

**Tongue Twister Technique in Speaking Class
Case Study: Faculty of Letter 3rd Semester – UMI****Nurlaidy Joice Simamora, M.Hum****Vivi Novalia Sitinjak, M.Hum****ABSTRACT**

This research was aimed to see the atmosphere of Speaking class in 3rd semester in faculty of Letter-UMI. The objective of this research is to get the data of the differences between students; score pronunciation test who were taught by using tongue twister technique and the students who not taught this technique. The population of this technique consists of 35 students. This research used quantitative research. The data was collected through pretest and posttest. The purpose to know whether the tongue twister technique in teaching pronunciation can improve students pronunciation ability. Based on the data, the data analysis by using t-test showed the value of t-test was higher than post-test. In conclusion, tongue twister technique is able to use in teaching pronunciation.

Keywords: *Tongue Twister, Speaking, Methodist University.*

1. INTRODUCTION

Speaking is the delivery of language through the mouth. In speaking, need a good pronunciation to make the listener understand. Pronunciation is more than listen and repeat. Pronunciation includes features of language (vocabulary and grammar) and skills (speaking and listening). The message will be delivered clearly if the people use language correctly. Sometimes the listeners misunderstanding when the speaker are talking if the speaker's pronunciation is not good. And the other case the students difficult to speak English if they are not feeling comfort with their pronunciation. Furthermore, this is the factors which can lead to the conversation breakdown. Most of the students pronunciation still low. And the students confuse and difficult to pronounce some English words in unfamiliar words.

So many strategies now on to increase the students learning process in English

especially in speaking; such as singing a songs, have a social media account, download application which is can speak with native, and playing tongue twister.

Tongue twister is a part of verbal play. Tongue twister can help the students in better understanding, memorizing vocabulary while saying the words as fast as possible. Tongue twister can help the students encourage their self confident in speaking English because it will help the students speak fluently and clearly. Tongue twister also helped the students focused on the tackled which lead to quick improvement, helping students build a new muscle memory, improving their listening, and allowing students to practice the language without fear of making mistakes.

Tongue twister sentence consists of some similar sounds of words but them often different but them often different in meaning. Some tongue twisters are humorous and giving amusement values. This technique is needed

because students will drilled how to pronounce English words correctly by using some similar and interesting phrases or sentences.

The researcher choose Methodist University faculty of Letter because this is the home based of the researcher. And the researcher brings the subject; Academic Conversation and Advanced Conversation. So this is the way the researcher fell interest with this problem. And the researcher formulate as follows:

1. How is the pronunciation ability of the students' before using tongue twister technique at faculty of Letter 3rd semester students Methodist University of Medan?
2. How the use of tongue twister technique able to improve the faculty of Letter 3rd semester students Methodist University of Medan?

The significance of the research are:

1. For the teachers, the result of this research to provide them an alternative technique to teach pronunciation in the classroom. It is also expected to motivate the teachers to be more creative and confident, so the students will be more enthusiastic in learning English in the class.
2. For the students, this research can give them a new experience in English learning, especially in learning pronunciation so, the students can be more motivated and attractive to develop their English.
3. And for the next researcher, can continue this research and make more complete, so can increase the students or the next researcher to create more fun to learn English through tongue twister technique.

2. Theoretical review

2.1 Speaking

Fulcher (2003:23) speaking is the use of language to communicate with others. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From explanation above, can be conclude that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express some idea, opinion, or feelings in order to give or get some information and knowledge from other people who do communication.

2.1.1 The Aim of Speaking

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind and things about what the speaker will be said with their society. That is the way, speaking is very important. Tarigan (2008:30-36) three important aims of speaking, namely:

- A. **To inform.** To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan,

2008:30). In this case, the speaker just want to inform about the fact.

- B. **To entertain.** To entertain that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.
- C. **To persuade.** To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. For example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.
- D. **To discuss.** To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

2.2 Pronunciation

Pronunciation is the act or manner of pronunciation words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understand, and a graphic representation of the way a word spoken, using phonetic symbols.

Oxford dictionary (2012) pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have 'correct pronunciation', then it refers to both within a specific dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

2.3 Tongue Twister

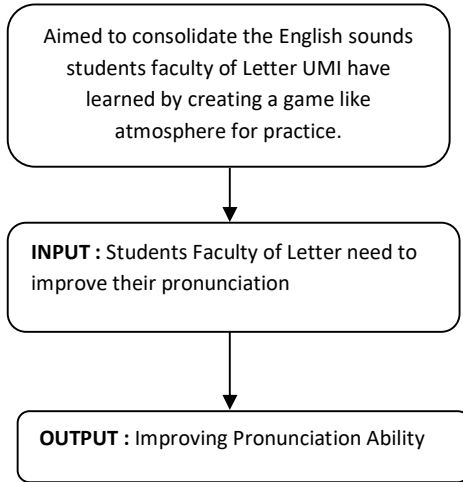
Karker(2002:2) defines tongue twister as a text that features a combination of sounds that are extremely difficult for the mouth and of course tongue to control. Rohman (2016) states that the tongue twister is a sentences or phrase that is intended to be difficult to say, especially when repeated quickly and often. Tongue twister may rely on similar but distinct phonemes, unfamiliar constructs in loanwords, or other features of a language. Moreover, the tongue twister sentences are very interesting because they consist of many similar sounds but usually different in their written form and meaning.

2.4 Faculty of Letter – Methodist University

Methodist University of Indonesia is a private university in Medan, North Sumatera. It is affiliated with the Methodist Church in Indonesia. University Methodist Indonesia (UMI) Medan was named Perguruan Tinggi Methodist Indonesia (PTMI). It was annual conference which took place in Medan on 31 January 1965. It offer undergraduate programs in the following discipline: English Literature, Accounting, Agronomy, Agricultural Economic, Management and Medicine.

2.5 Conceptual Framework

Based on explanation above, the researcher is stimulating students through tongue twister.



2.6 Hypothesis

Based on the previous literature and problem statement above, it can be formulated the hypothesis as follows:

Null Hypothesis (Ho) : there is no improvement of the students at the 3rd semester in UMI

Alternative Hypothesis (Ha) : there is improvement of the students at the 3rd semester in UMI

2.7 Variable and Operation Definitional

There are two variables involved in this research, which are dependent variable and independent variable. The independent variable using the tongue twister and the dependent variable is speaking ability.

2.7.1 Speaking is the way of students to produce the language clearly when they speak.

2.7.2 Tongue twister is an informal term for a word group that's hard

to pronounce properly. A tongue twister is a phrase that is designed to be difficult to articulate properly, and can be used as type of spoken (or sung) word game. Some tongue twisters produce results that are humorous (or humorous vulgar) when they are mispronounce, while other simply relay on the confusion and mistakes of the speaker for their amusement value.

3. Research Method

The methodology is absolutely needed in any research in order to find the accurate, and effective research. Hasan (2004) said that *Penyaluran rasa ingin tahu terhadap suatu masalah dengan perlakuan tertentu (seperti memeriksa, mengusut, menelaah, dan mempelajari secara cermat dan sungguh - sungguh) sehingga siperoleh sesuatu (seperti mencapai kebenaran memperoleh jawaban atas masalah, pengembangan ilmu pengetahuan, dan sebagainya)*. It means that the distribution of human curiosity to a problem with a particular treatment (such as checking, investigating, analyzing, and studied carefully and sincerely) in order to obtain something (such as reaching the truth answer to the problem, the development of science, and so on).

3.1 Research Design

Research design is a unified, detailed and specific plan on how to acquire, analyze, and interpret data. Nazir (in Nasution, 2004), research design is "All the process required in the planning and execution of the study, from the preparation phase to the preparation stage of the report."

Research design is used to analyze and identified the subject of this study. In

order to make the research going in the right way, a research design is needed. The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive from.

3.2 Location and Duration of the Research

The location of this research was in Methodist University of Medan, Faculty of Letter with the 3rd semester students. This research needs more than one month to conduct, because this research is quantitative that has several times to collect and analyze the data.

3.3 Population and Sample

The population of this research is the 3rd semester students Faculty of Letter – UMI, year 2019/2020. The researcher choose this 3rd semester, because in this semester they learned Academic Conversation. And the total numbers of the students are 35.

3.4 Procedure of Collecting the data

The researcher instructed the students to practice their sentences in story of instagram. The purpose is to know how far the students 3rd semester faculty of Letter can improvement in pronunciation through tongue twister technique.

3.5 Technique of Data Analysis

The data were collected through a pronunciation test that was analyzed byusing quantitative analysis. The steps were undertaken in quantitative analyze are following:

3.5.1 Scoring Classification

To evaluate the students’ pronunciation though tongue twister. In scoring the pronunciation text, the research uses two categories. The category can be seen in the table below:

Table 3.1 Scoring the students on pronunciation

Score	Sound	Stress	Intonation
6	Pronunciation is onlyvery slightlyinfluenced by the mother tongue. Twoor three minor grammatical and lexical error	Speaks without too great and effort with a fairly wide range of expression. Searches foroccasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker`s intentionand general meaning.Very few interruption or clarification required.
5.	Pronunciation is only very slightlyinfluenced by the mother tongue. A few minor grammatical lexical errors bur must utterance are correct.	Has to make an effort at time to search for wards. Nevertheless, smooth deliver on the whole and you a few unnatural pause.	The speaker`sintention and general meeting are fairly clear. A few interruption by the listener for Clarifications are necessary.
	lexical errors but only one or two majorerrors causingconfusing.	Occasionally fragmentary butsucceds in conveying the general meaning fair range of expression.	them to convey the meaning or to seek clarification.

3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which is confusion	Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	Long pauses while they search for the desired meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listen to the speaker.
1	Serious pronunciation errors as well as many	Full of long unnatural pauses. Very halting and	Hardly anything of what is said can be
	basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	fragmentary delivery. At times give up making the effort. Very limited range of Expression.	understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Table Students Score

Affective		Cognitif		Psychomotor	
Mode	Predicate	Average	Letter	Optimum	Letter
4.00	Excellent	3.85-4.00	A	3.85-4.00	A
		3.51-3.83	A-	3.51-3.83	A-
3.00	Good	3.18-3.50	B+	3.18-3.50	B+
		3.85-3.17	B	3.85-3.17	B
		2.51-2.84	B-	2.51-2.84	B-

2.00	Enough	2.18-2.50	C+	2.18-2.50	C+
		1.85-2.17	C	1.85-2.17	C
		1.51-1.84	C-	1.51-1.84	C-
1.00	Poor	1.18-1.50	D+	1.18-1.50	D+
		1.00-1.17	D	1.00-1.17	D

3.5.2 Calculating the rate percentage of the students score:

P : Percentage

F : Frequency

N : Total number of students

Where:

$$P = \frac{F}{N} \times 100 \%$$

4. Finding and Discussion

4.1 The Score before practice

The researcher gave some practice in a classroom without telling the students they got a little practice/quiz. The researcher found out the result of the students pronunciation ability based on the criteria of pronunciation ability

which are stress, sound, articulation and intonation.

The result was shown in the following table:

Table 4.1 Shows that most of the students' get low scores. All aspects namely in pre-test in term are sound, stress, intonation and articulation.

Pre-Test 3 rd Semester						
No	Students	Sound	Stress	Intonation	Total	Score
1	AB	4	5	3	12	66.7
2	BA	3	3	4	10	55.6
3	AA	3	3	3	9	50.0
4	CA	3	4	3	10	55.6
5	AF	4	3	4	11	61.1
6	MN	4	4	5	13	72.2

7	KL	3	5	3	11	61.1
8	DF	4	3	3	10	55.6
9	YH	5	4	4	13	72.2
10	CV	4	3	4	11	61.1
11	SE	3	2	3	8	44.4
12	NK	3	5	4	12	66.7
13	CT	5	5	4	14	72.2
14	NU	4	3	4	11	61.1
15	RT	3	2	3	8	44.4
16	HU	4	4	4	12	66.7
17	SW	3	3	4	10	55.6
18	WW	2	2	2	6	33.3
19	DT	4	3	4	11	61.1
20	JI	5	4	5	14	77.8
21	OK	4	4	4	12	66.7
22	PL	4	5	4	13	72.2
23	KK	4	5	4	13	72.2
24	UN	5	4	3	12	66.7

25	NU	5	6	5	16	88.9
26	NI	3	3	2	8	44.4
27	GJ	4	4	3	11	61.1
28	XH	3	3	4	10	55.6
29	OS	4	5	5	14	77.8
30	WL	3	3	3	9	50.0
31	YU	2	2	2	6	33.3
32	DK	5	5	4	14	77.8
33	AO	4	4	4	12	66.7
34	HH	5	6	5	16	88.9
35	OP	4	5	5	14	77.8
	Total	132	134	130	396	

4.1.1 Classification scores in pre-test.

Classification scores strating from poor, enough, good, and excellent.

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	0
		3.51- 3.83	
2	Good	3.18- 3.50	2
		2.85- 3.17	
		2.51- 2.84	

3	Enough	2.18- 2.50	32
		1.85- 2.17	
		1.51- 1.84	
4	Poor	1.18- 1.50	0
		1.00- 1.17	

The data in the table above shows that in pretest none of the students got excellent score, two students got good score, thirty two students got enough score, and none of students got poor.

Table 4.1.2 The students score based on speaking skill, after the students get the practice in the classroom. Most of the students get the high scores.

Post-Test 3 rd Semester						
No	Students	Sound	Stress	Intonation	Total	Score
1	AB	4	5	5	14	77.8
2	BA	6	6	6	18	100.0
3	AA	5	5	5	15	83.3
4	CA	5	6	5	16	88.9
5	AF	4	5	4	13	72.2
6	MN	5	5	6	16	88.9
7	KL	6	6	5	17	94.4
8	DF	5	4	5	14	77.8
9	YH	5	5	5	15	83.3
10	CV	6	5	6	17	94.4
11	SE	6	4	5	15	83.3
12	NK	6	5	5	16	88.9
13	CT	4	5	5	14	77.8
14	NU	6	5	6	17	94.4
15	RT	3	3	3	9	50.0
16	HU	4	4	6	14	77.8
17	SW	6	6	5	17	94.4
18	WW	4	3	4	11	61.1

19	DT	5	4	4	13	72.2
20	JI	6	5	5	16	88.9
21	OK	5	6	4	15	83.3
22	PL	6	6	6	18	100.0
23	KK	6	5	6	17	94.4
24	UN	5	5	6	16	88.9
25	NU	6	6	4	16	88.9
26	NI	5	4	4	13	72.2
27	GJ	6	6	6	18	100.0
28	XH	5	5	4	14	77.8
29	OS	4	5	4	13	72.2
30	WL	4	5	6	15	83.3
31	YU	3	3	3	9	50.0
32	DK	6	5	5	16	88.9
33	AO	5	6	4	15	83.3
34	HH	6	6	5	17	94.4
35	OP	6	5	6	17	94.4
	Total	179	174	173	526	

4.1.1.2 Students' Classification score in Post- Test

Classification scores starting from poor, enough, good and excellent.

No	Classification	Score	Frequency
1	Excellent	3.85- 4.00	17
		3.51- 3.83	
2	Good	3.18- 3.50	18
		2.85- 3.17	
		2.51- 2.84	
3	Enough	2.18- 2.50	0
		1.85- 2.17	
		1.51-1.84	
4	Poor	1.18-1.50	0
		1.00- 1.17	

The data in the table above shows that in Posttest there were seventeen students got excellent score, eighteen students got good score, none students gottenough score, and none of students got poor.

4.2 Students' pronunciation ability before being taught by using tongue twister technique.

Measuring the students' phrases mastery before being taught by using inductive approach can be seen at students' score in pretest. It can be said that students' pronunciation ability is an effective in tongue twister technique if theposttest score of the experimental class is higher than pre-test score of the experimental class. By looking at the research finding, found that the mean

score of the experimental class in pretest is 8 or excelant.

The example of the problem is students often memorize vocabulary or sentences traditionally, no fun rhythms, of course it's difficult and may be boring for some students but through tongue twister hopefully it can fresh their way in memorizing as a fun method. Therefore, researcher compiles a main idea which contains a smart solution, collaborate some abilities such as memorizing and speaking, to develop their ability with saying words fast and correctly, Tongue Twister. By this idea, students and teachers are hoped to be able to learn and develop English with various methods and a fun way.

4.3Using tongue twister technique able to improve pronunciation ability.

From that finding, the mean score of posttest is 4.5 it can be interoperated that students' pronunciation ability before being taught by using tongue twister technique is lower if it compares with the students' pronunciation ability able being taught by using tongue twister technique. It is implicated that students' pronunciation ability gives good effect in tongue twister technique. Furthermore, to make a conclusion about the effectiveness of students' pronunciation ability in teaching tongue twister technique at 3rd semester Faculty of Letter, Methodist University of Medan it can be done by analyzing the data using t_0 and compare it with the t-table. The result of the data analyzes showed that 8 - 100. It means that students' pronunciation ability is effective in teaching tongue twister technique at the 3rd semester Faculty of Letter, Methodist Uniersity of Medan.

5. Conclusion and Suggestion

Conclusion:

Learning speaking is so easy and fun. The most important point is, how the teacher brings that situation can be fun and happy, so the students can be comfort to learning English in 3rd semester in Faculty of Letter in Methodist University. There are two kinds of students in learning English, first, students that they are good in public speaking so they can speak English every time. And the second is the students who ashamed when they should speaking English. The problem is based on the differences of their personality and most students in this class find it difficult to pronounce the newly viewed vocabulary, some of these students have to repeat the vocabulary in order to read well.

Suggestion:

- a. For English Students. In learning English, especially in speaking the students should be more brave and confident. The researcher found that the students' feel confused and difficult to pronounce some English words, especially in unfamiliar one. So that is the way for students should be more practice, to mastery in speaking English.
- b. For Teacher or Lecturer. English teacher can apply tongue twister technique in speaking or in any other subject. It is because tongue twister technique can help students to focus and improve their accurate pronounce and fluency in speaking or in any other subject. The impact of implemented tongue twister technique is the students have a good pronounce, and fluent speaking. In addition, the teacher should master how the technique works, so the technique can be

successful to increase students' pronunciation skills.

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