



TONGUE TWISTER: A MODE OF AUTONOMY LEARNING TO ASSIST XI GRADE STUDENTS' PRONUNCIATION



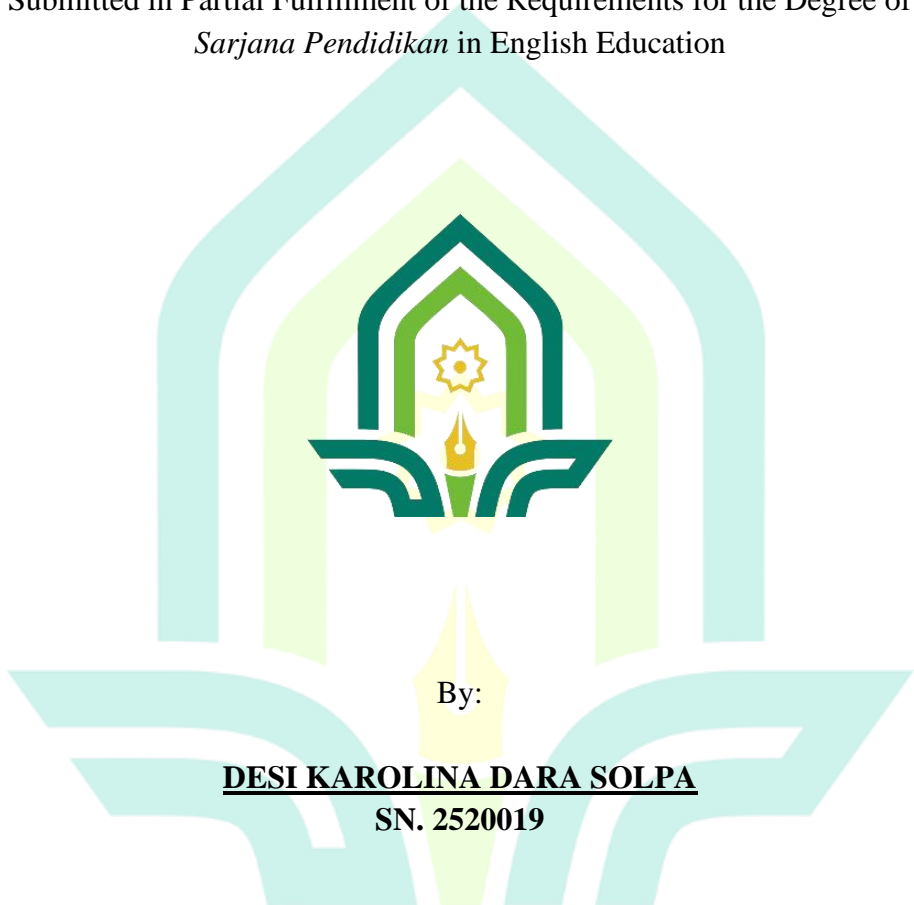
**DESI KAROLINA DARA SOLPA
SN. 2520019**

2024

**TONGUE TWISTER: A MODE OF AUTONOMY
LEARNING TO ASSIST XI GRADE STUDENTS'
PRONUNCIATION**

A THESIS

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



By:

DESI KAROLINA DARA SOLPA

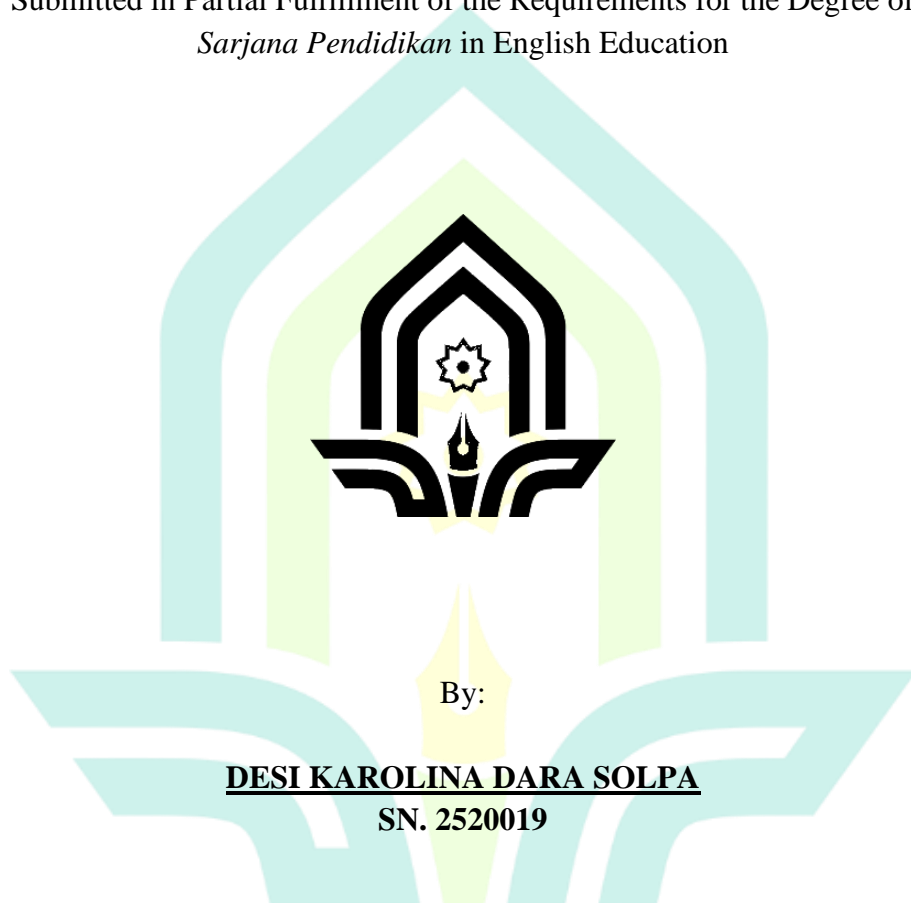
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H.ABDURRAHMAN WAHID PEKALONGAN
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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“TONGUE TWISTER: A MODE OF AUTONOMY LEARNING TO ASSIST XI GRADE STUDENTS’ PRONUNCIATION”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti di temukan pelanggaran terhadap etik keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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Yang menyatakan



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Assalamu 'alaikum Wr.Wb.

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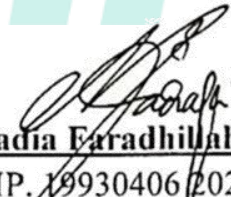
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu 'alaikum Wr.Wb.

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MOTTO

“Allah does not require of any soul more than what it can afford”

(QS. Al-Baqarah : 286)



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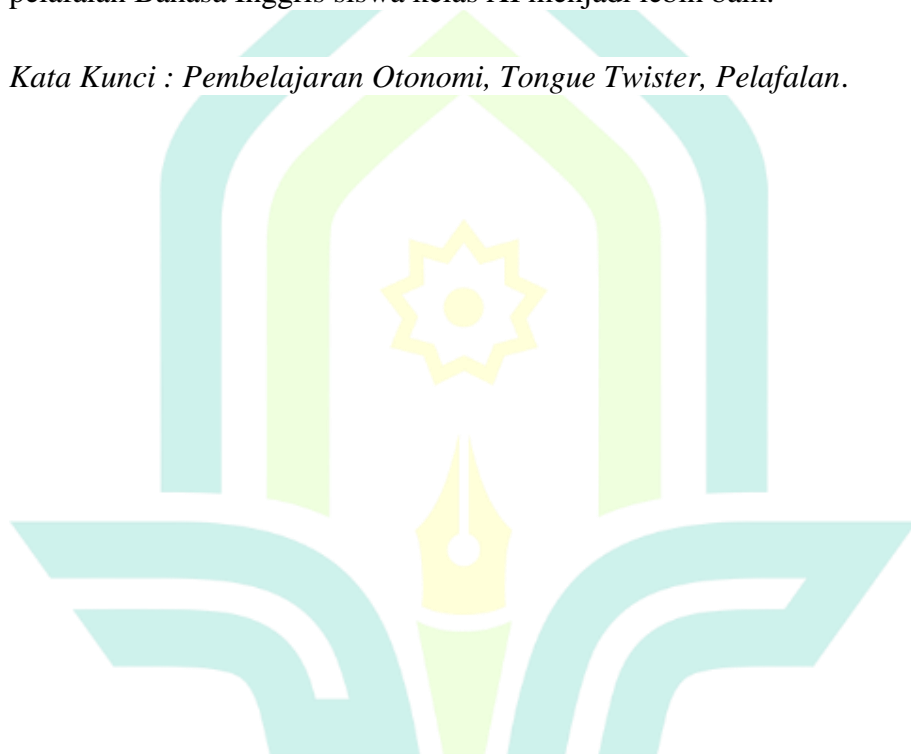
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengalaman siswa saat menggunakan tongue twister dalam proses pembelajaran otonomi untuk membantu pelafalan Bahasa Inggris siswa kelas XI. Pengambilan data dalam penelitian ini menggunakan metode wawancara semi terstruktur dan self-reflection sheet, serta penelitian ini menggunakan studi kasus. Dalam penelitian ini empat siswa dipilih sebagai partisipan penelitian. Hasil dari penelitian ini menunjukkan bahwa menggunakan tongue twister dalam proses pembelajaran otonomi ini membantu pelafalan Bahasa Inggris siswa kelas XI menjadi lebih baik.

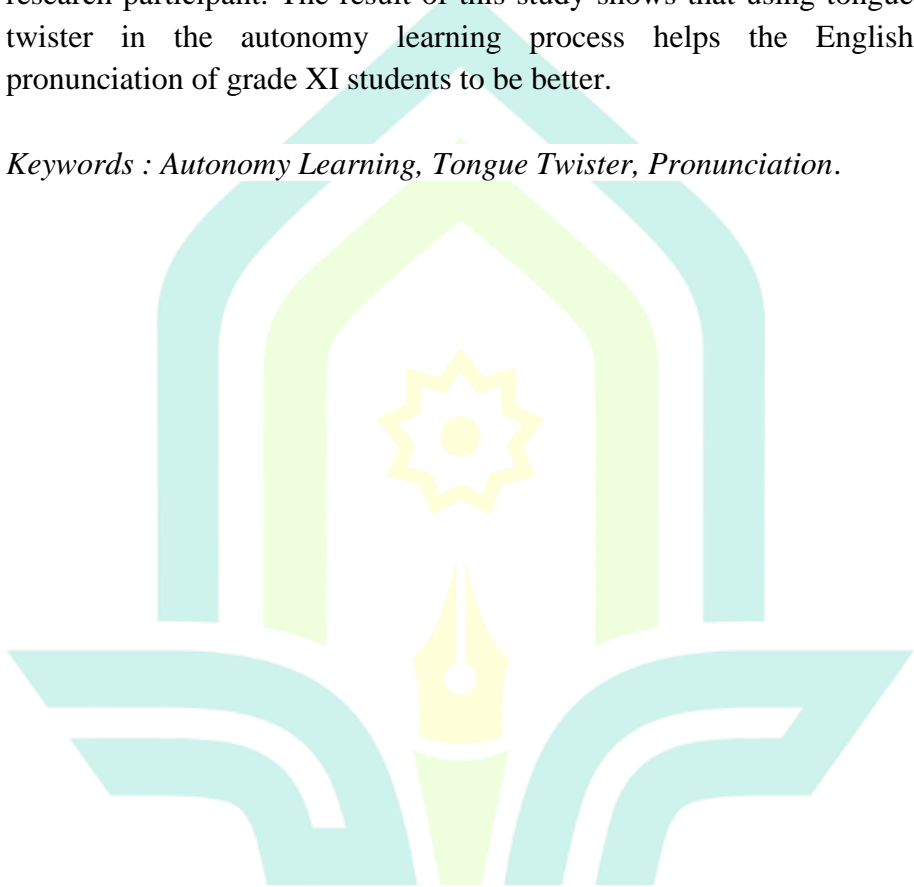
Kata Kunci : Pembelajaran Otonomi, Tongue Twister, Pelafalan.



ABSTRACT

This study aims to find out students' experiences when using tongue twisters in the autonomy learning process to help English pronunciation of grade XI students. Data collection in this study used semi-structured interview method and self-reflection sheet, and this study used case study. In this study, four students were selected as the research participant. The result of this study shows that using tongue twister in the autonomy learning process helps the English pronunciation of grade XI students to be better.

Keywords : Autonomy Learning, Tongue Twister, Pronunciation.



PREFACE

Praises and gratefulness pray to the presence of Allah SWT who has poured His grace and bestowed the researcher guidance, health, and patience, so that the researcher can complete the thesis entitled “Tongue Twister: A Mode of Autonomy Learning to Assist XI Grade Students’ Pronunciation”. 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, 10 Juli 2024

The Researcher

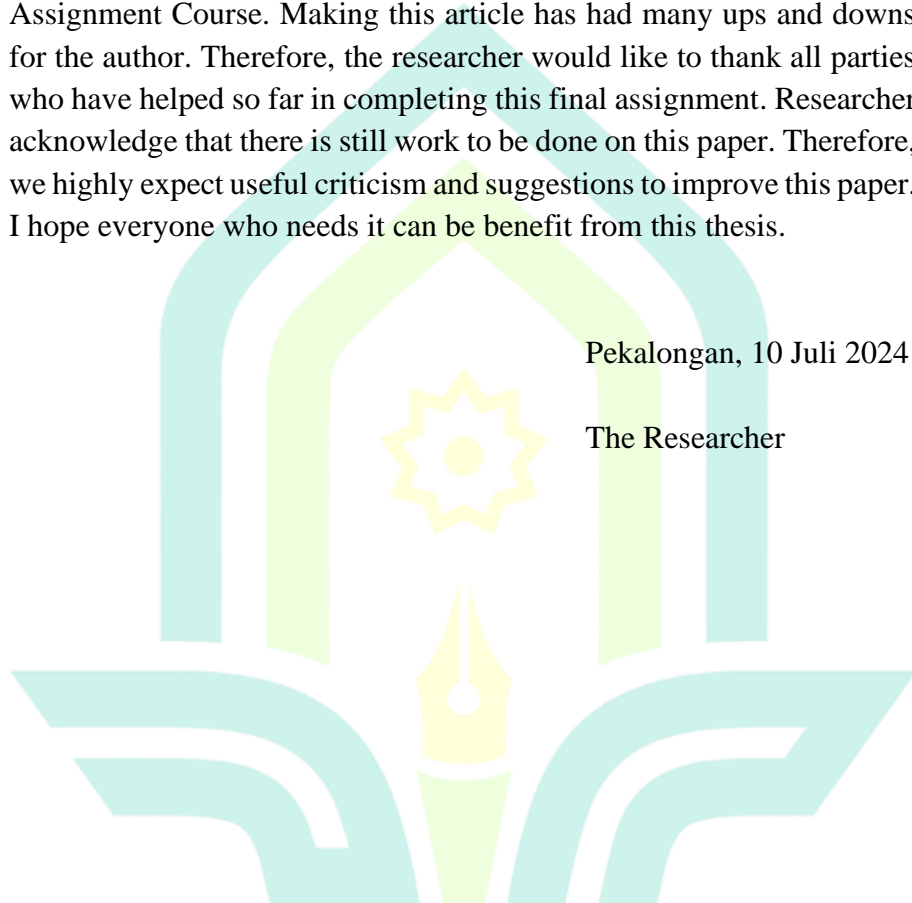


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CHAPTER I

INTRODUCTION

1.1 Background of Study

One of the most concerning problems at school is that most of the grade XI students have not mastered English pronunciation well. Many students do not know how to pronounce English words. According to Botley (2017), English pronunciation is very important where many sounds and words in English are difficult to pronounce correctly. Understanding and learning language skills are important for mastering a language. Language is spoken through pronunciation. A person's English fluency can be seen from their pronunciation (Huda, 2014). Good pronunciation can help students communicate with their interlocutors and express words more clearly.

Students' English pronunciation ability is one of the important competencies in learning English. To master English, we automatically have to learn pronunciation (Efekta, 2021). Learning English pronunciation is never easy, especially for us Indonesians. This is because they are not used to it because it is not their mother tongue. English in Indonesia is generally taught as a foreign language (Oktora, 2015). Of course pronunciation will be one of the elements of English language skills that are very difficult for Indonesian students to learn as an EFL (English Foreign Language), (Hanifah, 2023). There are also other factors that cause English pronunciation skills to be difficult, namely chaotic spelling. English has spellings that change over time, which can make the pronunciation of words seen on the page of a book not as they are spoken (Hardach, 2023).

Incorrect pronunciation can make learning English difficult. To pronounce correctly, you need to hear many correct expressions from speakers who know English (Hakim, 2008). In the English sound system, there are many ways of

pronunciation in each individual caused by various factors such as region of origin, social environment, etc. Learning pronunciation has a wide range. Therefore, many English experts provide in-depth explanations of pronunciation forms that are easily understood by environments that use English (Setyowati, Ambarsari, and Muthoharoh, 2017). Thus teaching common words can be used to learn new vocabulary, such as pronouncing names and pictures. English has a lot of vocabulary to pronounce which makes educators have to think about how to teach pronunciation in a more flexible and fun way. Therefore, learning methods and processes to help English pronunciation are very important.

Educators must motivate students to achieve success in learning pronunciation. In this case, a flexible learning process or one that is not bound by time and place is when students take control of their own learning. This is what results from learner autonomy, a key learning concept in which learners are equipped with the skills and tools they need to take charge and achieve their goals (Holec, 1981). In carrying out this learning process, there is a need for learning methods that can help students' pronunciation. One of them is tongue twister which is used to teach pronunciation (Pardede, 2010). According to Beare (2014), tongue twisters are short, memorable lines that are difficult to pronounce, especially quickly, due to alliteration or slight variation in consonant sounds.

Even though tongue twisters are difficult, especially for foreign students, tongue twisters are a fun and effective way to help pronunciation skills. Because by frequently practicing using tongue twisters it will help training the muscles inside the mouth and tongue. Thus, that it will make students more clear in their speech. pronounce words and be more confident when talking to other people (Thunder, 2024). Based on the researchers' observations at the school they wanted to study, it turned out that there were several students who liked to use tongue twisters as a learning method to help students' English

pronunciation. Even students also apply this method at home in their own way. Because tongue twisters are only used at school during ice breaking time.

The success of learning is influenced by various factors, such as the learning process and methods used (Purbowati, 2023). This study uses tongue twister in the learning process to help grade XI students in English pronunciation to be more fluent when communicating. By learning pronunciation students will know how to pronounce a word correctly. It is intended to make learners understand how to pronounce words in a foreign language to avoid speaking or reading errors. The importance of pronunciation in English is because mispronunciation of words in English can be fatal (Setyowati, Ambarsari, and Muthoharoh, 2017). Incorrectly pronouncing just one consonant letter or vocal letter in a word can make a meaning error.

Based on the explanation above, the researcher is interested in conducting this research by using tongue twister in the autonomy learning process to help students' pronunciation, with the hope that students are able to pronounce English words and sentences correctly and fluently. The title of this research is **“Tongue Twister: A Mode of Autonomy Learning to Assist XI Grade Students’ Pronunciation”**.

1.2 Formulation of the Problem

Based on the background above, the formulation of the problem that can be taken is “How are tongue twisters used in the autonomy learning process to assist the English pronunciation of grade XI students?”.

1.3 Operational Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Tongue Twisters are short, memorable lines that are difficult to pronounce, especially quickly, due to alliteration or slight variation in consonant sounds (Beare, 2014).

2. Autonomy Learning is what gives learners the freedom to take responsibility for their own learning and they have more control to direct their own learning process (Benson, 2013).
3. Pronunciation is the part of speaking that learners need to pay attention to, because someone can have a conversation if both understand what they are talking about (Putri, 2018).

1.4 Aims of Study

This study aims to determine students' experiences when using tongue twister in the autonomy learning process to help English pronunciation of grade XI students.

1.5 Significances of the Research

1. **Theoretical** : This study supports Pardede's (2010) theory and supports the theory of using tongue twisters to help pronunciation.
2. **Empirical** : This study provides empirical insight into students' experiences with using tongue twisters to help their pronunciation.
3. **Practical** : This study provides information to readers about the experiences of students implementing an autonomy learning system to help their pronunciation using tongue twisters.

CHAPTER V CONCLUSION

5.1 Summary of the Findings

This research aims to find out students' experiences when using tongue twister in the autonomy learning process to help students' English pronunciation in class XI. Based on the results of the study, the researcher found out some of the students' experiences when using tongue twisters in the autonomy learning process to help students' English pronunciation, namely finding and setting learning objectives for autonomy pronunciation using tongue twisters. Then, planning and implementing the autonomy pronunciation learning process using tongue twister according to students' needs, learning styles, and surrounding environment. Then, students use the same strategy in every learning process of autonomy pronunciation using tongue twister takes place, but between students with one another have different learning strategies to apply. Furthermore, students reflect on the autonomy pronunciation learning process using tongue twister by conducting written and oral assessments regarding the difficulties experienced during the learning process, how to overcome these difficulties, and what changes are felt as a result of the autonomy pronunciation learning process using tongue twister. Thus, based on the results and discussion of the research, students, researchers, and English teachers felt that learning autonomy pronunciation using tongue twister helped the English pronunciation of grade XI students to be better.

5.2 Recommendation

In this section, the researcher would like to provide suggestions for future research to expand the level of participants in order to get different information at different levels, as well as get more extensive information so that future researchers find more complete answers. In addition, for English teachers, the researcher suggests that pronunciation

learning in English classes can start using tongue twisters so that students can better understand tongue twisters and relearn at home better.



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