

CHAPTER V

CLOSING

In this chapter, the researcher outlines both the conclusion and recommendations based on the overall research findings. The conclusion provides a clear summary of the study results, emphasizing the effectiveness of tongue twisters in improving students' pronunciation. Meanwhile, the recommendations suggest practical steps for teachers to apply the method in classrooms, encourage learners to practice independently, and guide future researchers in developing further studies on pronunciation learning strategies.

A. Conclusion

Based on the results of the research data analysis, it can be concluded that there is a significant difference between the pronunciation achievements of students taught using the tongue twister technique and those who used the conventional technique in grade XI of SMAN 3 Panyabungan in the 2024/2025 academic year. This difference is clearly visible from the average post-test score obtained. Students in the experimental group taught using the tongue twister technique obtained an average score of 7.9896, higher than the control group which only achieved an average score of 7.452. In addition, further comparison results showed a difference of 0.5376 points between the two groups. These findings provide evidence that the application of tongue twisters is proven to be more effective in improving students' pronunciation skills than conventional methods. In other words, the use of this technique not only helps students in practicing clarity of articulation, intonation, and fluency of speech, but also has a positive impact on their confidence in communicating using English. Therefore, this strategy is worth considering as an innovative learning alternative in teaching pronunciation in secondary schools.

B. Recommendation

From the conclusion above, the researcher would like to suggest that teachers implement tongue twisters as an engaging strategy to enhance pronunciation. Students are encouraged to practice regularly for better fluency,

while future researchers may explore wider contexts to develop more effective pronunciation teaching techniques. The researcher would like to suggest:

1. For The Teacher

English teachers must be able to choose the right techniques in teaching the language, especially pronunciation skills. The techniques chosen should be interesting, fun, and easy to understand to motivate students to learn. If students feel bored with a particular method, teachers need to find alternative strategies that better suit the needs of the class. Based on the results of this study, researchers suggest using the tongue twister technique as an effective method. This technique not only helps students improve articulation, intonation, and fluency but also creates a more engaging learning environment, thus increasing student enthusiasm in participating in the teaching and learning process.

2. For The Student

The researcher hopes that students maintain strong motivation in learning, particularly in English. They should realize the importance of improving pronunciation as well as other language skills to support effective communication. Students are encouraged to actively participate during the learning process by practicing regularly, repeating exercises, and applying feedback. If they encounter difficulties in understanding the lesson, they should not hesitate to ask questions to the teacher or seek clarification from their classmates. Through consistent practice, active engagement, and willingness to collaborate, their pronunciation and overall English proficiency will gradually improve, leading to better learning outcomes and greater confidence.

3. For Other Researcher

The researcher hopes that the result of this study can serve as a useful reference for future research related to English pronunciation. It is expected that other researchers may develop broader studies, apply different contexts, and design innovative strategies to enhance pronunciation learning more effectively.

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APPENDICES

Lesson Plan (RPP)

School : SMAN 3 Panyabungan
Subject : English
Class/Semester : XI / First Semester
Time Allocation : 2 x 45 Minutes

A. Learning Objectives

- Identify difficult English sounds correctly.
- Pronounce tongue twister sentences clearly.
- Improve articulation, intonation, and fluency.
- Practice English pronunciation confidently.

Learning Materials

1. Tongue Twisters:
 - She sells seashells by the seashore.
 - Peter Piper picked a peck of pickled peppers.
 - Red lorry, yellow lorry.
 - Thirty-three thieves thought that they thrilled the throne throughout Thursday.
2. Learning Focus:
 - /ʃ/
 - /θ/
 - /ð/
 - /r/
 - /l/
 - /p/

Teaching Method

1. Tongue Twister Technique
2. Repetition Drill
3. Pronunciation Practice

Learning Activities

1. Opening Activities (10 Minutes)
 - Greeting students.
 - Checking attendance.

- Explaining learning objectives.
2. Main Activities (60 Minutes)
- Teacher models pronunciation.
 - Students repeat together.
 - Students practice in pairs/groups.
 - Teacher gives correction and feedback.
3. Closing Activities (20 Minutes)
- Reviewing the lesson.
 - Giving motivation.
 - Concluding the lesson.

Assessment

Score	Articulation	Intonation	Fluency
9.6–10	Very clear pronunciation	Excellent intonation	Very fluent
8.6–9.5	Mostly accurate	Good intonation	Fluent
7.6–8.5	Some pronunciation errors	Fair intonation	Fairly fluent
6.6–7.5	Many pronunciation errors	Weak intonation	Less fluent

School : SMAN 3 Panyabungan
Subject : English
Class/Semester : XI / First Semester
Time Allocation: 2 x 45 Minutes

Learning Objectives

1. Identify difficult English sounds correctly.
2. Pronounce tongue twister sentences clearly.
3. Improve articulation, intonation, and fluency.
4. Practice English pronunciation confidently.

Learning Materials

1. Tongue Twisters:
 - Big black bugs bleed blue black blood.
 - Fresh fried fish, fish fresh fried.
 - Betty bought butter but the butter was bitter.
2. Learning Focus
 - Stress and intonation
 - Fluency practice
 - Articulation accuracy

Teaching Method

1. Tongue Twister Technique
2. Repetition Drill
3. Pronunciation Practice

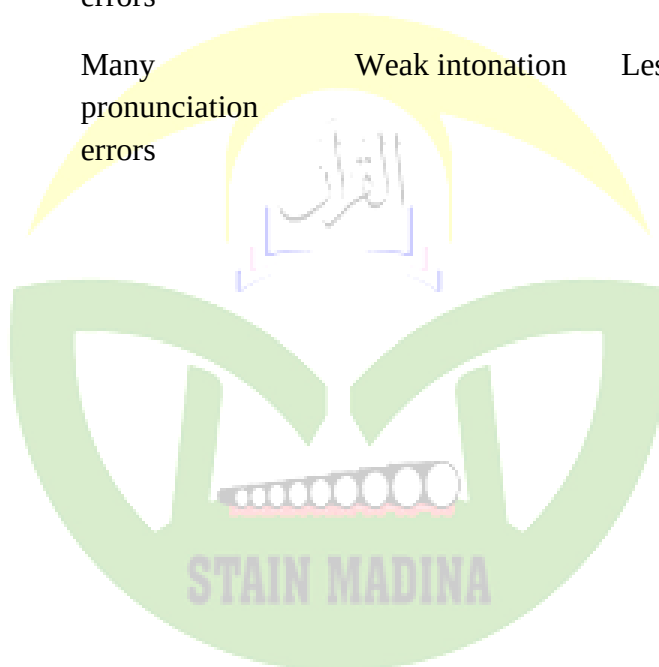
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Pre-test instrument

Read the text carefully

My Practice with Tongue Twisters

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

Post-test instrument

Read the text

My Day of Tongue Twisters

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice. At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

Then, I tried another one: *Peter Piper picked a peck of pickled peppers*. It was difficult because the words sounded so similar. I kept saying *pepper piper* instead of *Peter Piper*.

After that, I practiced: *How much wood would a woodchuck chuck if a woodchuck could chuck wood?* It was so long that my tongue felt tired, but I tried again and again.

Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

Pictures of Classroom Activities



Figure 1 The Researcher's Explanation of the Tongue Twister in Pronunciation





Figure 2 Documentation of Pre-Test and Post-Test Activities

Assessment rubric results

- Pre-Test Experiment

Student	Articulation	Intonation	Fluency
AF	7.06	7.1	7.11
AH	6.6	6.8	6.8
ASL	6.6	6.78	6.9
AP	6.95	7	7.02
AAN	7.05	7.1	7.15
DAH	6.85	6.9	6.95
ER	7.25	7.3	7.32
FA	7	7.05	7.19
FR	6.9	6.95	6.97
FH	6.7	6.9	6.9
FF	6.6	6.85	6.87
IAM	7.05	7.1	7.18
LNL	6.85	6.9	6.98
MS	6.6	6.6	6.72
MRA	6.8	6.9	6.94
MA	7.05	7.1	7.21
NFA	6.6	6.75	6.85

NSBL	6.6	6.7	6.96
NM	6.9	6.95	7.06
NN	6.92	6.98	7.01
RAH	7	7.05	7.07
RPH	7.15	7.2	7.22
SJPNSM	7.05	7.1	7.18
SP	7	7.05	7.04
SWA	7.01	7	7.08

- Post-Test Experiment

Student	Articulation	Intonation	Fluency
AF	7.82	7.86	7.9
AH	7.96	8	8.04
ASL	7.78	7.82	7.86
AP	7.98	8.02	8.06
AAN	7.97	8.01	8.05
DAH	7.74	7.78	7.82
ER	8.2	8.24	8.28
FA	8.15	8.19	8.23
FR	8.13	8.17	8.21

FH	7.84	7.88	7.92
FF	7.9	7.94	7.98
IAM	8.12	8.16	8.2
LNL	7.94	7.98	8.02
MS	7.7	7.74	7.78
MRA	8.05	8.09	8.13
MA	7.83	7.87	7.91
NFA	7.85	7.89	7.93
NSBL	7.53	7.57	7.61
NM	7.75	7.79	7.83
NN	7.97	8.01	8.05
RAH	7.76	7.8	7.84
RPH	8.38	8.42	8.46
SJPNSM	8.15	8.19	8.23
SP	8.12	8.16	8.2
SWA	8.12	8.16	8.2

- Pre-Test Control

Student	Articulation	Intonation	Fluency
AYZ	6.79	6.83	6.87

CPP	6.81	6.85	6.89
DM	6.72	6.76	6.8
FS	6.77	6.81	6.85
FA	7	7.04	7.08
MFR	6.62	6.66	6.7
MRH	6.86	6.9	6.94
MK	6.86	6.9	6.94
MR	6.91	6.95	6.99
NAP	6.86	6.9	6.94
NFN	6.78	6.82	6.86
NN	6.86	6.9	6.94
NA	7.19	7.23	7.27
PA	7.22	7.26	7.3
RA	6.91	6.95	6.99
RS	7	7.04	7.08
RE	6.64	6.68	6.72
RR	6.78	6.82	6.86
RYL	6.85	6.89	6.93
RP	7.17	7.21	7.25
SD	6.74	6.78	6.82

SS	6.9	6.94	6.98
SFD	7.25	7.29	7.33
TH	6.92	6.96	7
TSM	6.92	6.96	7

- Post-Test Control

Student	Articulation	Intonation	Fluency
AYZ	7.2	7.5	7.4
CPP	6.8	7.8	7.5
DM	6.6	7.2	7.55
FS	6.9	7.4	7.2
FA	7.5	7.8	7.55
MFR	6.7	7	7.55
MRH	7.2	7.6	7.65
MK	7.3	7.5	7.45
MR	7.1	7.5	7.63
NAP	7.6	7.5	7.6
NFN	7.2	7.7	7.5
NN	7.1	7.2	7.72
NA	7.4	7.6	7.65

PA	7.7	7.65	7.7
RA	7.3	7.45	7.5
RS	7.5	7.6	7.75
RE	7.2	7.5	7.45
RR	6.6	7.3	8
RYL	7.4	7.55	7.55
RP	7.6	7.8	7.85
SD	7.2	7.4	7.5
SS	6.6	7.2	8.1
SFD	7.7	7.8	7.75
TH	7.1	7.5	7.5
TSM	7.9	8	8

Pronunciation Test Transcription

(Detailed IPA)

Participant: AF

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah dengan banyak jeda; akurasi salah pada /s/ dan /ʃ/; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

Then, I tried another one: *Peter Piper picked a peck of pickled peppers*. It was difficult because the words sounded so similar.

After that, I practiced: *How much wood would a woodchuck chuck if a woodchuck could chuck wood?* It was so long that my tongue felt tired.

Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; akurasi lebih baik; intonasi lebih natural.

Participant: AH**Pre-Test:**

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Ucapan terputus-putus; akurasi vokal kurang jelas; intonasi tidak stabil.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

Then, I tried another one: *Peter Piper picked a peck of pickled peppers*. It was difficult because the words sounded so similar.

After that, I practiced: *How much wood would a woodchuck chuck if a woodchuck could chuck wood?* It was so long that my tongue felt tired.

Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi vokal meningkat; intonasi lebih stabil.

Participant: ASL**Pre-Test:**

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran terganggu; penghilangan konsonan akhir; intonasi monoton.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

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Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; kesalahan berkurang; intonasi lebih bervariasi.

Participant: AP

Pre-Test:

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First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; banyak kesalahan pengucapan; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

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Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran lebih baik; kesalahan berkurang; intonasi meningkat.

Participant: AAN

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

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IPA:

Ragu-ragu saat berbicara; akurasi stress lemah; intonasi monoton.

Post-Test:

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At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

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Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; stress lebih tepat; intonasi lebih ekspresif.

Participant: DAH

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; kesalahan /p/ dan /b/; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; akurasi konsonan lebih baik; intonasi meningkat.

Participant: ER

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Pengaruh bahasa ibu kuat; kelancaran rendah; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Pengaruh bahasa ibu berkurang; kelancaran meningkat; intonasi lebih baik.

Participant: FA

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Sangat lambat; akurasi sedang; kontrol intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; akurasi lebih baik; intonasi lebih terkontrol.

Participant: FR

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran terputus-putus; banyak salah ucap; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi meningkat; intonasi lebih jelas.

Participant: FH

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; intonasi kalimat salah; akurasi sedang.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; intonasi tepat; akurasi lebih baik.

Participant: FF

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran terganggu; kesalahan /θ/ dan /ð/; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; bunyi lebih tepat; intonasi lebih baik.

Participant: IAM

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran tidak konsisten; akurasi tidak stabil; intonasi kurang jelas.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih stabil; akurasi meningkat; intonasi lebih jelas.

Participant: LNL

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Banyak jeda; akurasi frasa lemah; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; frasa lebih tepat; intonasi lebih baik.

Participant: MS

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; kesulitan pengucapan kata; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi meningkat; intonasi lebih baik.

Participant: MRA

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Ragu-ragu; stress kata salah; intonasi monoton.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

Then, I tried another one: *Peter Piper picked a peck of pickled peppers*. It was difficult because the words sounded so similar.

After that, I practiced: *How much wood would a woodchuck chuck if a woodchuck could chuck wood?* It was so long that my tongue felt tired.

Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; stress lebih tepat; intonasi meningkat.

Participant: MA

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran terputus; akurasi sedang; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

Then, I tried another one: *Peter Piper picked a peck of pickled peppers*. It was difficult because the words sounded so similar.

After that, I practiced: *How much wood would a woodchuck chuck if a woodchuck could chuck wood?* It was so long that my tongue felt tired.

Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi meningkat; intonasi lebih baik.

Participant: NFA

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; kesalahan vokal; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: *She sells seashells by the seashore*. My classmates laughed when I said *she shells* instead of *she sells*.

Then, I tried another one: *Peter Piper picked a peck of pickled peppers*. It was difficult because the words sounded so similar.

After that, I practiced: *How much wood would a woodchuck chuck if a woodchuck could chuck wood?* It was so long that my tongue felt tired.

Finally, I managed to read: *Betty Botter bought some butter, but she said the butter's bitter*. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi vokal meningkat; intonasi lebih baik.

Participant: NSBL

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran buruk; bunyi akhir hilang; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih baik; akurasi meningkat; intonasi lebih baik.

Participant: NM

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; kurang fokus; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; lebih fokus; intonasi lebih baik.

Participant: NN

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Pengaruh bahasa ibu kuat; kelancaran rendah; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Pengaruh berkurang; kelancaran meningkat; intonasi lebih baik.

Participant: RAH

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; kesalahan /f/ dan /v/; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Kelancaran meningkat; akurasi lebih baik; intonasi meningkat.

Participant: RPH

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran terputus; intonasi salah; akurasi sedang.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; intonasi tepat; akurasi meningkat.

Participant: SJPNSM

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran lemah; kata panjang salah; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi meningkat; intonasi lebih baik.

Participant: SP

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran rendah; ragu-ragu; intonasi lemah.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; akurasi meningkat; intonasi lebih baik.

Participant: SWA

Pre-Test:

Yesterday, I practiced English pronunciation at home. My teacher told me to try some simple tongue twisters.

First, I read: *Red lorry, yellow lorry*. It was hard because I said *led lorry* instead of *red lorry*. Then, I tried: *Big black bug bit a big black bear*. I made mistakes many times and laughed at myself.

After that, I practiced slowly and carefully. I tried to say each word clearly. My little brother listened to me and laughed when I made mistakes, but he also helped me repeat the sentences.

Finally, I felt more confident. Even though I still made mistakes, I enjoyed learning pronunciation. I promised myself to practice again tomorrow so I can speak more clearly.

IPA:

Kelancaran terputus; artikulasi tidak jelas; intonasi datar.

Post-Test:

Last Friday, we had a special activity in English class. Our teacher gave us many tongue twisters to practice.

At first, I read slowly: She sells seashells by the seashore. My classmates laughed when I said she shells instead of she sells.

Then, I tried another one: Peter Piper picked a peck of pickled peppers. It was difficult because the words sounded so similar.

After that, I practiced: How much wood would a woodchuck chuck if a woodchuck could chuck wood? It was so long that my tongue felt tired.

Finally, I managed to read: Betty Botter bought some butter, but she said the butter's bitter. My teacher said my intonation and articulation got better.

IPA:

Lebih lancar; lebih jelas; intonasi meningkat.



Research Response Letter



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3 PANYABUNGAN**

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Kecamatan Panyabungan Kota, Kodepos 22915



Panyabungan, 13 April 2026

Nomor : 400.3.10.1/072/SMAN.03/IV/2026
Lampiran : -
Perihal : **Telah mengadakan Penelitian**

Kepada Yth,
Bapak/Ibu Ketua Prodi Tadris Bahasa Inggris
STAIN MADINA
di -
Tempat

Dengan Hormat,

Berdasarkan Surat Ibu Ketua LPPM Nomor : B-686/ St. 21/F.2/TL.00/09/2025, tanggal 16 September 2025, Melalui surat ini, kami dari SMA Negeri 3 Panyabungan menyatakan bahwa :

Nama : **AKBAR IBRAHIM**
NIM : **21-13-0017**
Jurusan/Prog. Studi : **Tadris Bahasa Inggris (TBI)**
Judul Penelitian : ***The Effectiveness of Tongue Twister In Enhancing English Pronunciation among EFL Learners***

mahasiswa **tersebut** di atas, telah mengadakan penelitian di Sekolah kami Mulai tanggal 16 September 2025.

Demikian surat pemberitahuan ini kami sampaikan dan atas perhatiannya kami ucapkan terimakasih.



CURRICULUM VITAE



A. Personal Data

Name : Akbar Ibrahim
Place and birth Date : Bekasi, 04 March 2004
WhatsApp Number : 082258940049
E-Mail : Akbaribrahim499@gmail.com
Institution : STAIN Mandailing Natal

B. Name of Parents

Father : Mahdi Ibrahim
Mother : Endang Srianti Batubara

C. Educational Background

Elementary school : SDN 277 Muarasoma
Junior High School : MTs Al-Abror Muarasoma
Senior High school : MAN 1 Mandailing Natal



KEPUTUSAN KETUA PROGRAM STUDI
TADIRIS BAHASA INGGRIS
SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL
NOMOR : 79 /Sti.21/C.2a/PP.00.9/03/2024
TENTANG
PENETAPAN PEMBIMBING SKRIPSI
PROGRAM STUDI TADIRIS BAHASA INGGRIS
SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL
TAHUN AKADEMIK 2023/2024

DENGAN RAHMAT TUHAN YANG MAHA ESA

KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL

- Menimbang :
- a. bahwa untuk meningkatkan pelaksanaan akademik bagi mahasiswa Sekolah Tinggi Agama Islam Negeri Mandailing Natal di pandang perlu untuk mengangkat dan menetapkan Pembimbing Skripsi Tahun Akademik 2023/2024;
 - b. bahwa nama-nama yang tercantum dalam keputusan ini dipandang mampu dan cakap untuk melaksanakan tugas dimaksud;
 - c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dengan huruf a dan b tersebut dipandang perlu untuk menerbitkan Surat Keputusan Ketua Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal tentang Penetapan Pembimbing Skripsi Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal tahun akademik 2023/2024.
- Mengingat :
- 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
 - 2. Undang-Undang 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
 - 3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
 - 4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);

6. Peraturan Menteri Agama Nomor 5 Tahun 2018 tentang Organisasi dan Tata Kerja Sekolah Tinggi Agama Islam Negeri Mandailing Natal Natal (Berita Negara Republik Indonesia Tahun 2018 Nomor 165);
7. Peraturan Menteri Agama Nomor 27 Tahun 2019 tentang Statuta Sekolah Tinggi Agama Islam Negeri Mandailing Natal (Berita Negara Republik Indonesia Tahun 2019 Nomor 1218);
8. Keputusan Ketua Sekolah Tinggi Agama Islam Negeri Mandailing Natal Nomor 2888 Tahun 2022 Tentang Pembimbing Skripsi Di Lingkungan Sekolah Tinggi Agama Islam Negeri Mandailing Natal;

MEMUTUSKAN :

Menetapkan : KEPUTUSAN KETUA PROGRAM STUDI TADRIS BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL TENTANG PENETAPAN PEMBIMBING SKRIPSI PROGRAM STUDI TADRIS BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI MANDAILING NATAL TAHUN AKADEMIK 2023/2024.

KESATU : Mengangkat Saudara:

1. Ayu Meita Puteri Siregar, M.Pd. Dosen Program Studi Tadris Bahasa Inggris sebagai Pembimbing I
2. Lia Agustina, M.Hum. Dosen Program Studi Tadris Bahasa Inggris sebagai Pembimbing II

KEDUA : Menugaskan Saudara yang namanya tersebut di atas untuk membimbing skripsi mahasiswa nama Akbar Ibrahim NIM: 21130017 Prodi Tadris Bahasa Inggris dengan judul skripsi "The Efficiency of Tongue Twister in Teaching English Pronunciation" yang dilaksanakan sesuai jadwal yang ditentukan.

KETIGA : Dosen pembimbing berkewajiban untuk melaksanakan tugas dengan sebaik-baiknya dan penuh dengan rasa tanggung jawab.

KEEMPAT : Biaya yang timbul akibat keputusan ini dibebankan kepada dana DIPA STAIN Madina tahun 2024.

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila terdapat kekeliruan didalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di Panyabungan
Pada tanggal, 03 Maret 2024
Ketua Prodi Tadris Bahasa Inggris

Resdilla Pratiwi M.Hum