

APPENDICES

Appendix 1: Transliteration

Surah	Translation	
	English	Indonesia
Q.S. Ar-Rum verse 22	And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Lo! herein indeed are portents for men of knowledge.	Dan di antara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.
Q.S. Al-Baqarah verse 83	And speak kindly to mankind	Serta ucapkanlah kata-kata yang baik kepada manusia
Q.S. Ar-Rahman verse 3-4	He hath created man, He hath taught him utterance.	Dialah yang menciptakan manusia, mengajarnya pandai berbicara

Appendix 2: Observation Sheet

“The Exploration of Tongue Twisters Implementation in Speaking Class at The Modern Islamic Boarding School”

Date/Time:

Teacher Name:

School Name:

Class/Semester:

No	ACTIVITIES (Learning Process in the Classroom)	YES	NO
A. Speaking			
1.	Students deliver the speaking in front of the class to to share the ideas, feeling, or just expressing an opinion.		
2.	Teacher creates a joyful metode to make a listeners are blessed when hearing a speaking topic.		
3.	Students are confirmed to do something based on the teacher's persuasing.S		
4.	Student make a communication one another in discussing something by English.		
5.	Teacher and students speak English in the good features. They are: fluency, comprehension, grammar, vocabulary and pronunciation.		
B. Tongue Twisters			
6.	Tongue twisters are implemented as the language games and main lesson.		

No	ACTIVITIES (Learning Process in the Classroom)	YES	NO
7.	Teacher teaches the students in fast and certain number of repetitions of tongue twisters.		
8.	The teacher instructs the student to implement tongue twisters in the sentence and repetitive types.		
9.	The teacher teaches the student to implement tongue twisters in the chronological narrative.		
10.	The teacher teaches the student to implement tongue twisters in the poetry models.		
11.	Students are taught tongue twisters by teacher in the easy, medium, and hard level.		
12.	Students are collected the sentences with the same sounds in the implementing tongue twisters.		
13.	Students learn the implementation of tongue twisters in the short and long stories with phrase repetition and the same sound in teaching tongue twisters.		
C. The Effect of Tongue Twisters			
14.	Students become more confident when actively participating the class in learning tongue twisters.		
15.	Students enjoy the pleasant sound of tongue twisters and feel the life classroom atmosphere.		
16.	Students feel difficulty pronouncing the repeated tongue twisters quickly.		
18.	Teacher makes the atmosphere of the speaking class is enjoyable		

Appendix 3: Observation Result

Research Instrument

A. Observation Checklists

No	ACTIVITIES (Learning Process in the Classroom)	YES	NO
A. Speaking			
1.	Students deliver the speaking in front of the class to to share the ideas, feeling, or just expressing an opinion.	✓	
2.	Teacher creates a joyful metode to make a listeners are blessed when hearing a speaking topic.	✓	
3.	Students are confirmed to do something based on the teacher's persuasing.	✓	
4.	Student make a communication one another in discussing something by English.	✓	Mix
5.	Teacher and students speak English in the good features. They are: fluency, comprehension, grammar, vocabulary and pronunciation.	✓	
B. Tongue Twisters			
6.	Tongue twisters are implemented as the language games and main lesson.	✓	
7.	Teacher teaches the students in fast and certain number of repeatations of tongue twisters.	✓	
8.	The teacher instructs the student to implement tongue twisters in the sentence and repetitive types.	✓	
9.	The teacher teaches the student to implement tongue twisters in the chronological narrative.		✓
10.	The teacher teaches the student to implement tongue twisters in the poetry models.		✓
11.	Students are tought tongue twisters by teacher in the easy, medium, and hard level.	✓	

12.	Student are collected the sentences with the same sounds in the implementing tongue twisters.	✓	
13.	Students learn the implementation of tongue twisters in the short and long stories with phrase repetition and the same sound in teaching tongue twisters.		✓
C. The Effect of Tongue Twisters			
14.	Students become more confident when actively participating the class in learning tongue twisters.	✓	
15.	Students enjoy the pleasant sound of tongue twisters and feel the life classroom atmosphere.	✓	
16.	Students fell difficulty pronouncing the repeated tongue twisters quickly.		✓
18.	Teacher makes the atmosphere of the speaking class is enjoyable	✓	

Observasi : 3 kali
 10 Jan 2021 TT implementation
 • They studied many tongue twisters
 → Tongue twisters in group (5 groups)
 → beat box
 → Discussing in three minutes
 → continued by song
 → shouting yell
 → with dancing
 → some expression.
 → clap hands
 → acapella

speaking

Sp
 ch
 ur
 or
 he

boardin
 -1?
 -ing by using this
 proveme: who tracking will stand up

Group 1 - 5
 Beginning by basmallah
 easy, medium, hard

ou us
 ur sti
 you
 sid

e?
 ngue

Appendix 4: Interview Guides

Students

NO	QUESTIONS
1.	What do you think about Speaking and Tongue Twisters?
2.	Do you think boarding school needs this technique (Tongue Twisters) in language learning? Why?
3.	What are your activities during Speaking Class by using Tongue Twisters?
4.	How do you implement tongue twisters to connect it to speaking in your class?
5.	What do you get from the implementation of Tongue Twisters at The Speaking Class in this boarding school?
6.	Do you feel any improvement or difficulties in speaking by using this technique?

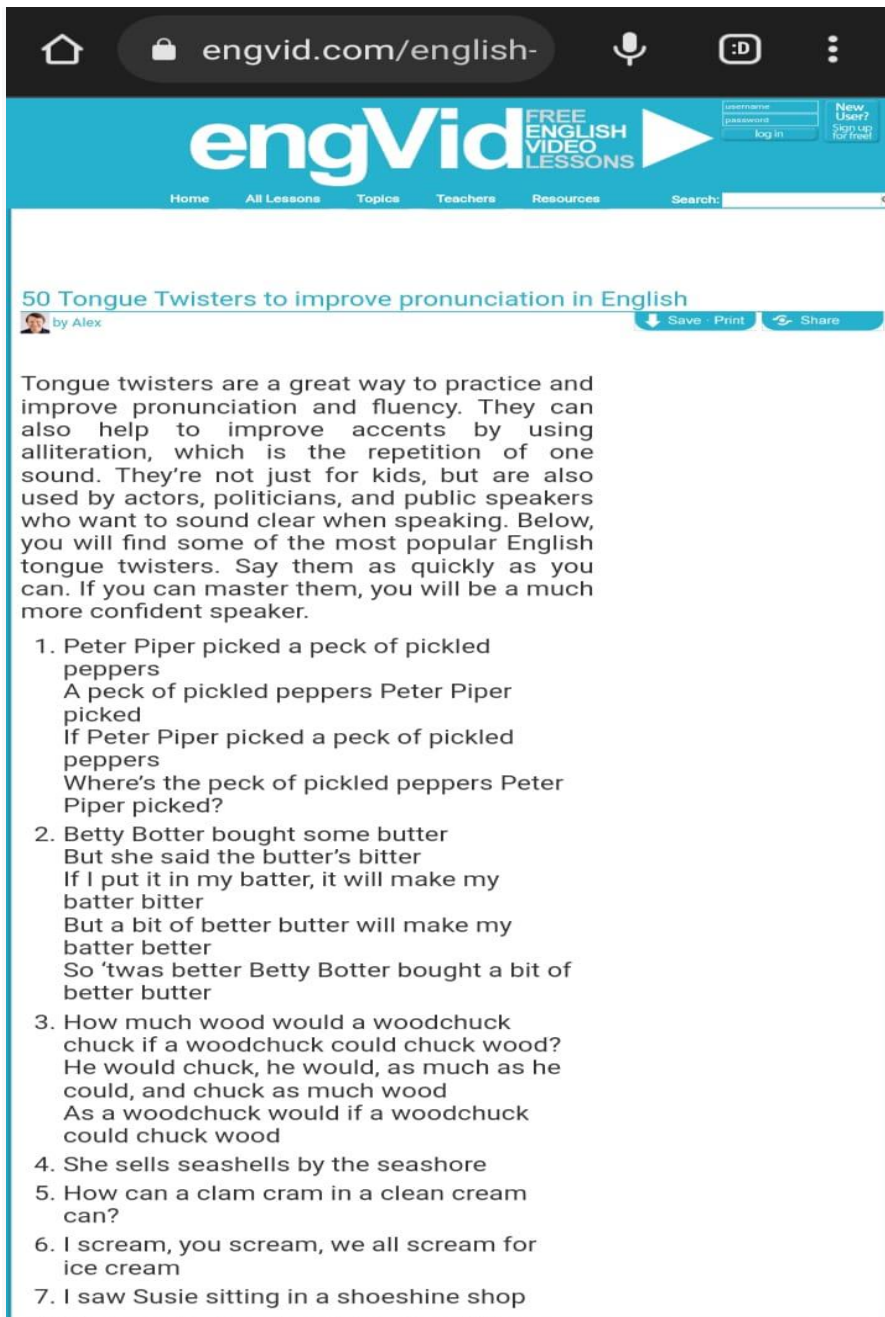
English Teacher

NO	QUESTIONS
1.	What language do you use during teaching in your class?
2.	Do you obligate your students to speak English during the class?
3.	How do you teach your speaking class by Tongue Twisters Technique?
4.	What are the considerations made in the implementation of Tongue Twisters in learning speaking?
5.	Are there any beneficial things you feel from the implementation of Tongue Twisters to your teaching process?
6.	How effective are Tongue Twisters in improving Students' Speaking skill?

Appendix 5: Speaking Class Rules

NO	CLASS RULES
1	All of students are obligated to bring the complete stuff of study
2	For students who miss the completeness of learning, they will get punishment according to the agreed rules.
3	Each student is required to speak according to the language set by the boarding school (Arabic / English).
4	students who speak languages outside the provisions will be given punishment in the form of memorizing vocabulary, paying a fine, or cleaning up.

Appendix 6: Learning Material Website



The screenshot shows the engVid website interface. At the top, there is a navigation bar with a home icon, a search bar containing 'engvid.com/english-', a microphone icon, a user profile icon, and a menu icon. Below this is the 'engVid' logo with the tagline 'FREE ENGLISH VIDEO LESSONS'. To the right of the logo are login fields for 'username' and 'password', a 'log in' button, and a 'New User?? Sign up for free!' link. A secondary navigation bar includes 'Home', 'All Lessons', 'Topics', 'Teachers', 'Resources', and a search bar. The main content area features the title '50 Tongue Twisters to improve pronunciation in English' by Alex, with 'Save', 'Print', and 'Share' buttons. The text explains that tongue twisters are used for pronunciation practice and lists seven examples.

50 Tongue Twisters to improve pronunciation in English
by Alex

Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for kids, but are also used by actors, politicians, and public speakers who want to sound clear when speaking. Below, you will find some of the most popular English tongue twisters. Say them as quickly as you can. If you can master them, you will be a much more confident speaker.

1. Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?
2. Betty Botter bought some butter
But she said the butter's bitter
If I put it in my batter, it will make my batter bitter
But a bit of better butter will make my batter better
So 'twas better Betty Botter bought a bit of better butter
3. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
He would chuck, he would, as much as he could, and chuck as much wood
As a woodchuck would if a woodchuck could chuck wood
4. She sells seashells by the seashore
5. How can a clam cram in a clean cream can?
6. I scream, you scream, we all scream for ice cream
7. I saw Susie sitting in a shoeshine shop

Appendix 7: School Profile

A. Sejarah, Lokasi Dan Perkembangan Pondok

Pondok Pesantren Modern “Darul Istiqamah” Barabai berdiri sejak tahun 1988, didirikan oleh KH. Hasan Basuni. Dimulai dari tanah wakaf yang diberikan salah seorang warga masyarakat dengan luas 3 ha yang berlokasi di jalan H. A. Syafawi Murakata Barabai Kab. Hulu Sungai Tengah. PPMDI yang mengambil segmentasi jalan gerakan dalam bidang Sosial Kemasyarakatan, Da’wah dan Pendidikan senantiasa komit terhadap perannya dari tahun ke tahun.

C. Tujuan Pondok Pesantren

Dapat terbinanya santri dan santriwati agar menjadi manusia yang mempunyai orientasi hidup yang jelas sesuai dengan Al Qur’an dan As Sunnah, yaitu manusia yang memiliki:

- a. Akidah dan Ibadah yang benar.
- b. Akhlak yang mulia dapat bermanfaat dan menjadi tauladan bagi masyarakat.
- c. Ilmu pengetahuan yang dalam dan berwawasan luas.
- d. Keterampilan berkomunikasi dengan bahasa dunia dan mempunyai keterampilan hidup yang handal.

Appendix 8: Documentation

1 Class Observation



2 Interview



Appendix 9: Research Letter



BALAI PENDIDIKAN ISLAM PONDOK PESANTREN MODERN "DARUL ISTIQAMAH" BARABAI KALIMANTAN SELATAN

Jl. H. Ahmad Syafawi Murakata Barabai Kab. HST, Kal. Sel. Telp./faks. (0517) 41522 Website : www.darulistiqamah.ponpes.id
Email : pponderulistiqamah2@gmail.com Instagram : @darulistiqamahtv

SURAT IZIN RISET / PENELITIAN

PPMDI : w.o/6/PP.03.2/234/2023

Yang bertanda tangan di bawah ini :

Nama : Hj. Siti Shalehah, S.Pd.I
Jabatan : Pengasuh Pondok Putri
Unit kerja : Pondok Pesantren Modern Darul Istiqamah

Memberikan izin kepada :

Nama : HALINDA
NIM : 190101030359
Pekerjaan : Mahasiswi
Tahun Akademik : 2022/2023
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Antasari
Semestar : VII (Tujuh)
Alamat : Komplek Bumi Graha Lestari, Sultan Adam, Banjarmasin
Utara

Untuk melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan judul : THE EXPLORATION OF TONGUE TWISTERS TECHNIQUE IN SPEAKING CLASS AT THE MODERN ISLAMIC BOARDING SCHOOL yang akan dilaksanakan selama 2 (Dua) Bulan dari tanggal 09 Januari 2023 sampai tanggal 09 Maret 2023.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Barabai, 05 Januari 2023



Pondok

KH. HASAN BASUNI

Appendix 10: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT PENGHARGAAN

Nomor: B-779/Un.14/III.1.f/PP.00.9/08/2022

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin dengan ini menyampaikan penghargaan dan terima kasih kepada :

Nama : Drs. Saadillah, M. Pd
NIP/NUP : 196440520191992031006
Pekerjaan/Jabatan : Dosen Jurusan TBI
Sebagai : Pembimbing Bidang Konten & Metodologi

telah berpartisipasi aktif dalam pelaksanaan Seminar Desain Operasional Skripsi yang berjudul:

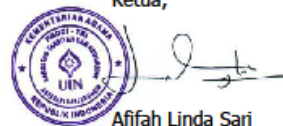
“The Exploration Of Tongue Twisters Implementation In Speaking Class At The Modern Islamic Boarding School”

Hari/Tanggal : Senin/06 Juni 2022
Oleh/NIM : Halinda/190101030625

Atas kerjasamanya diucapkan terima kasih.

Banjarmasin, 25 Agustus 2022

Ketua,


Afifah Linda Sari

Appendix 11: Seminar Proposal Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: tbi@uin-antasari.ac.id Web: flk.lain-antasari.ac.id

SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Senin/06 Juni 2022

Judul Proposal Skripsi : The Exploration Of Tongue Twisters Implementation In
Speaking Class At The Modern Islamic Boarding School

Nama Penyaji/NIM : Halinda/190101030625

Dosen pembimbing : Drs. Saadillah, M.Pd
Yokke Andini, M.Pd

Ruang Seminar : Online

Alamat Rumah : Desa Ambakiang, Kecamatan Awayan, Kabupaten Balangan

Penanggap Utama : Rohana

Penanggap Umum : Hana Sazida

Banjarmasin, 06 Juni 2022

Pembimbing,
(Drs. Saadillah, M.Pd)

NIP. 19640520191992031006

Pembimbing,
(Yokke Andini, M.Pd)

NIP. 201701038

Moderator,
(Russilawati, S.Pd)

NIP.

Catatan:

1. Blangko ditandatangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blanko ini segera diserahkan ke Prodi setelah kegiatan seminar dilaksanakan.

Appendix 12: Thesis Consultation Note




CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: DRs. SAADILLAH, M. Pd

DATES	NOTES	SIGNATURE
November, 30	<ul style="list-style-type: none"> • Make sure in advance that the school under study actually applies tongue twisters technique • Add several books as references and more sources from at least 10 books • Please revise your thesis proposal, then you are allowed to do research to the school. 	
March, 6	<ul style="list-style-type: none"> • Give the addition who invented or developed tongue twisters to the theory and where did he/she come for • You are allowed to continue writing the thesis in the next chapter and complete it. 	
March, 13	<ul style="list-style-type: none"> • Pay attention again to how to write references in accordance with the writing technique in thesis guidance and divide the book and journal. • The consult with chapter 5, so that it is easy to know and understand about this research. 	


March, 20	<ul style="list-style-type: none">• For conclusions, write it in the short written. conclude it briefly and should answer all of research questions.• Do not write too many sheets in chapter 5, maximum 1 sheet and a half.	
-----------	---	---






CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: YOKKE ANDINI, S. S., M. Pd

DATES	NOTES	SIGNATURE
December, 8	<ul style="list-style-type: none"> • For the definition in chapter 1, at the first time please describe tongue twisters and give it limitation • Focus on how the students implement in learning speaking in their class • Explain it in what activities students in speaking class as many as possible • Give the description about the previous study • Pay attention to in which level that implemented in previous study • Add other things that are deemed necessary to be observed and investigated • Please use descriptive qualitative research method, because this is the suitable one, not ethnography • For the newest one, nothing primary data and secondary data • For the documentation, syllabus is not necessary 	

	<ul style="list-style-type: none"> • Eliminate the use of will, because will is used only before the research taking place or just during the seminar proposal. Because what is used are simple present tense and simple past tense only • Add the appropriate criteria for determining the object of research. 	
December, 20	<ul style="list-style-type: none"> • The use of tenses in this research is not consistent yet • Use more simple definition of key terms and limit how many classes • For participants, choose to focus only on the teacher or better yet, both (teacher and students) • In direct quotations, just write them attached • The division into theory is still unclear, the model or type will be described again. 	
March, 2	<p style="text-align: center;">writing</p> <ul style="list-style-type: none"> • A/1/a equalize, don't be too centered • The use of table headers uses a single space and the header must be on every new page • For the contents of the existing writing in the table using a single space • Be careful for capitalization • For the space, don't put it too deep • Tidy up the writing of the table again to make it easier to understand <p style="text-align: center;">Content</p> <ul style="list-style-type: none"> • Because the interviewee just 5 people, so that use the direct quote • Explain the observation in more detail, namely the process from start to finish, as well as the interview • The data analysis explains the details of the road • Don't make too many short points that only consist of one paragraph, it's better to just make a longer paragraph and combine the points into a single paragraph 	

	<ul style="list-style-type: none"> • add the type and model problem definition section • Identify the model of tongue twisters in the learning activities • Research questions focused on: 1. Tongue twisters technique in speaking. 2. Types and models of tongue twisters technique. 3. Students' perception • Based on speaking, reobserve how you know the model and types of tongue twisters. 	
March, 29	<ul style="list-style-type: none"> • Modify and re-match research questions • The words in the abstract are looked at again and changed a few as such, the result showed that • Use the past tense, don't use the present • Use most of students believe that, don't describe 4 out of 5 students... 	