RESEARCH MATRIX

| Tittle	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The effect of Using Tongue Twister on Students' Pronunciation of SMP Madinatul Ulum Cangkring in The 2017/2018 Academic Year	Does Tongue Twisters has a significant effect on students' pronunciation of SMP Madinatul Ulum Cangkring in The 2017/2018 Academic year?	**1. Independent Variable** Students' Pronunciation **2. Dependent Variable** Tongue Twisters	**1. Students' scores of pronunciation test:** - Word stress - Accuracy - Intonation **2. Tongue Twisters:** - Listen - Repeat the phrase - Read tongue twister slow/fast	**1. Respondent** : - The seventh grade students of SMP Madinatul Ulum Cangkring in the 2017/2018 Academic Year **2. Informant** : - English Teacher	**1. Research Design** Experimental Research (Randomized pretest-posttest control group design) **2. Population** SMP Madinatul Ulum Cangkring **3. Sample** Seventh Grade students **4. Respondent Determination** Cluster Random Sampling **5. Data Collection Method** Test **6. Data Analysis Method** By Using SPSS	The using of tongue twister has a significant effect on students' pronunciation of Seventh grade students in SMP Madiatul Ulum Cangkring in the 2017/2018 Academic Year.

Appendix 2 : Students' Try Out Score

Students' Pronunciation Test Score of Try Out

NO.	Name of Students	Score							
		Score of each Indicators						Total Score	Square
		Word Stress	Square	Accuracy	Square	Intonation	Square		
1	Agustin Niro Ningsih	2	4	2	4	2	4	6	36
2	Aisyah Putri Lewenusya	2	4	3	9	3	9	8	64
3	Amanda Putri Dae P	2	4	2	4	2	4	6	36
4	Ani Linta Sari	2	4	2	4	2	4	6	36
5	Anisatir Rohaniyah	1	2	1	2	1	2	3	9
6	Aura Zahwa Alifiah	2	4	2	4	2	4	6	36
7	Cahya Natharisha	2	4	1	2	1	2	4	16
8	Choirun Nisa	2	4	2	4	2	4	6	36
9	Dea Fiansyah	1	2	2	4	1	2	4	16
10	Diesty Aulia N	1	2	2	4	2	4	5	25
11	Elita Surya Utami	2	4	2	4	1	2	5	25
12	Femi Alya Rahmawati	3	9	2	4	3	9	9	81
13	Filda Dwi Agustin	3	9	3	9	3	9	10	100
14	Fitriatul Laili	1	2	4	16	1	2	3	9
15	Indri Nuranjani	2	4	1	2	2	4	6	36
16	Kalinda Mayzela Sofia	2	4	2	4	2	4	5	25
17	Laelani Earthathea O	2	4	1	2	2	4	6	36
18	Lintang Novi L	3	9	2	4	3	9	9	81
19	Lyra Sabrina	1	2	3	9	2	4	5	25
20	Meylinda Putri	3	9	2	4	2	4	6	36

	Subekti								
21	Novianti Tri W	2	4	2	4	2	4	6	36
22	Novita Amanda N	2	4	2	4	2	4	6	36
23	Nur Hasanah	2	4	2	4	2	4	7	49
24	Ratri Anggita	1	2	3	9	2	4	4	16
25	Reti saliya Caesar T	2	4	1	2	2	4	6	36
26	Riska Amalia Y	2	4	2	4	2	4	5	25
27	Riza Putri N	2	4	1	2	2	4	5	25
28	Serly Putri Maya Y	2	4	1	2	2	4	6	36
29	Shavrina A	2	4	2	4	2	4	6	36
30	Sulastri	2	4	2	4	2	4	6	36
31	Vania Salsabila P	2	4	2	4	2	4	6	36
32	Vara Agustina	2	4	1	2	1	2	4	16
33	Vira Agustin	1	2	1	2	1	2	3	9
34	Nur Holidah	2	4	2	4	2	4	6	36
35	Nabila Putri Saniyah	2	4	2	4	2	4	6	36
	Sum	67		67		67		200	
	Sum of square		146		154		146		1228

Appendix 3 : The Name of Try Out Students

NO	Name
1	Agustin Niro Ningsih
2	Aisyah Putri Lewenusya
3	Amanda Putri Dae P
4	Ani Linta Sari
5	Anisatir Rohaniyah
6	Aura Zahwa Alifiah
7	Cahya Natharisha
8	Choirun Nisa
9	Dea Fiansyah
10	Diesty Aulia N
11	Elita Surya Utami
12	Femi Alya Rahmawati
13	Filda Dwi Agustin
14	Fitriatul Laili
15	Indri Nuranjani
16	Kalinda Mayzela Sofia
17	Laelani Earthathea O
18	Lintang Novi L
19	Lyra Sabrina
20	Meylinda Putri Subekti
21	Novianti Tri W
22	Novita Amanda N
23	Nur Hasanah
24	Ratri Anggita
25	Reti saliya Caesar T
26	Riska Amalia Y
27	Riza Putri N
28	Serly Putri Maya Y

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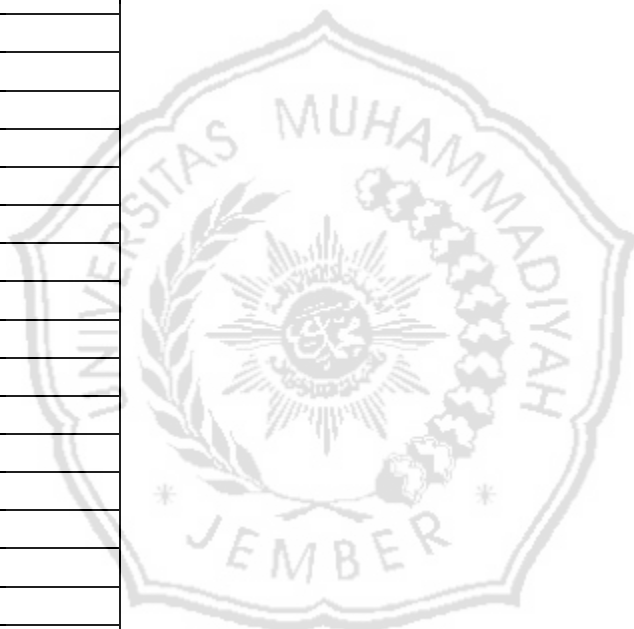
29	Shavrina A
30	Sulastri
31	Vania Salsabila P
32	Vara Agustina
33	Vira Agustin
34	Nur Holidah
35	Nabila Putri Saniyah

Appendix 4 : Reliability of the Test

The Reliability of the Test

$$\sigma 1 = \frac{146 - \frac{67^2}{35}}{35} = \frac{146 - 128,2}{35} = \frac{17,8}{35} = 0,5085$$

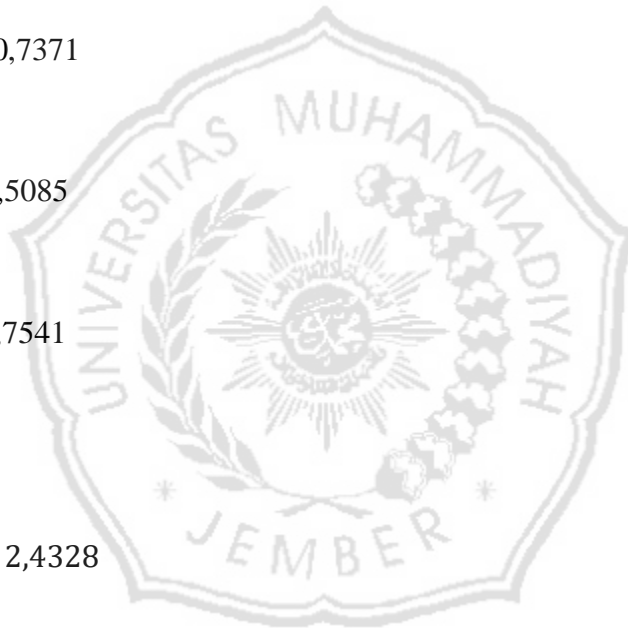$$\sigma 2 = \frac{154 - \frac{67^2}{35}}{35} = \frac{154 - 128,2}{35} = \frac{25,8}{35} = 0,7371$$

$$\sigma 3 = \frac{146 - \frac{67^2}{35}}{35} = \frac{146 - 128,2}{35} = \frac{17,8}{35} = 0,5085$$

So $\sum \sigma_b^2 = 0,5085 + 0,7371 + 0,5085 = 1,7541$

Total Variants :

$$\sigma^2 t = \frac{1228 - \frac{200^2}{35}}{35} = \frac{1228 - 1142,85}{35} = 2,4328$$

Entered to Alpha Formula :

$$r11 = (\frac{k}{k-1})(1 - \frac{\sum \sigma_b^2}{\sigma_1^2})$$

$$= \frac{3}{3-1} \quad \times \quad (1 - \frac{1,7541}{2,4328})$$

$= \frac{3}{2}$ (1-0,7210)

= 1,5 (0,279)

= 0,4185 (Enough Correlation)

Appendix 5 : Test of Try Out

School   : SMP Muhammadiyah 1 Jember

Class   : VII C

Grade/Level   : Semester 2

Time   : 120 Minutes

Please read the following text with correct pronunciation!

"Count On Me"

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

You can count on me
Like 1, 2, 3
I'll be there
And I know when I need it
I can count on you
Like 4, 3, 2
You'll be there
'Cause that's what friends are supposed to do

If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me

Every day I will remind you

We find out what we're made of
When we are called to help our friends in need
You'll always have my shoulder when you cry
I'll never let go, never say goodbye

Appendix 6 : Pre-test Score Control Group

No	Name	Score Indicators Word Stress	Accuracy	Intonation	Total Score
1	Mala agustin	2	2	2	6
2	Kevin januar	2	2	2	6
3	Abdul rasyid	1	1	1	3
4	Yesi ariani	1	1	1	3
5	Silaturahmi	1	1	1	3
6	Wiji utami	1	1	1	3
7	Rio F	2	2	2	6
8	Fani dwi	2	2	2	6
9	Devi wulan c	2	2	2	6
10	M.nurul	1	1	1	3
11	M.ridho	2	2	2	6
12	M.agus candra	1	2	2	5
13	Aditya wahyu	2	2	2	6
14	Alia rohali	2	1	2	5
15	Muhammad lutfi	2	2	2	6
16	Muhammad ali mudhar	2	1	2	5
17	Dwi gita damayanti	1	2	2	5
18	Duik fuji lestari	1	2	2	5
19	Doni maulana	1	1	1	3
20	Dicki darmawan	1	2	2	5
21	Dimas riski ilahi	2	1	2	5
22	Firman maqrobi	2	1	2	5
23	Irwanto	2	2	1	5
24	Melda novita sari	1	1	1	3
25	Nur anisa rahmadaniyah	1	1	2	4

Appendix 6 : Pre-test Score Experimental Group

No	Name	Score Indicators Word Stress	Accuracy	Intonation	Total Score
1	Neli susilah	1	1	1	3
2	Melda novitasari	1	1	2	4
3	Dwi gita	2	1	2	4
4	Firman syahroni	2	1	2	5
5	Putri dini aminarti	2	1	1	4
6	Dwi lestari	1	1	1	3
7	Eka setiawan	1	2	1	4
8	Silvi putri	2	1	3	6
9	Firnanda	1	2	3	6
10	M.ardanis	1	1	2	4
11	Nur anisa	1	1	2	4
12	M.lutfi b.	2	2	2	6
13	Alfi almus t.a	2	2	2	6
14	Firman m.	2	2	2	6
15	Dimas	2	1	2	5
16	Muhammad holik	2	2	2	6
17	Muhammadh ikhwan s	2	2	2	6
18	Imanuel kristian bintang fajar w.	2	1	2	5
19	Kevin januar afiary	2	1	2	5
20	Asep sholihin	1	2	2	5
21	Daniel yuda	2	2	2	6
22	Deka arzeta maulid danar	2	1	2	5
23	Herlina ayu yuniar	1	1	2	4
24	Jevanes viona a	1	1	2	4
25	Rio afan refandi	2	2	2	6

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No	Name	Score Indicators			Total Score
		Word Stress	Accuracy	Intonation	
1	Neli susilah	3	3	2	8
2	Melda novitasari	3	2	2	7
3	Dwi gita	2	2	2	6
4	Firman syahroni	2	2	2	6
5	Putri dini aminarti	2	2	3	7
6	Dwi lestari	2	2	3	7
7	Eka setiawan	2	2	3	7
8	Silvi putri	2	2	3	7
9	Firnanda	3	2	3	8
10	M.ardanis	3	2	2	7
11	Nur anisa	3	2	2	7
12	M.lutfi b.	3	2	2	7
13	Alfi almus t.a	3	2	2	7
14	Firman m.	3	2	2	7
15	Dimas	3	2	2	7
16	Muhammad holik	3	2	2	7
17	Muhammadh ikhwan s	3	2	2	7
18	Imanuel kristian bintang fajar w.	3	2	2	7
19	Kevin januar afiary	2	2	2	6
20	Asep sholihin	2	2	2	6
21	Daniel yuda	2	2	2	6
22	Deka arzeta maulid danar	2	3	2	7
23	Herlina ayu yuniar	3	3	2	8
24	Jevanes viona a	3	2	2	7
25	Rio afan refandi	3	2	2	7

Appendix 7 : Post-test Score Control Group

No	Name	Word Stress	Accuracy	Intonation	Total Score
		Score Indicators			
1	Neli susilah	3	3	2	8
2	Melda novitasari	3	2	2	7
3	Dwi gita	2	2	2	6
4	Firman syahroni	2	2	2	6
5	Putri dini aminarti	2	2	3	7
6	Dwi lestari	2	2	3	7
7	Eka setiawan	2	2	3	7
8	Silvi putri	2	2	3	7
9	Firnanda	3	2	3	8
10	M.ardanis	3	2	2	7
11	Nur anisa	3	2	2	7
12	M.lutfi b.	3	2	2	7
13	Alfi almus t.a	3	2	2	7
14	Firman m.	3	2	2	7
15	Dimas	2	2	2	6
16	Muhammad holik	3	2	2	7
17	Muhammadh ikhwan s	2	2	2	7
18	Imanuel kristian bintang fajar w.	3	2	2	7
19	Kevin januar afiary	2	2	2	6
20	Asep sholihin	2	2	2	6
21	Daniel yuda	2	2	2	6
22	Deka arzeta maulid danar	2	3	2	7
23	Herlina ayu yuniar	3	1	2	7
24	Jevanes viona a	1	2	2	5
25	Rio afan refandi	1	2	2	5

Appendix 8: Attendant List Experimental Group

No	Name	Pre-Test	Treatment 1	Treatment 2	Treatment 3	Post-test
1	Neli susilah	-	-	-	-	-
2	Melda novitasari	-	-	-	-	-
3	Dwi gita	-	-	-	-	-
4	Firman syahroni	-	-	-	-	-
5	Putri dini aminarti	-	-	-	-	-
6	Dwi lestari	-	-	-	-	-
7	Eka setiawan	-	-	-	-	-
8	Silvi putri	-	-	-	-	-
9	Firnanda	-	-	-	-	-
10	M.ardanis	-	-	-	-	-
11	Nur anisa	-	-	-	-	-
12	M.lutfi b.	-	-	-	-	-
13	Alfi almus t.a	-	-	-	-	-
14	Firman m.	-	-	-	-	-
15	Dimas	-	-	-	-	-
16	Muhammad holik	-	-	-	-	-
17	Muhammadh ikhwan s	-	-	-	-	-
18	Imanuel kristian bintang fajar w.	-	-	-	-	-
19	Kevin januar afiary	-	-	-	-	-
20	Asep sholihin	-	-	-	-	-
21	Daniel yuda	-	-	-	-	-
22	Deka arzeta maulid danar	-	-	-	-	-
23	Herlina ayu yuniar	-	-	-	-	-
24	Jevanes viona a	-	-	-	-	-
25	Rio afan refandi	-	-	-	-	-

Appendix 9 : Attendant List of Control Group

No	Name	Pre-Test	Meeting 1	Meeting 2	Meeting 3	Post-Test
1	Mala agustin	-	-	-	-	-
2	Kevin januar	-	-	-	-	-
3	Abdul rasyid	-	-	-	-	-
4	Yesi ariani	-	-	-	-	-
5	Silaturahmi	-	-	-	-	-
6	Wiji utami	-	-	-	-	-
7	Rio F	-	-	-	-	-
8	Fani dwi	-	-	-	-	-
9	Devi wulan c	-	-	-	-	-
10	M.nurul	-	-	-	-	-
11	M.ridho	-	-	-	-	-
12	M.agus candra	-	-	-	-	-
13	Aditya wahyu	-	-	-	-	-
14	Alia rohali	-	-	-	-	-
15	Muhammad lutfi	-	-	-	-	-
16	Muhammad ali mudhar	-	-	-	-	-
17	Dwi gita damayanti	-	-	-	-	-
18	Duik fuji lestari	-	-	-	-	-
19	Doni maulana	-	-	-	-	-
20	Dicki darmawan	-	-	-	-	-
21	Dimas riski ilahi	-	-	-	-	-
22	Firman maqrobi	-	-	-	-	-
23	Irwanto	-	-	-	-	-
24	Melda novita sari	-	-	-	-	-
25	Nur anisa rahmadaniyah	-	-	-	-	-

Appendix 10 : Homogeneity Test

Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
3.427	1	48	.070

ANOVA

SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.720	1	.720	1.624	.209
Within Groups	21.280	48	.443		
Total	22.000	49			
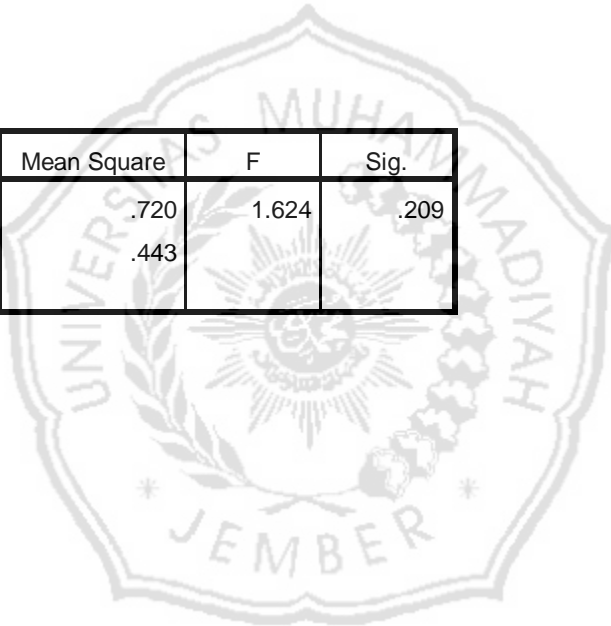
Appendix 11: Normality Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620[a]	.384	.357	.458

a. Predictors: (Constant), Control

b. Dependent Variable: Experimental

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.010	1	3.010	14.331	.001[b]
	Residual	4.830	23	.210		
	Total	7.840	24			

a. Dependent Variable: Experimental

b. Predictors: (Constant), Control

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	6.13	7.54	6.92	.354	25
Residual	-.598	.929	.000	.449	25
Std. Predicted Value	-2.245	1.764	.000	1.000	25
Std. Residual	-1.305	2.026	.000	.979	25

a. Dependent Variable: Experimental

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	25

Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		.44862555
Most Extreme Differences	Absolute		.323
	Positive		.323
	Negative		-.237
Kolmogorov-Smirnov Z			1.616
Asymp. Sig. (2-tailed)			.011

a. Test distribution is Normal.

b. Calculated from data.

Appendix 12 : Result of Pre-test and Post-test Experiment and Control group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	25	4.72	1.208	.242
	Experiment	25	4.88	1.013	.203
Posttest	Control	25	6.68	.748	.150
	Experiment	25	6.92	.572	.114

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper

		F	Sig.	t	df	Sig.	Mean Diff	Std. Error	Lower	Upper
Pretest	Equal variances assumed	.986	.326	-.507	48	.614	-.160	.315	-.794	.474
	Equal variances not assumed			-.507	46.585	.614	-.160	.315	-.795	.475
Posttest	Equal variances assumed	3.427	.070	-1.274	48	.209	-.240	.188	-.619	.139
	Equal variances not assumed			-1.274	44.891	.209	-.240	.188	-.619	.139
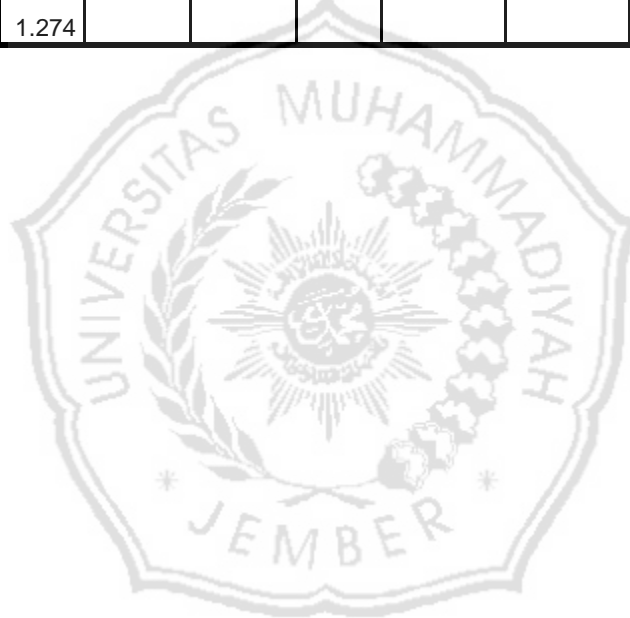
Appendix 13 : Lesson Plan

LESSON PLAN

Subject   : English

Level   : Seventh Grade

Semester   : II

Theme   : Tongue Twisters

Language Skill   : Pronunciation

Time Allocation   : 2 x 45 minutes

Meeting   : First meeting
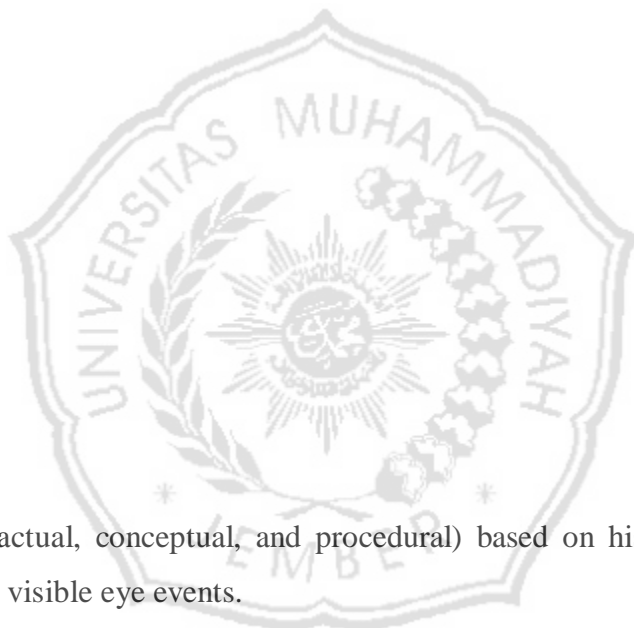
A. Core Competences

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint.

B. Basic Competence

C. INDICATOR

- Students are able to understand the correct pronunciation of the song lyric

- Students are able to utter the correct pronunciation of the song lyric

D. The Learning Activity

1. Pre-activity

- Pray, greeting, introduction our self and check the attendant list

- Warming up by asking some questions about familiar song

2. While Activity

-   Teacher give the paper song lyric about teenagers life to the students

- Teacher explaining about tongue twister before they read the song lyric

- Teacher give example about tongue twisters

- Students practice tongue twister together in 20 minutes together

- After they practice tongue twisters they read the song lyric in 5 minutes

- Ask the students one by one to come forward to read aloud the song lyric

Basic Competence	Core Subject
Students are able to: 3.8 interpret social functions and linguistic elements in the lyrics songs related to teenage life SMP / MTs 4.8 capture meaning in a manner contextually linked to social functions and elements lyrics related songs juvenile junior / MTs life	• Social function Develop values life and character which is positive • Linguistic elements - Vocabulary and grammar in song lyrics - Speech, word pressure, intonation, spelling, sign read, and handwriting • Topic Things that can give exemplary and foster behavior which is contained in KI

- While they read aloud the song lyric as a teacher take note about the wrong pronunciation from each students.

3. Post-activity

- Teacher conclude about the topic and ask the students to practice the tongue twister more in their daily activity.

- Closing

E. Method

- Tongue Twisters

F. The Material and Source

- Material

How Far I'll Go

Alessia Cara

I've been standing at the edge of the water
'Long as I can remember, never really knowing why
I wish I could be the perfect daughter
But I come back to the water, no matter how hard I try

Every turn I take, every trail I track
Every path I make, every road leads back
To the place I know, where I can not go
Though I long to be

See the line where the sky meets the sea it calls me
And no one knows, how far it goes
If the wind in my sail on the sea stays behind me
One day I'll know, if I go there's just no telling how far I'll go
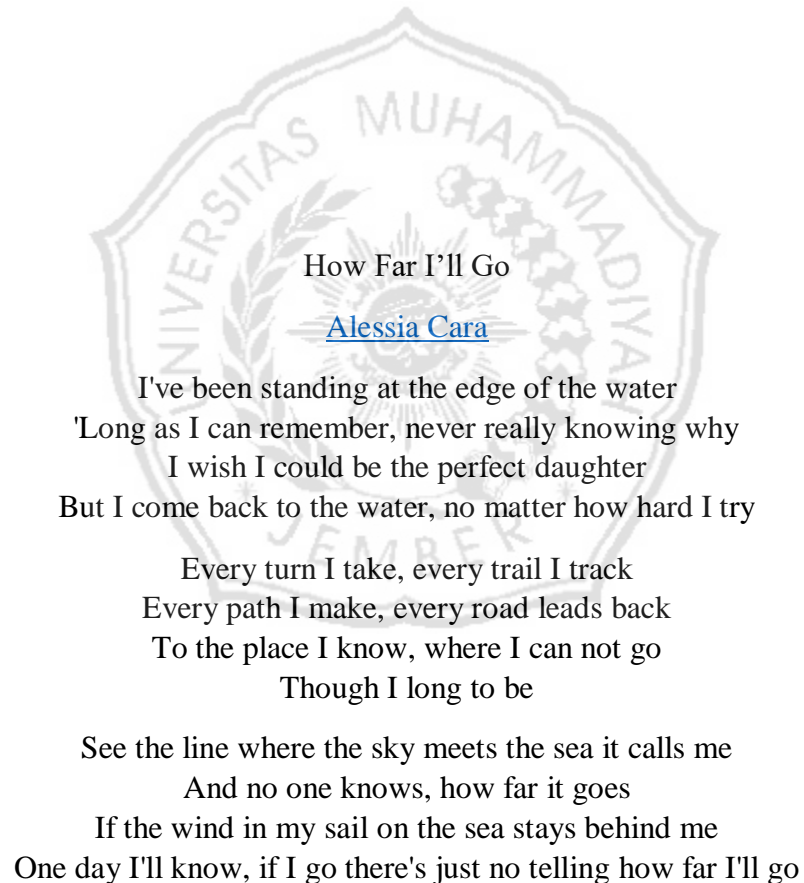
Oh oh oh, oh, oh oh oh oh, oh oh oh

I know, everybody on this island seems so happy on this island
Everything is by design
I know, everybody on this island has a role on this island
So maybe I can roll with mine

I can lead with pride, I can make us strong
I'll be satisfied if I play along
But the voice inside sings a different song
What is wrong with me?

See the light as it shines on the sea it's blinding
But no one knows, how deep it goes
And it seems like it's calling out to me, so come find me
And let me know, what's beyond that line, will I cross that line?

See the line where the sky meets the sea it calls me
And no one knows, how far it goes
If the wind in my sail on the sea stays behind me
One day I'll know, how far I'll go

- Source

  English book and Internet

G. Assessment

The criterion of English Pronunciation Assessment	Score

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- Word Stress	1-4
- Accuracy	1-4
- Intonation	1-4

LESSON PLAN

Subject   : English

Level   : Seventh Grade

Semester   : II

Theme   : Tongue Twisters

Language Skill   : Pronunciation

Time Allocation : 2 x 45 minutes

Meeting   : Second   meeting
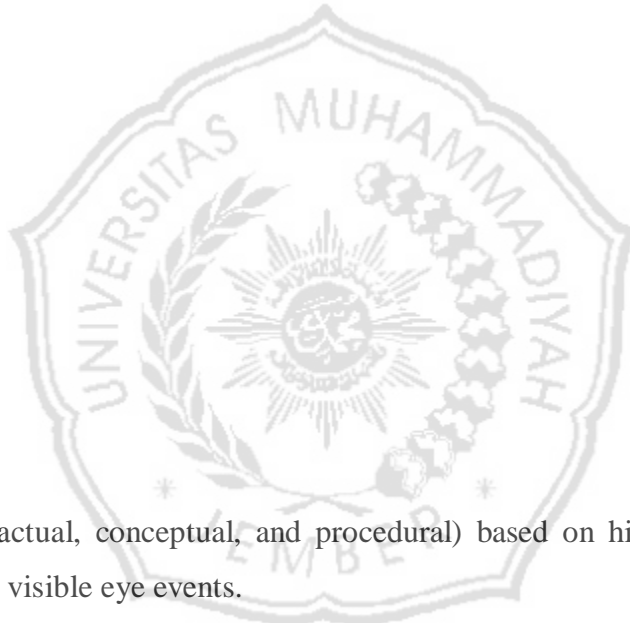
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KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint

B. Basic Competence

C. INDICATOR

- Students are able to understand the correct pronunciation of the song lyric

- Students are able to utter the correct pronunciation of the song lyric

D. The Learning Activity

4. Pre-activity

- Pray, greeting, introduction our self and check the attendant list

- Warming up by asking some questions about familiar song

5. While Activity

- Teacher give the paper song lyric about teenagers life to the students

- Teacher explaining about tongue twister before they read the song lyric

- Teacher give example about tongue twisters

Basic Competence	Core Subject
Students are able to: 3.8 interpret social functions and linguistic elements in the lyrics songs related to teenage life SMP / MTs 4.8 capture meaning in a manner contextually linked to social functions and elements lyrics related songs juvenile junior / MTs life	• Social function Develop values life and character which is positive • Linguistic elements - Vocabulary and grammar in song lyrics - Speech, word pressure, intonation, spelling, sign read, and handwriting • Topic Things that can give exemplary and foster behavior which is contained in KI

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- Students practice tongue twister together in 20 minutes together

- After they practice tongue twisters they read the song lyric in 5 minutes

- Ask the students one by one to come forward to read aloud the song lyric

- While they read aloud the song lyric as a teacher take note about the wrong pronunciation from each students.

6. Post-activity

- Teacher conclude about the topic and ask the students to practice the tongue twister more in their daily activity.

- Closing

E. Method

- Tongue Twisters

F. The Material and Source

- Material

-
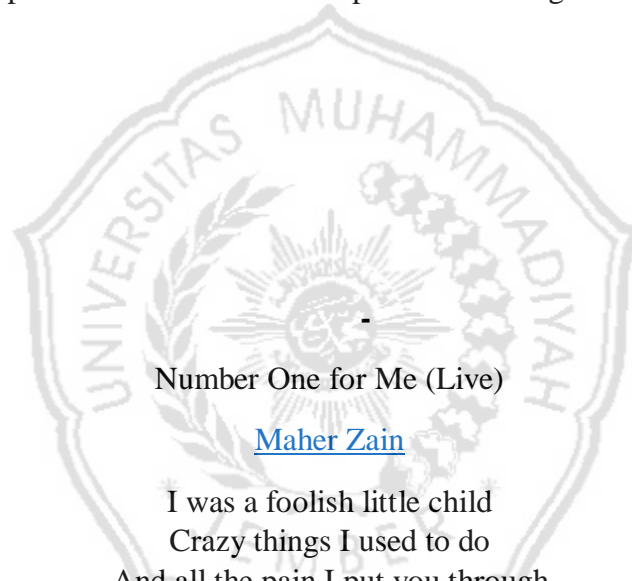
Number One for Me (Live)

Maher Zain

I was a foolish little child
Crazy things I used to do
And all the pain I put you through
Mama now I'm here for you
For all the times I made you cry
The days I told you lies
Now it's time for you to rise
For all the things you sacrificed oh

If I could turn back time rewind If I could
Make it undone, I swear that I would
I would make it up to you

Mum I'm all grown up now
It's a brand new day
I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day

And now I finally understand
Your famous line
About the day I'd face in time
'Cause now I've got a child of mine
And even though I was so bad
I've learned so much from you
Now I'm trying to do it too
Love my kid the way you do oh

If I could turn back time rewind If I could
Make it undone, I swear that I would
I would make it up to you oh

If I could turn back time rewind If I could
Make it undone, I swear that I would
I would make it up to you

Mum I'm all grown up now
It's a brand new day
I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day

- Source

English book and Internet

G. Assessment

The criterion of English Pronunciation Assessment	Score
- Word Stress	1-4
- Accuracy	1-4
- Intonation	1-4
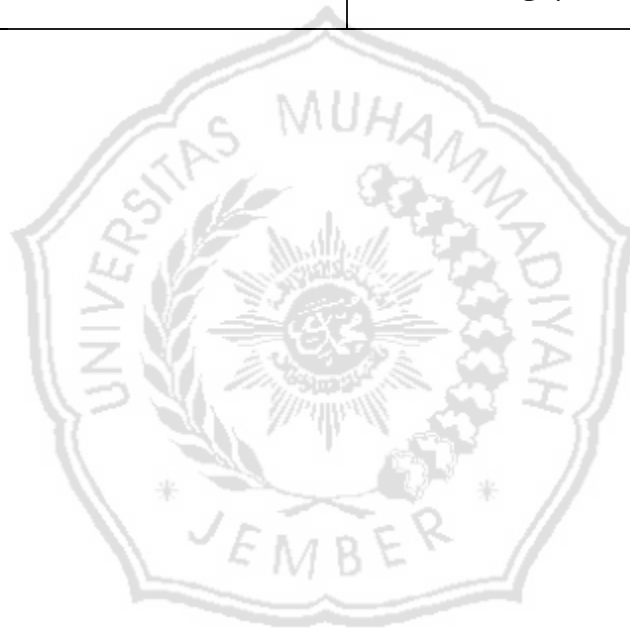
LESSON PLAN

Subject : English

Level : Seventh Grade

Semester : II

Theme : Tongue Twisters

Language Skill : Pronunciation

Time Allocation : 2 x 45 minutes

Meeting : Third meeting

A. Core Competences

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4: Trying, processing, and serving in the concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint

Basic Competence	Core Subject

B. Basic Competence

C. INDICATOR

- Students are able to understand the correct pronunciation of the song lyric

- Students are able to utter the correct pronunciation of the song lyric

D. The Learning Activity

7. Pre-activity

- Pray, greeting, introduction our self and check the attendant list

- Warming up by asking some questions about familiar song

8. While Activity

- Teacher give the paper song lyric about teenagers life to the students

- Teacher explaining about tongue twister before they read the song lyric

- Teacher give example about tongue twisters

- Students practice tongue twister together in 20 minutes together

- After they practice tongue twisters they read the song lyric in 5 minutes

- Ask the students one by one to come forward to read aloud the song lyric

- While they read aloud the song lyric as a teacher take note about the wrong pronunciation from each students.

9. Post-activity

Students are able to: 3.8 interpret social functions and linguistic elements in the lyrics songs related to teenage life SMP / MTs 4.8 capture meaning in a manner contextually linked to social functions and elements lyrics related songs juvenile junior / MTs life	• Social function Develop values life and character which is positive • Linguistic elements - Vocabulary and grammar in song lyrics - Speech, word pressure, intonation, spelling, sign read, and handwriting • Topic Things that can give exemplary and foster behavior which is contained in KI

- Teacher conclude about the topic and ask the students to practice the tongue twister more in their daily activity.

- Closing

E. Method

- Tongue Twisters

F. The Material and Source

- Material

Count on Me

Bruno Mars

If you ever find yourself stuck in the middle of the sea,
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see,
I'll be the light to guide you

Find out what we're made of
When we are called to help our friends in need

You can count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
You'll be there
'Cause that's what friends are supposed to do, oh yeah

Whoa, whoa
Oh, oh
Yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep
I'll sing a song
Beside you

And if you ever forget how much you really mean to me
Everyday I will
Remind you

Ooh
Find out what we're made of
When we are called to help our friends in need

You can count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
You'll be there
'Cause that's what friends are supposed to do, oh yeah

Oh, oh
Yeah, yeah

You'll always have my shoulder when you cry
I'll never let go
Never say goodbye
You know you can

Count on me like one two three
I'll be there
And I know when I need it I can count on you like four three two
And you'll be there
'Cause that's what friends are supposed to do, oh yeah

Oh, oh
You can count on me 'cause I can count on you

- Source

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English book and Internet

G. Assessment

The criterion of English Pronunciation Assessment	Score
- Word Stress	1-4
- Accuracy	1-4
- Intonation	1-4
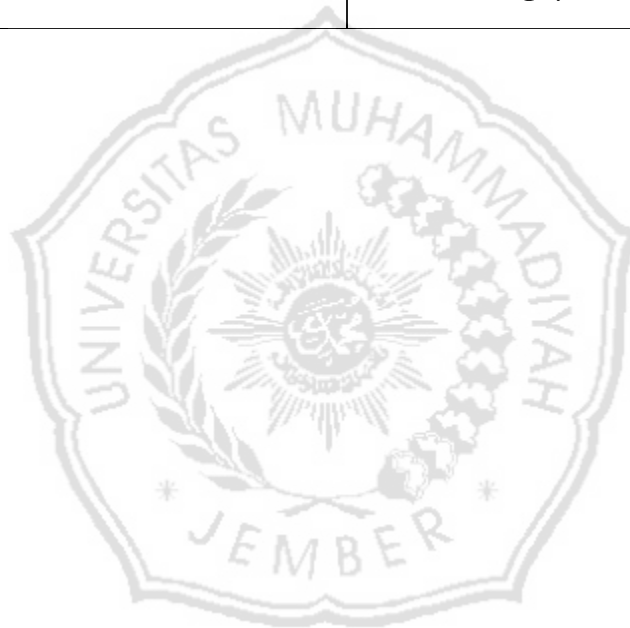
Appendix 14 : Silabus

SILABUS

School   : SMP Negeri 1 Tempurejo

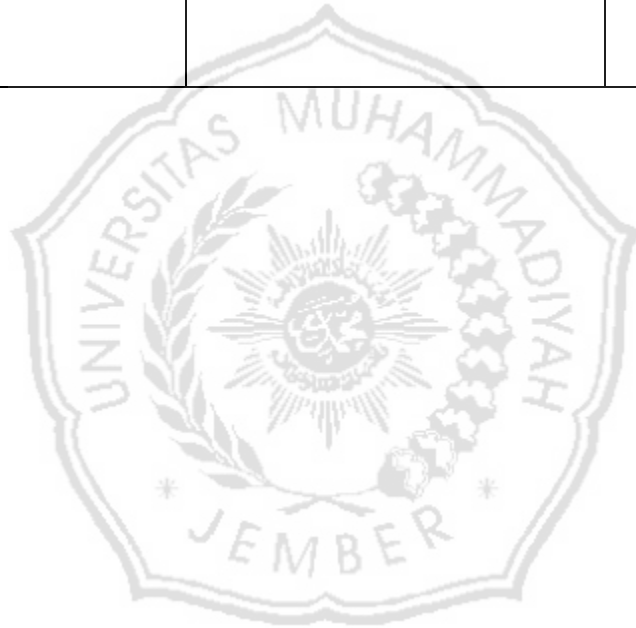Level   : The Seventh Grade (VII)

Subject   : English

Semester   : 2

Standard competence : Speaking

Basic Competence	The Material	The Learning Activity	INDICATOR	Time allocation	Source
3.1 Understand the social functions and linguistic elements of the song.	The text of the song is short and simple Social function Understand the moral message of the song and appreciate the song as a work of art Linguistic elements (1) Words, phrases, and grammar in artwork are shaped songs. (2) Speech, word pressure, intonation	10. Pre-activity - Pray, greeting, introduction our self and check the attendant list - Warming up by asking some questions about familiar song 11. While Activity - Teacher give the paper song lyric about	- Students are able to speak in correct intonation - Students' accuracy is good - Students are able to understand the word stress	2 x 45 Minutes	• Buku Teks wajib • Contoh lagu dalam CD/VCD/DVD/kaset • Kumpulan lirik lagu • Sumber dari internet, seperti:

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	(3) Spelling and punctuation. (4) Handwriting	teenagers life to the students - Teacher explaining about tongue twister before they read the song lyric - Teacher give example about tongue twisters - Students practice tongue twister together in 20 minutes together - After they practice tongue twisters they read the song lyric in 5 minutes - Ask the students one by one to come forward to read aloud the song lyric - While they read aloud the song lyric as a teacher take note about the wrong pronunciation from each students. 12. Post-activity		- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php
4.14 Capturing the meaning of the song.				

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		- Teacher conclude about the topic and ask the students to practice the tongue twister more in their daily activity. - Closing			

Appendix 16 : Curriculum Vita

CURRICULUM VITA

Triastuti Nurhandayani is the second daughter of Bambang Sugianto and Hindun Prihatin. She was born on march 15, 1996 in Banyuwangi.

She began her study at TK Mawar Indah in 2002. Then, she continued to study at elementary school 3 Kebonrejo in 2003. After that, she decided to study at Junior High School 1 Kalibaru in 2009. For her Senior High School, she learned at Senior High School 1 Glenmore. After graduating from Senior High School, she decided to continue to the university. She took English Education Program because she think that there is no other choices. She feel lucky because by choosing English program she can look for any job in teaching. She finally passionate with teaching.

Now, she teach as a private teacher in many places and she is one of a part English teacher in blue course.

Appendix 15 : Statement of Originality of Sarjana Thesis

STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned :

    Name   : Triastuti Nurhandayani

    Student Number   : 1410231059

    Program   : English Education

    Faculty   : Teacher Training and Education

I state that this thesis is my own creation. I doesn't copy from other thesis that claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, June 20 2018
Writer

(signature)

<u>Triastuti Nurhandayani</u>
NIM. 1410231059