

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

According to the explanation above, there were three most important points the researcher concluded as the result of this research:

1. The teacher's implementation of tongue twisters in Darul Istiqamah Islamic Boarding School for Girls was in easy, medium and hard types. The teacher implemented it in pre-activities, while learning activities, and post-learning activities in some types of tongue twisters. For the teaching activities, the teacher ordered the students to repeat the tongue twisters by reading together and using rhythm.
2. Students' implementation of tongue twisters in Darul Istiqamah Islamic Boarding School for Girls were focused on group performance with the divided types and models of tongue twisters. The students implemented tongue twisters, the form of group performance which was divided into 5 groups. Each group presented a very good and fun performance with various variations displayed according to the ideas obtained from their discussions.
3. Students' perceptions on the Use of Tongue Twisters in Speaking Class at Darul Istiqamah Islamic Boarding School divided into two different perspectives. Which opinions were dominated by positive meaningful opinions. In

accordance with the students' opinions regarding tongue twisters, this proved that most of them liked and admitted that this technique was very effective to use in learning speaking in Darul Istiqamah Islamic Boarding School for Girls.

## **B. Suggestion**

Based on the data presented above, which was gained through observation, interview, and documentation, the researcher has some suggestions which will be useful for the improvement of speaking on the use of tongue twisters.

### **1. Students**

Students are expected to learn these tongue twisters properly and correctly to support their speaking skills because tongue twisters are a unique technique in their application and fun to learn. Apart from that, the application of tongue twisters is a little tricky because they have sounds that are almost the same as each other and there are lots of repetitions in the sentences, so students have to pay close attention to the learning process. so that these tongue twisters can be applied properly and help to encourage students' speaking skills.

### **2. English Teacher**

In the application of tongue twisters, it is very necessary for the teacher to be active in teaching it. Besides that, the teacher also has to make the class atmosphere more alive with interesting methods. I hope that in the future there will be more teachers who can play an active role in delivering speaking, one of which is using the tongue twisters technique in learning speaking. Besides

that, considering the lack of implementation of tongue twisters in schools is in accordance with the observations that have been made of tongue twisters. It is hoped that the teachers will give more consideration to being able to apply this technique, especially in learning speaking.

### **3. Other Researchers**

Other researchers are advised to conduct more in-depth interviews in order to obtain deeper and more detailed information. because this material has many interesting things to re-examine, given the lack of research and application of these tongue twisters. First, researchers can do more research, not only in terms of speaking, but also in terms of listening and writing which are related to the implementation of tongue twisters. Second, researchers can further examine how these tongue twisters help how the brain is more active in functioning which involves the implementation of tongue twisters.