

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In collecting the data, the researcher used some techniques of data collections which helped the researcher in answering the research questions about the exploration of the use of tongue twisters technique in the modern islamic modern boarding school. The researcher conducted the data by observation to 11th grade students at Darul Istiqamah Islamic Boarding School for Girls in Barabai, then continued by deep interview to some students in its grade and the English teacher who taught in that class to conduct the wider and deeper information related to the data, and to complete the data, the researcher did by documentation in related to the class rules and class participations. Here are the following results of the findings:

1. The Process of Teaching and Learning Speaking

By observation and interview, the researcher found that in class activities they were obligated to deliver ideas, feelings, opinions in English. This could be seen from how the teacher asked several topics and discussed them together with all students. In fact, each student got their own turn to talk about the topics that had been given. Other than that the teacher implemented the rules of class related to the implementation of speaking.

Table 1.1
The List of Applicable Class Rules

Number	The 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 other than the provisions will be given punishment in the form of memorizing vocabulary, paying a fine, and cleaning up

Based on the class rules in table 1.1, they communicated one another by English, no other languages. Because when they spoke in another language, they would get punishment by the teacher such as memorizing some vocabulary, collecting rubbish and other punishments. In this class the teacher had a way to make the class atmosphere pleasant, the teacher created a joyful method to make the listeners feel blessed when hearing the speaking topic, which is the students. The teacher made the joyful method by applying the games in the class. The English Teacher also spoke about the good features of English Speaking that marked the ability of the teacher was no doubt as the good example for the students when explained, gave examples, exercised the students, and discussed the learning materials. Then the students were confirmed to do something based on the teacher's persuasion. It was like, make the variation of performance, follow the instruction of learning and gave the opinion of learning materials.

In speaking class, there were various methods of learning that the teacher implemented, such as: Conversation between students and students or teacher and students, language improvement in order to correct the wrong pronunciation or implementation, and special English class as the one of the major systems in this boarding school. Which in practice the teacher adjusted to a predetermined schedule. but not infrequently the teacher also combined several methods in learning speaking. because basically all aspects were related to each other and could be combined. For the material of learning, speaking included grammar, pronunciation practice, vocabulary, short expression, listening and explaining the song, speaking without thinking, words connection, and absolutely tongue twisters.

2. The Teacher's Implementation of Tongue Twisters

For these activities, the researcher divided the procedure of implementation in three activities. Those are pre-learning, while learning, and post-learning activities. which in each division explained how the learning process was in more detail and depth and in accordance with the classroom situation.

a. Pre-Learning Activities

At the beginning of the class or called pre-learning activities, the teacher instructed the students to stand up and followed some instruction by the teacher. The teacher was seen applying brain storming to the students by ordering students to mention some easy type of tongue twisters which also means sentence model of tongue twisters too to make the students fresher and more focused on the learning then. Students were trained to get rid of sleepiness when learning begins and to concentrate on the topic in question. even the teacher also said "for those who are

thirsty please drink first or want to take wudhu to the bedroom please, so that learning can start well". Then, the teacher checked the completeness of learning such as, dictionary, notebook, and the package book. For those who did not bring one or more stuff would get the punishment by the teacher to stand up for 5 minutes in one stuff leaving and on the multiples. Next, the students are ordered to mention some of the tongue twisters that they have learned in Special English Class about two months together by the same rhythm. In this simultaneous application the teacher looks to pay attention to students one by one. do they all follow the rhythm and pronunciation of the tongue twisters. If there is a discrepancy or some people do not follow it, then the teacher orders them to repeat it until it is felt that it is in accordance with the existing procedure, that is, it is compact and everyone follows it properly. The end of the pre-learning process, the teacher checked the present list by mentioning every student's name.

b. Learning Activities

The class continued during the main lesson. In the learning process or called while learning activities, the teacher explained what the tongue twisters are with clear and slow mode. The explanation given by the English teacher was very good, because the teacher understood the situation well regarding the different abilities of the students. So, the explanation was done slowly and thoroughly. This was intended to reduce errors in pronouncing each word. Sometimes, the teacher on the sidelines of learning asked the students "do you understand the materials?". Then, the teacher explained the function of tongue twisters in speaking, in this case the teacher explained how tongue twisters can be used to reduce nervousness, to be a

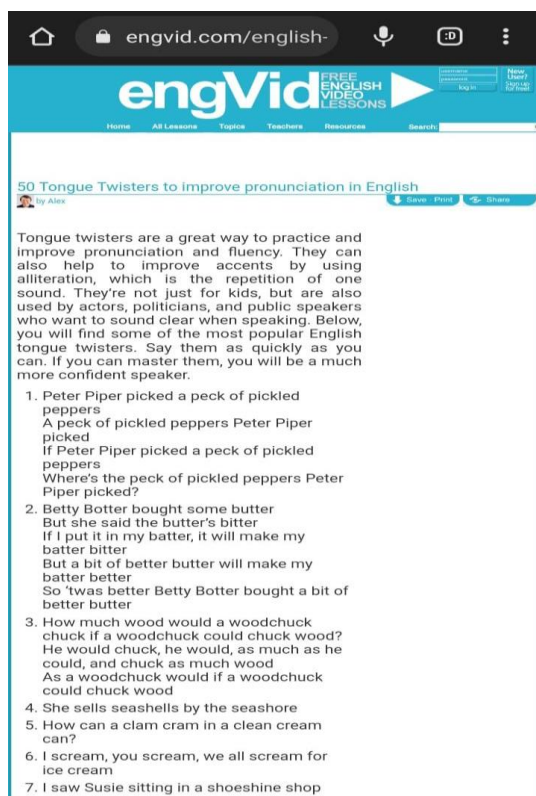
booster in speaking, to reduce tongue tightness which makes it difficult to pronounce English words correctly.

The next was giving the example by pronouncing it word by word slowly, the teacher giving the example by pronouncing word by word and some of them with their word connection according to the rules. Then the students were ordered to try it by the English teacher after listening to the examples many times. The explanation given by the speaking teacher was very good, because the teacher understood the situation well regarding the different abilities of the students. So, the explanation is done slowly and thoroughly. This is intended to reduce errors in pronouncing each word.

The teacher also obligated the students to see tongue twisters written on the whiteboard to know the writing while pronouncing. Because in many cases, the writing was different from the pronunciation, especially if it was used by word connections. As the given example:

Betty bought some butter but the butter Betty bought was bitter, so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before. The example given was the kind of hard type and chronological narrative of tongue twisters.

For the material, the teacher mostly took to the website. The example of learning material as follow:



The English teacher used the website of this resource as examples of tongue twisters used in speaking classes. On this website there were various types and models of tongue twisters that are used by teachers when teaching in class.

c. Post-Learning Activities

In post learning activities, the teacher would ask some questions again to the students about the taught tongue twisters, asked what the difficulties the students' got during learning tongue twisters and tried to get the solution in the brief discussion. The next activity, the teacher gave appreciation to all groups by instructing to give applause and they were allowed to go back to their seats. At the end of class, they read some tongue twisters together. They were ordered to read the hard type or chronological narrative model of tongue twisters, then continue by

some medium and easy types of tongue twisters. Means kinds of repetitive and sentence types.

The implementation of tongue twisters was not only used in class but also used outside the classroom, namely during language improvement and events held by other language departments. Because the English teacher states “because they have sufficient English language skills and a large vocabulary. Therefore, tongue twisters were needed to support the English language skills of students. As for this, it has the benefit of making students more confident, fluent in speaking, and of course getting better at speaking English using the correct pronunciation and word connections.”

3. The Students’ Implementation of Tongue Twisters

Tongue twisters implementation in Darul Istiqamah Islamic Boarding school for girls began in Special English Class or called S.E.C. in this class, the students implemented it every day for two months. Next, they used tongue twisters as a yell in language improvement, which is held once a week for every graduate as the shouting yells. Then continued by learning it in their own class, taught by an English teacher as the brain storming and main lesson.

For this meeting class, the teacher divided the students became 5 groups by counting in every student to see how the students manage their groups. “For all of you, please count from 1, 2, 3, 4, and 5 right now”. After counting done, the students were instructed to sit according to the gotten number and they free to gather in their choice place. There were on the chair or on the floor. These group works were given

5 minutes to discuss which tongue twisters would be used to perform and method chosen. For example, the teacher suggested using beatbox as the variation in performing as an option.

For this assignment the students were free to create their own methods to implement tongue twisters in the main teaching and learning process. They might show up their creativity but still based on the teacher's instructions. The students were divided into 5 groups instructed by the teacher and every group was given 5 minutes to discuss the way they would perform and 5 minutes to come forward in front of the teacher and their friends for giving their best performance in implementing tongue twisters. Here were the group works on the use of tongue twisters in classrooms.

Table 1.2
The Use of Tongue Twisters in The Students' Class Presentation

Group	Sentences	Types of tongue twisters	Model of tongue twisters	Variation of performance
1	A big black bug bit a big black bear, but the big black bear bit a big black bug back.	Medium	Repetitive	Beatbox Some expression
	Betty bought some butter but the butter Betty bought was bitter, so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before.	Hard	Chronological narrative	
	She sells seashells by the seashore.	Easy	Repetitive	

Table 1.2
The Use of Tongue Twisters in The Students' Class Presentation

Group	Sentences	Types of tongue twisters	Model of tongue twisters	Variation of performance
	I saw Sussie sitting in a shoeshine shop.	Easy	Sentence	
2	A big black bug bit a big black bear, but the big black bear bit a big black bug back. Betty bought some butter but the butter Betty bought was bitter, so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before.	Medium Hard	Repetitive Chronological narrative	Clap hands Acapella
	Can you can a can as a canner can can a can? Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?	Easy Easy	Sentence Repetitive	
3	A big black bug bit a big black bear, but the big black bear bit a big black bug back. Betty bought some butter but the butter Betty bought was bitter, so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before. I saw Sussie sitting in a shoeshine shop.	Medium Hard Easy	Repetitive Chronological narrative Sentence	Beatbox Dancing

Table 1.2
The Use of Tongue Twisters in The Students' Class Presentation

Group	Sentences	Types of tongue twisters	Model of tongue twisters	Variation of performance
	I scream, you scream, we all scream for ice cream.	Easy	Repetitive	
4	Betty bought some butter but the butter Betty bought was bitter, so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before.	Hard	Chronological narrative	Acapella Beatbox
	A big black bug bit a big black bear, but the big black bear bit a big black bug back.	Medium	Repetitive	
	I saw a kitten eating chicken in the kitchen.	Easy	Sentence	
	I wish to wash my Irish wristwatch.	Easy	Sentence	
5	A big black bug bit a big black bear, but the big black bear bit a big black bug back.	Medium	Repetitive	Shouting yell Beatbox
	Betty bought some butter but the butter Betty bought was bitter, so Betty bought some better butter and the better butter Betty bought was better than the bitter butter Betty bought before.	Hard	Chronological narrative	
	A big black bear sat on a big black rug.	Easy	Sentence	
	Can you can a can as a canner can can a can?	Easy	Repetitive	

The implementation on the use of Tongue Twisters from group 1, 2, 3, 4 and 5 were resumed in (table 1.2) during main learning activities. Every group of students chose 4 tongue twisters as mentioned in the table based on their own choice of examples of tongue twisters that had been taught by the English teacher.

According to tongue twisters practice based on the interview section, they stated the implementation of tongue twisters in many ways. One of the ways was that the students pronounced tongue twisters like reading as usual, spoke it with true pronunciation and repeated it many times. It began with the teacher giving the example of how to pronounce it correctly and repeated by the students. Next, they implemented by remembering what they had studied and practiced it with their friends to make better pronunciation in speaking. In addition, they practiced tongue twisters by using word connection while speaking it. To connect to the speaking aspect, the students are ordered to deliver the speech about one topic and they share their ideas, feeling, and opinion based on their perspective after studying tongue twisters.

4. Students' Perceptions on The Use of Tongue Twisters in Speaking Class at Darul Istiqamah Islamic Boarding School.

For the students' perspective on the use of tongue twisters, the researcher found the data by interviewing 5 students at grade 11 in Darul Istiqamah Islamic Boarding School. Based on the interview, the researcher got if all of them agreed if tongue twisters were very important in speaking. The first student, Mahmudah was mentioned "Tongue twisters were the best way for someone who just begin for studying an English Language and Speaking, it is one of the best way make us to

be confident person in front of public or an event. By learning Tongue Twisters, the students will speak English well, especially in pronunciation. And boarding school needs it, because that technique makes our tongue habitual and speak English fluently". The second student, namely Tri Aulia Ningsih, said "tongue twisters teach us to be confident when speaking English and make our speaking fluent like native speaker". The third student, Septi stated "tongue twisters help us to fix our pronunciation to be better and make us faster for memorizing English. This boarding school needs it because students will be spiritual if we study English by tongue twisters, and students who don't like English will like English because learning tongue twisters". The next student, Tri Utari Nur Alam thought "tongue twisters are very fun because when I study it, I feel something different and I got many lessons and many experiences in studying English." Based on the other question, she also stated "if we wanna study about English, the key of it is that we should know about tongue twisters and use it for conversation with my friend and speech.". The last student, Al-Jahra Nabila stated "tongue twisters is the technique that can improve my English Language to be better and make speaking fluently. By that technique, we can improve, make our speaking fluent, and have a good language. Although we need extra effort on studying tongue twisters and should have extra patience in difficult types of tongue twisters".

B. Discussion

After analyzing and obtaining the finding data above, then the researcher decided to describe the data discussion of this thesis. For this thesis, the researcher focused on how the teacher and student implement tongue twisters in speaking class

in Darul Istiqamah Islamic Boarding School and what are the students' perceptions on the use of tongue twisters in speaking class in Darul Istiqamah Islamic Boarding School.

1. The Teacher's Implementation of Tongue Twisters in Speaking Class at Darul Istiqamah Islamic Boarding School

The researcher got the data about how the teacher implemented tongue twisters in speaking class at Darul Istiqamah Islamic Boarding school by observation as the beginning of collecting the data, next continued by interview and collecting some pictures related to the use of tongue twisters as the complement. In the teaching and learning of tongue twisters the teacher implemented three categories or types of tongue twisters, they are easy, medium and hard according to (Bareither, 2013). The teacher taught the students in all categories of tongue twisters. It began from the easy categories step by step until the students were proper in speaking it. In this lesson the teacher explained it in short tongue twisters and explained it slowly but clearly until students really can understand and follow the delivery and use of tongue twisters. Then continued by medium tongue twisters' type with a longer duration of tongue twisters than before but not yet reaching the hard level. If the teacher felt the students have mastered the material, to find out students' understanding of tongue twisters at this stage, the teacher would ask if there were things they haven't understood or other difficulties. If they answer that they understand the lesson, the teacher would start ordering some students to try to practice it in front of them if it was possible and have enough time. Next, the teacher would order the students to memorize it for easy and medium types. Last, they

learned the hard type of tongue twisters. Absolutely this type was more difficult than they learnt before and needed extra efforts to master it. For this category the teacher taught extra carefully and more slowly. Because it was taught with some word connections and long sentences. In this most difficult category, the teacher did not immediately order the students to memorize during the current lesson, only repeated it several times and looked at the notes, because by doing that every week, the students would memorize it by themselves.

Most tongue twisters need to be repeated a certain number of times to learn (Rosenbloom and Mike, 1999, P. 4). In the interview section, the teacher stated, in teaching tongue twisters, the teacher should repeat many times during teaching tongue twisters because of the different ability of students' capacity. Some students understood and were able to memorize tongue twisters very quickly, some at a moderate and reasonable capacity, and some others needed a relatively longer time to be able to understand and memorize these tongue twisters. Because these tongue twisters have melodies and rhythm, students who tended to like art and were creative would find it easier to grasp learning this technique. The teacher explained what the tongue twisters was with clear and slowly mode, continue by writing on the whiteboard and obligated the students to write it carefully, explained the function of tongue twisters in speaking, gave the example by pronouncing it word by words slowly in order to make the students was nicer understand and immediate the words' pronunciation. Then the students were ordered to try it after listening to the examples many times. Because sometimes, the writing was different from the pronunciation, especially about word connections. The teacher would appoint

several students to try to practice how to pronounce the tongue twisters and their rhythms. They were ordered to read the hard type or chronological narrative model of tongue twisters, then continue by some medium and easy types of tongue twisters. Means kinds of repetitive and sentence types.

According to examples of material available on the website and the implementation in speaking class. The teacher uses several types and models of tongue twisters. but most of them are easy type and sentence models of tongue twisters. This statement was appropriated with (Maulida, 2018) about the implementation of English tongue twisters for Indonesian Students that must be taught from the lower level. It is from the easiest, then medium if they master the basic level and the hard tongue twisters' mastery.

2. The Students' Implementation on The Use of Tongue Twisters in Speaking Class at Darul Istiqamah Islamic Boarding School

The students implemented tongue twisters mostly in special English class or called S.E.C., they used tongue twisters in various ways during speaking class. Based on the teacher's instruction, the students were given some minutes to perform tongue twisters in pre learning activities by mentioning some categories of tongue twisters models and giving some examples from it. Every student stood up in their place and listened to the teachers' instruction and questions based on English lesson questions commonly and tongue twisters material. Juniarti (2020) found the use of tongue twisters as a fast, fun and effective vocal warm up challenges vocalist to improve pronunciation and technique in speaking skill, there are some models of tongue twisters. The researcher discussed the types and models of tongue twisters

in finding the data of research. But in the field of data, the students just implemented some models of tongue twisters, not all models. But mostly they used tongue twisters based on the types and model. In pre-learning activities, the students implemented tongue twisters in speaking class in group work that divided into five groups performance. Each group presented four examples of tongue twisters with some variation of performance such as beatbox, acapella and others based on teacher's instruction as the clue that the students were taught by the teacher in the past learning. They utilized the time for every group about 3 to 5 minutes in giving examples of tongue twisters in front of the teacher and other students.

In the group performance, all groups used tongue twisters according to (Bareither, 2013) in all types, they are easy, medium and hard. They were implemented just in different examples for some tongue twisters but still contained all types. Mostly the students chose easy types of tongue twisters. Group 1 implemented medium tongue twisters' types, continued by hard type and the last, they mentioned two examples of tongue twisters in easy type. The second performance was coming from group 2. On the use of tongue twisters in speaking class, they implemented Medium, hard, two examples from easy types. The types were same to group 1, the differences just in the examples of easy tongue twisters that had been mentioned. The next group was the performance from group 3. In implementing it, group 3 began from medium, hard, and easy too. The next group was coming from group 4. Based on the finding data, group four used hard types of tongue twisters, next continued by medium, and two easy examples of tongue

twisters. For the last group, the list of tongue twisters type used were the same with group 1,2, and 3. It is hard, medium, easy and easy.

In addition to discussing the models of tongue twisters, Juniarti (2020) states there were four models of tongue twisters that students could implement to improve pronunciation and technique in speaking skill. Misti'ah (2022) also suggested the distribution of tongue twisters. For this material the researcher combined the models from the two opinions regarding several models of tongue twisters because they had similarities in these theories. In the implementation of tongue twisters in the speaking class, the five groups applied various models of the material. Group 1 used three models of tongue twisters consisting of repetitive tongue twisters for the first and third, containing the repetition words in similar sound, even written. The next following example falls into the category of chronological narrative tongue twisters. The fourth example group 1 performed a sentence model of tongue twisters, this model was the simplest from all models. In the implementations of tongue twisters group 1 completed the performance by beatbox, and some funny expressions for all members. Group 2 applied tongue twisters using three models in their implementation in front of the class. in the instance they used two repetitive examples, chronological narrative, and sentence models of tongue twisters. As a complement to their performance, they added clap hands and acapella during the performance. Next was the application of group 3 which used several models of tongue twisters namely repetitive for example number one and four, chronological narrative in example number three, last was sentence model as the example number three. Unlike the previous group that used variations in their performances, this

group 1 also showed beatboxing and dancing as the complement. Group 4 mentioned four examples of tongue twisters in their application in speaking class using three models namely chronological narrative as the first chosen model, repetitive, and last were two sentence models of tongue twisters. They displayed it along with acapella and beatbox. The last implementation was from group 5, they performed tongue twisters in 3 models, 2 were repetitive in number one and four examples, next, chronological narrative, and number three was sentence model of tongue twisters. This group performed by conducting yells and beatboxing.

Before the end of the class meeting, the students would go back to their seats. Then, the students were ordered to mention some examples together with some examples of tongue twisters and read by the same rhythm. These examples were also performed by acapella, beatbox, expression, and yells.

3. Students' Perceptions on The Use of Tongue Twisters in Speaking Class at Darul Istiqamah Islamic Boarding School.

The researcher found the points by interviewing some students in grade 12 that had passed special English class a year before. For the data addition, the researcher did an interview with the English teacher to get the data further. Tzakosta (2016) states the purpose is to help students in developing clear speech and pronunciation of difficult words. The students' taught tongue twisters were the best way for someone who is just beginning to study the English Language. By learning Tongue twisters the students would speak English well, mainly in pronunciation. Based on (Bareither, 2013) tongue twisters encourage anything that makes practicing in speaking more fun. This statement was convenient with the finding

data if students who thought tongue twisters were very fun because when they studied it, felt something different and she got many lessons and many experiences in studying English. It is concluded they agreed tongue twisters encouraged speaking practice and made them confident and fluent when speaking English.

In addition, the use of tongue twisters requires more time and energy on the part of students and teachers (Sitoresmi, 2016). In accordance with this article based on the interview, the researcher found that they need extra effort on studying tongue twisters and should have extra patience in difficult types of tongue twisters. That meant the students needed to repeat many times in learning it and used more time and energy, mainly the difficult type of tongue twisters. According to Pardade (2010) tongue twisters are hard for the mouth and tongue in managing especially for the foreigners. According to an interview with some students, the researcher found the students stated they had the hard difficulty in implementing tongue twisters in speaking class. Some of them just needed extra effort on studying tongue twisters and should have extra patience in difficult types of tongue twisters.