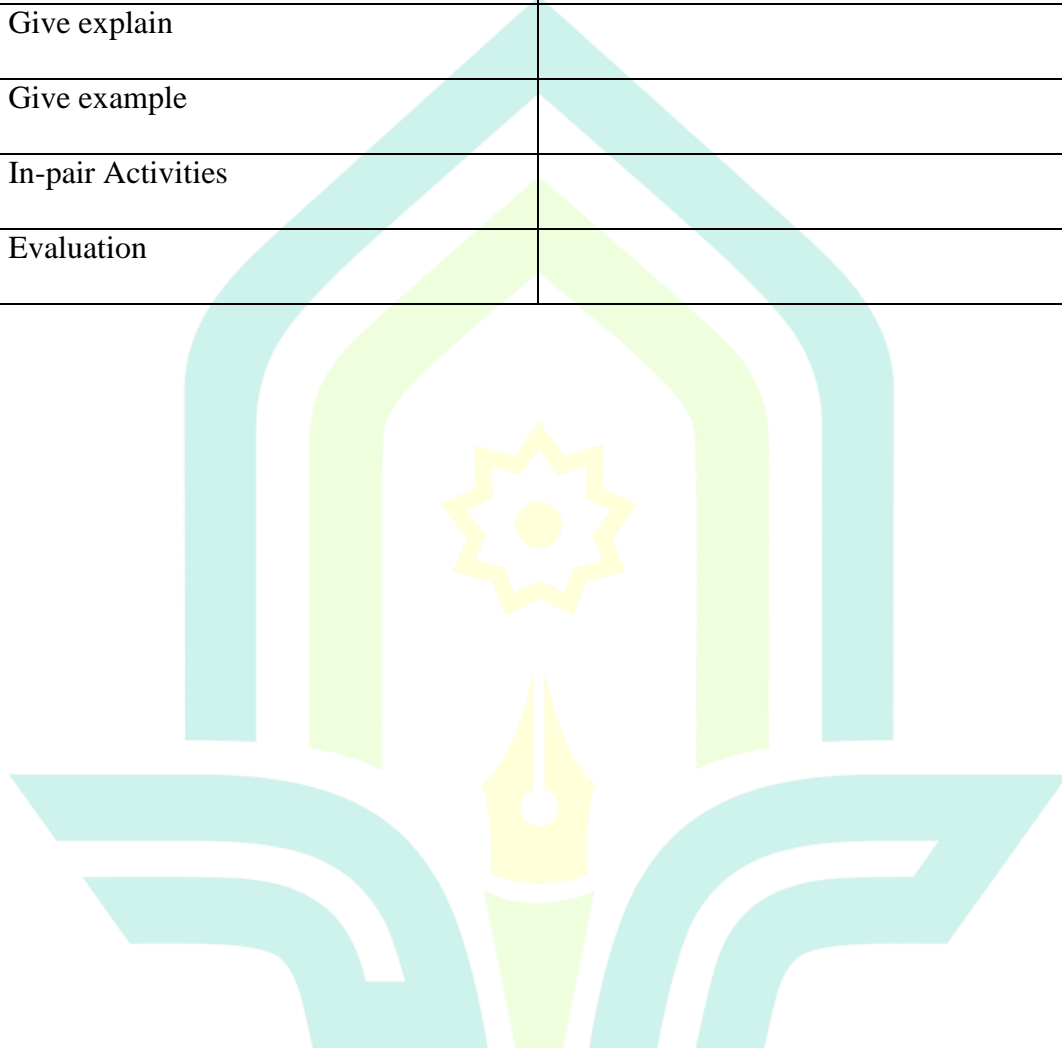
1. Mengapa ibu memilih tongue twister sebagai media pembelajaran ?
 - a. apakah ada kelebihan tertentu sehingga ibu menggunakan tongue twister game dalam pembelajaran pelafalan ?
 - b. apakah game tersebut berpotensi bagi siswa ? potensi seperti apa ?
2. bagaimana pengalaman ibu dalam mengajar pelafalan dalam menggunakan permainan tongue twister? Apakah ada pengalaman baik itu positif maupun negative ?
 - a. pengalaman positif apa saja yang pernah ibu alami ?
 - b. pengalaman negative apa saja yang pernah ibu alami ?
3. bagaimana pembelajaran menggunakan tongue twister game didalam kelas pelafalan ?
 - a. apakah guru memberikan contoh terlebih dahulu dan menjelaskan kepada siswa bagaimana memainkan permainan tersebut? lalu seperti apa caranya ?
 - b. apakah dalam menggunakan tongue twister game ini dapat meningkatkan salah satu aspek dari pelafalan? apakah itu sounds atau yang lain?
 - c. bagaimana jika siswa tetap tidak memahami pembelajaran tersebut?

4. Apa saja kendala yang pernah terjadi saat menggunakan tongue twister game dalam kelas pelafalan ?
 - a. bagaimana cara mengatasi kendala tersebut ?
 - b. apakah hanya kendala itu saja?
 - c. Bagaimana jika ibu menemukan kendala selain ini ? bagaimana cara ibu mengatasi kendala tersebut ?
5. Bagaimana cara ibu memberi motivasi kepada siswa supaya semangat belajar pelafalan terutama menggunakan tongue twister game ?



Appendix 2 Observation

Aspect	Learning Activities
Opening	
Give explain	
Give example	
In-pair Activities	
Evaluation	



Appendix 3
Transcription of the Interview (Indonesia Version)

Interviewer	Selama ibu mengajar Bahasa Inggris mengapa ibu lebih memilih tongue twister sebagai media pembelajaran ?
Mrs. M	Karena menurut saya untuk mengajarkan ke anak-anak itu tentang bagaimana mengucapkan kata dalam bahasa Inggris secara jelas. Kalo pakai tongue twister itu juga mengecek apakah anak itu mampu melafalkan dengan jelas atau masih ada error pronunciation, perlu kita perbaiki kedepannya dalam pembelajaran
Interviewer	Apakah ada kelebihan tertentu sehingga ibu menggunakan permainan Tongue Twister ini khususnya dikelas pelafalan ?
Mrs. M	Ya tentu itu pakai tongue twister ada kelebihannya. Karena kan anak-anak itu bakalan lebih fokus ke apa yang harus mereka lafalkan.
Interviewer	Apakah game tersebut berpotensi bagi siswa bu ?
Mrs. M	Menurut saya sangat berpotensi besar, karena memiliki daya tarik tersendiri untuk siswa, apalagi belajar bahasa Inggris ini salah satu pembelajaran

	yang susah menurut siswa.
Interviewer	Potensi apa saja bu ? bisa ibu jelaskan ?
Mrs. M	Berpotensi di pronounciation-nya. Walaupun nantinya mereka akan lebih mendengarkan supaya nanti next-nya kalau disuruh mengucapkan 1 atau 2 kata dalam bahasa inggris mereka punya pembenaran lagi yang sebelumnya error
Interviewer	Apa ada lagi bu selain potensi tersebut ?
Mrs. M	Ada mba, hal ini sangat berpotensi, ya. Karena kalau game itu anak-anak tidak terlalu tertekan dalam pembelajaran rasanya seperti bermain. Nah tongue twister yang dipakai di sini juga tidak yang harus menulis, kan namanya juga pakai proonunciaton karena harus melafalkan lebih banyak untuk melafalkan dan mendengarkan dengan jelas, lalu juga mempraktikkan pembenaran dan error yang mereka lakukan sebelumnya.
Interviewer	Baik bu terimakasih atas, lalu lanjut ke pertanyaan berikutnya ya bu
Mrs. M	Baik mba...
Interviewer	Bagaimana pengalaman ibu dalam mengajar pelafalan menggunakan permainan Tongue Twister ?

Mrs. M	Macam macam ya mba pengalamannya susah senang tentunya ada.
Interviewer	Pengalaman apa saja yang pernah ibu alami ? bisa ibu ceritakan ?
Mrs. M	Pengalaman negatifnya itu pasti kelasnya pasti crowd banget, ribut itu sudah pasti. Missal 1 orang dengan yang lain, ketika harus mendengarkan saya ngomong dan menyebutkan suatu kata mereka harus ngulang dengan suasana kelas yang ramai, itu pasti fokusnya akan “apa tadi ya” karena kelasnya terlalu crowd atau terlalu ramai.
Interviewer	Oh begitu ya bu, kira kira ada pengalaman positif yang pernah ibu alami atau tidak ?
Mrs. M	Kalau pengalaman positifnya pembelajarannya lebih fun karena itu bentuknya game jadi anak-anak tidak merasa bahwa oh pembelajaran di kelas bahasa inggris harus gini gini, itu mindset-nya udah susah. Kalau pake game kan nantinya anak-anak kalau mereka suka dengan kegiatan itu mereka akan Tanya lagi. (seperti) bisa main lagi ga Pak/Bu?. Dan di dalam game itu kita tidak hanya nge-game saja, tapi mereka juga dapat oh yang tadinya tulisannya seperti ini, tapi di bahasa inggris pronounce-nya beda ya.

	Mereka juga akan tahu oh ini tulisannya walaupun begini dalam bahasa inggris pronounce-nya atau penyebutannya akan beda. Mereka tidak akan tertekan dari sisi positifnya.
Interviewer	Apa hanya itu saja bu ? apa ada yang lain ?
Mrs. M	Untuk saat ini hany itu saja mba, selebihnya mereka merasanya fun-fun aja.
Interviewer	Bagaimana pembelajaran menggunakan tongue twister game didalam kelas pronunciation? Apakah guru memberikan contoh terlebih dahulu ?
Mrs. M	Biasanya kalo saya kasih pembelajaran terutama game itu ya,pasti ada direction-nya dulu ke anak-anak arahnya seperti apa. Nanti di praktekan di awal satu dua kali terus nanti baru kita akan “yaudah kita nanti game-nya dimainkan nanti setiap grup nanti dapat poin untuk satu jawabn yang benar, gitu
Interviewer	apakah dalam menggunakan tongue twister game ini dapat meningkatkan salah satu, kaya misalkan di tongue twister ini ada aspek kaya sound gitu ya bu, apa ada penekanan, itu ada atau tidak ?
Mrs. M	ya. Otomatis kalo pronunciation itu kan pake sound pake stracing-nya itu pasti. Untuk satu kata dengan kata yang lain. Kadang penyebutannya sama. Itu

	<p>ketika saya ngomong ini terus mereka mikir, kok artinya ini ya, tapi berbeda stracing-nya berbeda-beda. Nah itu pasti mereka akan kasih attention lebih, harusnya gimana ya, oh seperti ini. Sound-nya akan didengarkan bener-bener. Lebih ke mendengarkan dengan baik cara pelafalannya seperti apa, sound-nya yang keluar seperti apa. Vocal sama consonant-nya. Kan kalo consonant bahasa inggris kan beda sama bahasa Indonesia. Itu mereka akan lebih fokus ke, yang mana nih, gitu</p>
Interviewer	<p>bagaimana jika siswa tetap tidak memahami atau kurang jelas itu gimana?</p>
Mrs. M	<p>biasanya lebih banyak repetition. Diulang lagi diulang lagi. Makanya jadi guru bahasa inggris itu kadang-kadang capek. Capeknya dalam 1 kelas itu harus ngomong 2 kali. Yang pertama pake bahasa inggris yang kedua pake bahasa Indonesia. Kalau kita kuliah yang jadi muridnya kan temen-temen kita ya, pasti kan disuruh dosennya pakai full English. Kalua dalam kelas kan 2 kali. Nah biasanya anak-anak di awal-awal itu pasti akan, saya ga bisa bahasa inggris. Nah makanya itu kita selalu repeat, repeat, ulang, ulang. Supaya mereka juga terbiasa</p>

	<p>mendengarkan sound seseorang berbicara dalam bahasa inggris, terus juga ketika mereka disuruh mengulang pun karena sudah terbiasa. Biasanya seperti itu. Jadi akan lebih paham karena sudah pernah diomongkan lagi omongkan lagi. Orang kan bosan ngomong terus. Tapi itu yang mudah terekam di otak malah itu. Setiap greeting aja, setiap masuk kelas, itu anak-anak pasti sudah tahu, good morning class, how are you today, itu sudah pasti. Karena selalu diulang-ulang. Repetition itu penting buat pronunciation.</p>
Interviewer	<p>kalau misal sebagian kelas siswa sudah ada yang paham, tapi kalau ada satu atau dua siswa yang belum paham itu bagaimana, bu?</p>
Mrs. M	<p>biasanya kalau hanya satu dua siswa dalam satu kelas yang tidak paham, itu treatment-nya bakal beda. Sekali waktu ketika sudah selesai menjelaskan di depan kelas, saya akan nyamperin si anak-anak itu kasih treatment yang kaya tanya lah, kamu tadi susahny dimana, coba kamu ucapkan kata yang ini, yang benar seperti ini yang salah seperti ini. Tetap ada repetition, tetap ada pembenaran. Tapi nanti langsung direct ke anaknya. Tapi kan secara</p>

	keseluruhan di depan kelas, kok hanya satu dua pasti kelihatan. Nanti disamperin satu-satu.
Interviewer	apa saja kendala yang pernah dialami saat menggunakan tongue twister game dalam kelas pelafalan?
Mrs. M	kalau kendalanya kaya tadi sama negative sama tongue twister game ya itu pasti kelasnya crowded banget, rame banget kelasnya. Mereka bilang, game aja game aja ga ada pelajaran. Itu bakal rame sekali. Capek udah pasti sebagai guru yang mengajar. Ya harus mengkondisikan, pelajaran ya harus tetap berjalan. Dan anak-anaknya nanti itu takutnya setelah pembelajaran saya lebih ga fokus ke materi yang berikutnya. Mereka males, mintanya game lagi. Kan ga mungkin setiap materi harus game dan game
Interviewer	lalu pertanyaan terakhir, bagaimana cara ibu memberi motivasi kepada siswa supaya semangat belajar pelafalan terutama menggunakan tongue twister game?
Mrs. M	Kalau kasih motivasi ke anak itu lebih ke saya kasih contoh kan ke anak-anak, kamu mau mastering bahasa inggris ga kamu mau menguasai bahasa

	<p>inggris ga. Itu kan hal yang susah. Ya pelajaran banyak yang susah, tapi khususnya bahasa inggris. Kalo kamu mau belajar bahasa inggris, diperhatikan dengan baik pembelajarannya. Pas misal kita main game jangan Cuma nge-game aja dikasih motivasinya dan sambil bercanda anak-anak kelas 7 gitu masih anak-anak itu pikirannya masih game-game gitu. Harusnya ya di-repeat aja pembelajaran kita seperti apa. Yang tadinya kamu ga tahu sekarang tahunya apa. Terus besok lagi harus ada tambahan lagi ya ga harus huruf-huruf atau kata-kata tambah lagi tambah lagi. Setiap selesai pembelajaran harus ada yang kalian dapat. Saya tidak mau dalam kelas saya ya masuk masuk aja ga dapat apa-apa cuman duduk. Ya nulis ya mengerjakan. Makanya setiap pembelajaran itu harus diikuti dengan baik. Bapak/ibu guru juga melihat proses kalian dari yang tidak tahu apa-apa sampai dapat ilmunya walaupun cuman dikit. Berarti lebih disemangati terus dikasih contoh.</p>
Interviewer	Oke baik bu, terimakasih atas waktunya
Mrs. M	Baik mba sama sama sudah sepiantasnya saling

	membantu.
--	-----------

Transcription of the Interview (English Version)

Interviewer	While you were teaching English, why did you prefer tongue twisters as a learning media ?
Mrs. M	Because in my opinion it is to teach students how to pronounce words in English clearly. If you use tongue twisters, you also check whether the students is able to pronounce clearly or whether there are still pronunciation errors, we need to correct them in the future in learning.
Interviewer	There are any particular advantages to using the Tongue Twister game, especially in pronunciation class?
Mrs. M	Yes, of course using tongue twisters has its advantages. Because students will focus more on what they have to pronounce.
Interviewer	Does this game have potential for students?
Mrs. M	In my opinion, it has great potential, because it has its own attraction for students, especially as learning English is one of the most difficult lessons for students.
Interviewer	What potential mrs ? can you explain ?
Mrs. M	Potentially in the pronunciation. Although in the future

	they will listen more so that the next time they are asked to say 1 or 2 words in English they will have more justification for the previous error.
Interviewer	Is there anything else this potential?
Mrs. M	Yes, this has a lot of potential, because game can make children less stressed when learning, it feels like playing. Well, the tongue twisters used here don't have to be written, they also use pronunciation because they have to pronounce more to pronounce and listen clearly, then also practice justifying and making mistakes that they made before.
Interviewer	Ok mrs, thank you, then move to the next question, ma'am
Mrs. M	Ok, mba Andaru
Interviewer	What is your experience in teaching pronunciation using the Tongue Twister game?
Mrs. M	Of course there are all kinds of experiences, difficult and happy.
Interviewer	What experiences have you had? can you tell me?
Mrs. M	The negative experience is that the class is definitely very crowded, noisy, that's for sure. For example, one person and another, when they have to listen to me talk and say a word, they have to repeat it in a busy class

	atmosphere, their focus will definitely be "what was that" because the class is too crowded or too crowded.
Interviewer	Oh I see, mrs, do you think there are positive experiences that you have had or not?
Mrs. M	If the experience is positive the learning is more fun because it is in the form of a game so the children don't feel that oh learning in English class has to be like this, that's already a difficult mindset. If you use games, if the children like the activity, they will ask again. (like) can you play again sir/madam? And in the game we don't just play games, but they also get oh, the writing was like this, but in English the pronouncement is different. They will also know oh this is how it is written, even though in English the pronouncement or pronunciation will be different. They will not be depressed from the positive side.
Interviewer	Is that all mrs? is there anything else ?
Mrs. M	For now, that's all, just fun.
Interviewer	How do you learn to use the tongue twister game in pronunciation class ? Does the teacher give examples first ?
Mrs. M	Usually, when I teach lessons, especially games, there must be a direction to the children first. Later, we will

	<p>practice it once or twice at the beginning and then we will "Okay, let's play the game, then each group will get a point for one correct answer", like that.</p>
Interviewer	<p>Can using this tongue twister game improve something, like for example in this tongue twister there is a sound aspect like that, ma'am, is there emphasis, is it there or not?</p>
Mrs. M	<p>yes. Automatically, if you use sound for pronunciation, use stracing, that's for sure. For one word with another word. Sometimes the names are the same. That's when I said this and they kept thinking, how come this means yes, but the stracing is different. Well, of course they will give more attention, what should it be like, oh like this. The sound will really be heard. It's more about listening carefully to what the pronunciation is like, what the sound is like. Vowels and consonants. Well, the consonants in English are different from Indonesian. That's what they will focus more on.</p>
Interviewer	<p>What if students still don't understand or are unclear?</p>
Mrs. M	<p>usually more repetitions. Repeated again, repeated again. That's why being an English teacher is sometimes tiring. I'm tired of having to speak twice in one class. The first one uses English, the second one uses</p>

	<p>Indonesian. If we went to college, the students were our friends, yes, the lecturers would definitely tell us to use full English. If you're in class twice. Well, usually children in the beginning will definitely, I can't speak English. So that's why we always repeat, repeat, repeat, repeat. So that they also get used to hearing the sound of someone speaking in English, and even when they are asked to repeat it because they are used to it. It's usually like that. So you will understand better because it has been said again and said again. People are bored of talking all the time. But that's what's easily recorded in the brain. Just every greeting, every time they enter class, the children will already know, good morning class, how are you today, that's for sure. Because it's always repeated. Repetition is important for pronunciation.</p>
Interviewer	<p>For example, some students in the class already understand, but if there are one or two students who don't understand, what happens, mrs?</p>
Mrs. M	<p>Usually, if only one or two students in a class don't understand, the treatment will be different. Once upon a time, when I had finished explaining in front of the class, I would approach the children and give them a</p>

	<p>treatment that was like asking, where were you having difficulty, try saying this word, the correct one is like this, the wrong one is like this. There is still repetition, there is still justification. But then it will go straight to the child. But as a whole in front of the class, how come only one or two are visible. Later they will be presented one by one.</p>
Interviewer	<p>What problems have you experienced when using tongue twister games in pronunciation classes?</p>
Mrs. M	<p>If the problem is as negative as before with the tongue twister game, then the class will definitely be very crowded, the class will be very busy. They say, games are just games, there are no lessons. It's going to be busy very. I'm definitely tired as a teacher. Yes, you have to condition it, the lessons have to continue. And the children will be afraid that after learning I won't focus more on the next material. They are lazy, ask for another game. It's impossible for every material to be a game or a game</p>
Interviewer	<p>Then the final question, how do you motivate students to be enthusiastic about learning pronunciation, especially using tongue twister games?</p>
Mrs. M	<p>If you give motivation to children, it's more like me</p>

	<p>giving an example to the children, do you want to master English or not? That's a difficult thing. Yes, many subjects are difficult, but especially English. If you want to learn English, pay close attention to your learning. For example, when we play games, don't just play games, give motivation and joke around, 7th graders are still children, their minds are still playing games. We should just repeat what our learning is like. What you didn't know before now knows what. Then tomorrow there will have to be more additions, you don't have to add more letters or words. Every time you finish learning, you should get something. I don't want to be in my class and just go in and don't get anything, just sit down. Yes, write, yes, do it. That's why every</p> <p>The learning must be followed well. Teachers also see your process from not knowing anything to gaining knowledge, even if only a little. This means being encouraged and given an example.</p>
Interviewer	OK, fine ma'am, thank you for your time
Mrs. M	Ok mba, ur welcome.

Appendix 4

Observation Notes

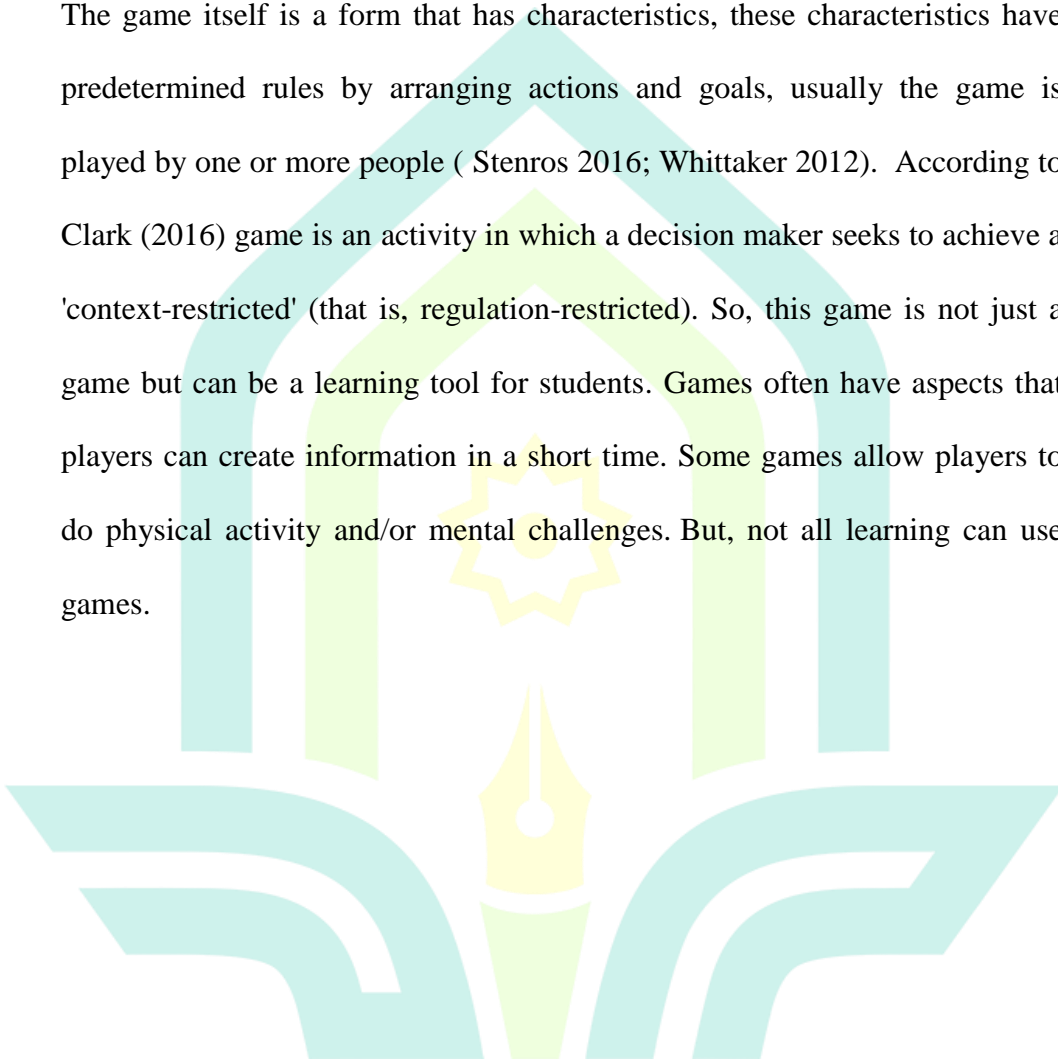
Aspect	Learning Activities
Opening	Introduce Tongue Twister game
Give Explain	The teacher explain what is Tongue Twister game
Give Example	After explain Tongue Twister game teacher give example to student how Tongue Twister game work and the teacher delivered example of Tongue Twister game consisting of these sounds.
In-pair Activities	<ul style="list-style-type: none"> - The teacher asked students to work in pair - Students try to practice as the teacher - Students difficulties to practice, because the students still dont understand
Evaluation	<ul style="list-style-type: none"> - The teacher evaluates students one by one - If students understand, the students repeat together

CHAPTER I

INTRODUCTION

1.1 Background of Study

All people like various kinds of games and everyone can play them. The game itself is a form that has characteristics, these characteristics have predetermined rules by arranging actions and goals, usually the game is played by one or more people (Stenros 2016; Whittaker 2012). According to Clark (2016) game is an activity in which a decision maker seeks to achieve a 'context-restricted' (that is, regulation-restricted). So, this game is not just a game but can be a learning tool for students. Games often have aspects that players can create information in a short time. Some games allow players to do physical activity and/or mental challenges. But, not all learning can use games.



Games have some benefits, for example to support the learning of the target language when learners participate in games and have fun without being aware that they are learning the target language, and to present the language in a fun. However, there are some disadvantages to using games in EFL classes. According to Stojkovic and Jerotijevic (2011) games have a number of drawbacks: Discipline problems, rowdy students, and other difficulties. Deviation from the main purpose of the game. Perhaps the rules are poorly trained, which can lead to overplay and underlearning. If the game is monotonous or already familiar, the students may not be very engaged. Some students, especially teenagers, may find the game pointless and youthful.

Different types of games can be applied to the student learning environment especially learning English as a foreign language. Due to student and classroom conditions, some changes were made by teachers (Lindawati, 2013). This happens because most EFL students do not understand how to spell or distinguish phonetic symbols. In addition, they do not communicate in English in our daily life. They have already mastered their first language in their environment, and there are other patterns in foreign language. Ramelan (1994), if a student wants to learn a foreign language, in this case English, must learn to speak it.

Tongue twister is one of games in EFL classroom. This tongue twister game can be used in pronunciation learning. Tongue twister can improve pronunciation for EFL students. Danijela (2009) argues that tongue twisters

can potentially be ideal pronunciation exercises because tongue twisters have repeated pronunciations and the unique accent, rhythm, and intonation of natural language. This tongue twister game is very useful for learning pronunciation when focusing on sounds or phonemes. Gonzales (2009) states that Tongue Twisters game are used to repeat pronunciation as quickly possible without mispronunciation. By use this game, hopefully can make students more enthusiastic and easier master the pronunciation. Usually this game is applied in English class to learn pronunciation. Using tongue twister is an interesting way to teach pronunciation on junior high school. The idea is to help students and teachers learn and improve English in a fun way. Additionally, some tongue twisters are humorous and convey entertainment value.

This game is necessary because students learn how to pronounce English words correctly by using several similar and interesting phrases and sentences. Tongue twister game are easy for students to imitate and remember English phonemes. Burns and Claire (2003) found that when teaching pronunciation, teachers can have simple dialogues to practice word stress. Gilakjani (2012) also states that pronunciation is an integral part of foreign language learning, as it directly affects not only a learner's performance but also their ability to communicate. Prommak (2010) states that pronunciation an integral part of language learning. Pronunciation is the way words are pronounced in a way that is specifically accepted or commonly understood. According to Mahuda and Sri (2011), pronunciation is the production of

speech sound for communication. The way we speak tells the people around us something about ourselves. Teaching pronunciation may seem difficult because of words that may sound similar but can mean different things depending on how you pronounce them. For example, there is a big difference between a pear and a bear, the two sounds almost the same. By using this tongue twister game, it is hoped that it can drill students in pronunciation classes so that they are more skilled.

The influencing factors in teaching is that the teacher must have a lot of experience in the classroom. Being able to practice skills and visualize the process in a safe environment, combining game contexts with learning themes can contribute to learning. Huizenga et al., (2017). Tudela (2014) describe 'experiential reference assuming one attains expertise only through experience. Huang and Moon (2009) found positive relationships among students. Achievements and years of experience of teachers in the same class.

Based on this phenomenon, the researcher are interested in conducting more in-depth research on the issue of teaching pronunciation using tongue twister games.

1.2 Formulation of the Problems

In this research the researcher will find out by asking some questions to the teacher “what are teacher’s experiences in implementing tongue twister game to teach pronunciation for junior high school students?”

1.3 Operational Definition

- 1 Tongue Twister is short memorable lines that are difficult to pronounce due to subtle changes in alliteration and consonants, especially fast (Beare, 2014).
- 2 Pronunciation is defined as the production of sounds used to create meaning (Yates, 2002).
- 3 Teachers Experiences is the skills, exposure or training at the time that enable teacher an existing job better or prepare for a teaching. (Kini and Podolsky, 2016).

1.4 Aims of Study

This research aims to explore the teacher's experience in teaching pronunciation to junior high school students using Tongue Twister game. The aim of study is, to explore how teacher's experiences implementing tongue twister game to teach pronunciation in junior high school students.

1.5 Significance of the Study

1. Theoretical use : This study was contiributed on Trooster (2015) theory on the effectiveness of lingo online, a serious game.
2. Empirical use : This study was provide empirical insight to readers in the form of evidence from research on teacher's experiences in teaching pronunciation through tongue twister game.

3. Practical use : From the results of this study it is hoped that it can provide an overview of the teacher's experience in teaching pronunciation using the tongue twister game



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The research aimed to explore the teacher's experience of teaching pronunciation to junior high school students using tongue twister games. Based on the result, the researcher founded some experiences from the participant, namely applying tongue twister as an interactive learning game, increasing students' motivation through pronunciation learning, and crowded class making the teacher difficult to control the students. Those are related about how tongue twister been thought for students in class. Besides that, the researchers founded teachers' obstacle in teaching pronunciation through tongue twister, namely crowded class. In teaching pronunciation through tongue twister, the teacher felt disturbed when class was crowded. Of course, this obstacle is caused by the tongue twister game itself.

Those experiences can make students improve their pronunciation skills, especially in pronouncing things so that they are not wrong in spelling. It is due to mispronunciation can lead to wrong meaning as well. As well as the obstacles faced by the participant. These obstacles are actually common or common. Because sometimes the class becomes crowded when there is something that involves all students in the class.

5.2 Recommendation

Then, the researcher would like to provide suggestions for future research to expand the participants to get more detailed information so that the researcher in the next future finds more complete answers. In addition, the setting of the research is not only in school, but it could be committed in another place, like the university. For teachers, the researcher suggest learning pronunciation can not only be through tongue twister game, but tongue twister can be a learning media in pronunciation classes.

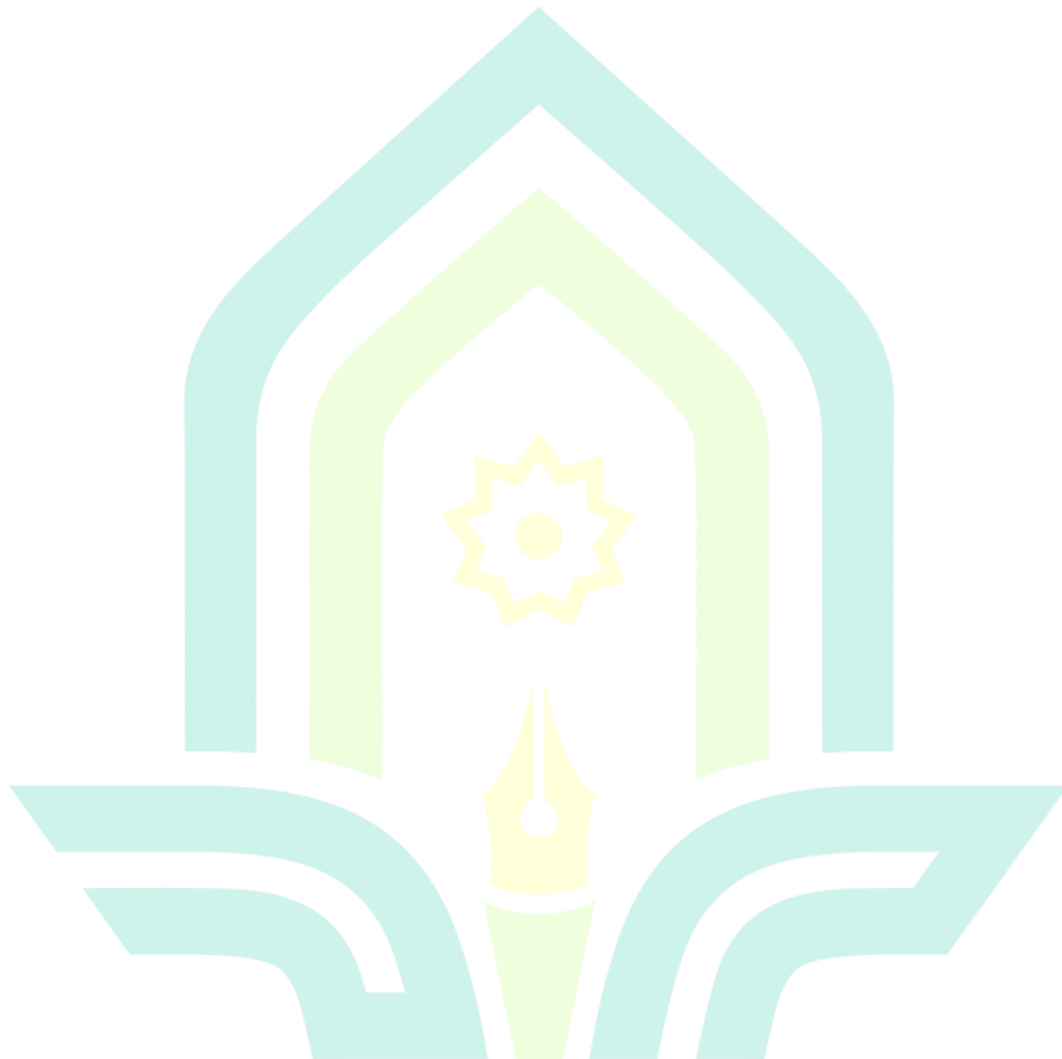
REFERENCES

- Amar, L.N., Mu'in, F., and Rusmanayanti, A. (2019). Students' Perceptions on The Use of Tongue Twisters in Learning Pronunciation. *Lingua Educatia Journal* Vol. 1 No. 2 Desember 2019. 73-92.
- Aung,, KT., Razak, R.A., & Nazry, NNM, (2021). Establishing Validity and Reliability of Semi-Structured Interview Questionnaire in Developing Risk Communication Module: A Pilot Study. Edunesia: *Jurnal Ilmiah Pendidikan*, (3). 600-606.
- Aziz, A.(2021).A Website-Based tongue twister learning model to Improve Student's Pronunciation in Senior High School 3 Banjarmasin During Pandemic. *Journal University of Islam Malang*.
- Bodorík, M. (2017). Teaching english pronunciation by non-native teachers as Seen by Slovak Teachers. *Journal of Language and Cultural Education*, 5(3). 157-174.
- Hakim, R. and Sampurna, P (2020). Teaching students pronunciation skills through tongue twister exercises. *Journal of English Language Teaching*.
- Irvine,Jef (2019). Relationship between teaching experience and teacher effectiveness : implication for policy decisions. *Journal of Instructional Pedagogies*. Volume 22.
- Juniarti NT (2019). Using Tongue Twister Technique to Improve Students' Pronunciation Ability at the first Grade of SMK Negeri 2 Parepare.
- Kini, T., & Podolsy, A. (2016). Teaching Experiences and Teaching EffectivenessAmericanEducaor <https://www.aft.org/ae/fall2016/notebook>
- Lapadat, J.C., and Lindsay, A.C. (1998). Examining Transcription: A Theory-Laden Methodology. *Journal Academia Edu*.
- Lutfiani, D., and Astutik, I. (2017). Using Tongue Twister to Improve Students' Pronunciation. *Journal of English Language, Literature, and Teaching*, Volume 02, No. 2
- Maulida, L. (2018). The Implementation of Tongu Twisters to Improve The Students' Ability to Pronounce Fricative Consonant and Vowels. *Journal of English Teaching and Learning Issues*, Page 111-130.
- Misti'ah, M. (2022). The implementation of the tongue twister technique for students' pronunciation of English consonant sounds at SMP Muhammadiyah 06 Dau. *Journal of UIN MALANG*.

- Puspitarini, Y.D., and Hanif, M. (2019). Using learning media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, e-ISSN: 2547-9652, Vol.4, No.2
- Putri, Y. A., Sada, C., & Riyanti, D. (2018). Improving Students'pronunciation by Using Tongue Twister Technique. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 7(11).
- Rohman, M. (2016). The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation. *English Education Department of Education and Teacher Training Faculty Walisongo State Islamic University*.
- Sari, A. P. and Setiawan, A. (2018). The Development of Internet-Based Economic learning Media using Moodle Approach. *International Journal of Active Learning*, 3(2), 100-109.
- Sitoresmi, U. (2016). Tongue Twister in Pronunciation Class. Proceeding of International Conference Teacher Training and Education. ISSN: 2502-4124. Vol.1 No.1
- Smith, B. (2007). The State of The Art in Narrative Inquiry. *University of Exeter. Narrative Inquiry* 17:2 (2007), 391–398 (ISSN 1387–6740 / E-ISSN 1569–9935).
- Ulfa, F., Rony. Z.T., and Suroso. S. (2022). The Influence of Teaching Experience, School Culture and Motivation on Teacher Performance. *International Journal of Environmental, Sustainability, and Social Sciences*. ISSN 2721-0871, Vol. 3 No. 2
- Villacrés, M.A.G. (2010). Games and Fun Activities to Improve The Pronunciation of The English Sounds. *Pontificia Universidad Católica del Ecuador Sede Ambat*.
- Yürük, N. (2020). Using Kahoot as a Skill Improvement Technique in Pronunciation. *Journal of Language and Linguistic Studies*, 16(1), 137-153.
- Fahruli, R. P. (2020). The effect of tongue twister on students pronunciation (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Sugiharto, P. A., Santoso, Y. I., & Shofyana, M. H (2022). Teaching English Pronunciation Using Tongue Twister. *Acitya: Journal of Teaching and Education*, 4(1), 189-197.
- Hakim, R., & Sampurna, P. (2020). Teaching Students Pronunciation Skills through Tongue Twister Exercises. *Journal of English Language Teaching and Cultural Studies*, 3(1), 29-34.
- Kholisoh, A., & Farida, A. N. (2018). The Influences of Tongue Twister in Teaching Pronunciation of Aspirated Sound [Ph]. In *ELT Forum: Journal of English Language Teaching* (Vol. 7, No. 2, pp. 63-72).

Purwanto, A. (2019). Teaching pronunciation using varieties of pronunciation teaching materials and practices. *Scope: Journal of English Language Teaching*, 3(2), 81-92.

Ariyani, D., Marbun, R., & Riyanti, D. (2013). Improving Students Pronunciation By Using Reading Aloud In Junior High School. *Jurnal Pendidikan dan Pembelajaran Untan* Jilid 2 No, 9



CURRICULLUM VITAE

Personal Detail :

Name : Andaru Intan Yudhoastuti

Place / Date of Birth : Pemasang, 23 Agustus 2001

Gender : Female

Citizenship : Indonesia

Religion : Islam

Address : Dk. Sekiyong Rt. 004 Rw. 007 Ds. Pamutih.

Ulujami. Pemasang

Formal Education :

1. SD Negeri 01 Pamutih (2013)
2. SMP Negeri 2 Ulujami (2016)
3. SMA Negeri 1 Wiradesa (2019)