

The Role of Tongue Twister to Improve the Students' Speaking Skill

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ABSTRACT

Recently the ability to English speaking is very necessary since English has become a foreign language in Indonesia. A correct speech is become crucial to avoid misunderstanding conveying the information to the listener. Therefore, teaching English speaking is very necessary to the teacher in improving the students' speaking skills. The main reason why learning to speak English is very difficult for the students is because students often use the Indonesian language (mother tongue) as the main language and are not accustomed to speaking in English in their daily life. One of the alternatives technique that can be used by the teacher is using tongue twister. The aims of this study is to explore about what are the problems that faced by the students while learning English speaking in Tongue Twister assisted. The classroom action research is a method that conducted in this research. There are two Cycles in this research and both of cycles showed of 77.14% of students has obtained a score of 75 and 77.13%. This result shows that the students have met the success criteria of the research and the students actively participate in the teaching and learning processes during English-speaking class.

Keywords: Tongue Twister; Speaking Skill

INTRODUCTION

Munawar (2015:6) states that speaking is the human ability to produce sounds or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions. Nowadays, speaking is prior of the four language skills. Because it can be used to communicate with each other although we did not master the grammar. Kormos (2006) states that speaking skill is often regarded to be more important nowadays. Therefore, the purpose of the language can be conveyed optimally through speaking.

The way we are speaking is conveying something to the people in our life. Since time immemorial, people have always preferred talking over other means of communication to express their ideas and feelings and interact successfully in their communities. Every communication process requires that the speaker and listener understand each other. Otherwise, it will be misunderstood. Meanwhile, discussing language, English is still the dominant foreign language as an international language. As stated by Richard (2006) says that for many second languages or foreign language learners the ability of the speaking skill in English is a priority. Indonesia is one of the countries in the world that is emphasizing the importance of mastering English as an international language to be involved in global relations and development. The Indonesian government has included English as one of the school subjects taught from elementary school to the university. In the fact, Indonesian students still have many difficulties in speaking English since Indonesia is not an English native speaker. The speaking ability of Indonesian students is still low and they need a method that can increase the students' speaking skills. If we are wrong in pronouncing the words when we are speaking in English it will cause a misunderstanding with the listener, thus causing the purpose of communication not to be conveyed properly. On the other hand, limited ability to speak English can reduce students' self-confidence, which can limit social interaction, and negatively affect students' English speaking skills. As stated by Ramelan, when the students want to study a foreign language, especially in English, so they have to learn to speak it. On the other hand, students in Indonesia still find it difficult to speak English because many have shortcomings in learning English and they always use their mother tongue, which is Indonesia language all the time.

In learning English as a foreign language, it must be understood that the pronunciation of words in the English sound system is very different from Indonesian. Some English pronunciations are not found in Indonesia, such as /θ/ sound in 'theory' and /ð/ sound in 'the', or /ʃ/ sound in 'cash'. In addition, in English, it is called homophone. According to the Oxford dictionary homophone is the word that has the same pronunciation but different spelling or meaning or both, such as "see" and "sea", "threw" and "through", or "rest" (Relaxation) and "rest" (Remainder). Students are strongly encouraged to follow the International Phonetic Alphabet and often practice speaking in English so that they can speak English more fluently and clearly.

In learning English, the ability to express words, phrases, and sentences as well as the right speech as English native speakers is very important and becomes the main point. This thing becomes very important because, in English, a mistake in pronunciation can cause errors in the conveyed speech. As a consequence, the purpose of the information submitted will not be accepted. Although the teacher has given the efforts to improve students' speaking skills in several techniques, such as asking the students to make groups and then having them practice English speaking. Nevertheless, the technique made the class crowded and most of the students did not practice it.

The tongue twister is an interesting technique to make students feel enjoy and make the students practice more in English speaking unconsciously. In addition, in learning English speaking by using tongue twister technique make the students more focus on one activity, because practicing English speaking skill the students will attract to practice. Besides that, the tongue twister technique is enrolled as a new technique for the students in improving their speaking skills.

Tongue Twister is a phrase or sentence that has a similar pronunciation. If you are not used to it, it will be difficult to pronounce especially at a fast tempo. Beare (2014) stated that in Tongue twisters are short, memorable lines that are hard in pronouncing, especially rapidly, due to the repetition of sounds (Alliteration) or lack of variety of consonant sounds. In line with this, practicing tongue twisters over and over can make you more accustomed to speaking English. Besides that, Gonzales (2009:3) states tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. Practicing tongue twisters can make students reduce the risk of pronunciation errors, this is because students are already able to practice English speaking using the tongue twister technique in English speaking.

The tongue twister is an interesting technique to make students feel enjoy and make the students practice more in English speaking unconsciously. In addition, in learning English speaking by using tongue twister technique make the students more focus on one activity, because practicing English speaking skill the students will attract to practice. Besides that, the tongue twister technique is enrolled as a new technique for the students in improving their speaking skills.

LITERATURE REVIEW

Previous Related Study

Following those problems, there some research which discusses some alternatives technique that can make the students more focus in practice English speaking skill. The first research is a research by Dewi Lutfiani & Indri Astutik (2017) from Muhammadiyah Jember University with their title “Using Tongue Twister to Improve Students’ Pronunciation.” In this research, the researcher is conducted classroom action research and found that in the Cycle one was not successful to improve the students’ pronunciation and the students’ active participation.

The second research is a research by Agnes Chaya Lestari (2019) from UIN Sunan Ampel Surabaya with her title “The Effectiveness of Tongue Twister Technique to Improve Fluency and Accuracy”. In this research, the researcher is conducted Experimental method that focus on pre-experimental research design with one group Pretest and Posttest design.

The third research is a research by Miftahur Rohman (2016) with the title “The Use of Tongue Twister Technique to Improve Efl Students’ Pronunciation”. The objective that implied in this research is focus on describing the implementation of

Tongue Twister technique in improving EFL students' pronunciation especially on segmental features and some parts of suprasegmentally features (word stress and sentence stress). In this research, the researcher use classroom action research in two cycle as a research design.

Tongue Twister

Tongue Twister is a phrase or sentence that has a similar pronunciation. If you are not used to it, it will be difficult to pronounce especially at a fast tempo. Beare (2014) stated that in Tongue twisters are short, memorable lines that are hard in pronouncing, especially rapidly, due to the repetition of sounds (Alliteration) or lack of variety of consonant sounds. In line with this, practicing tongue twisters over and over can make you more accustomed to speaking English. Besides that, Gonzales (2009:3) states tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. Practicing tongue twisters can make students reduce the risk of pronunciation errors, this is because students are already able to practice English speaking using the tongue twister technique in English speaking. Tongue twister is a fun activity in any language classroom. Learning speaking skills using tongue twister can increase the ability of the students. The students who can faster in practice tongue twister without mistaken in English pronunciation also be faster in improving the quality of their English speaking.

According to Goldrick and Blumstein (2008:7), the tongue twister paradigm is phonological planning errors. Further NCDC (2008:7) Tongue twister is characterized by repetition of certain sounds and words or phrases with emphasis on pronunciation, stress, intonation, speed, and speech. Tongue twisters also help the students to identify the difference between the similar sound and astonishing the letter of sounds. Ruth and Steve (1991: 326) states the tongue twister activities start from asking children to repeat a variety of tongue twisters, encourage children to increase their speed, or make up some original verses. Regarding his statement, we can practice tongue twister in a fun way such as practice a voice or two to pronounce them correctly. Say the tongue twister slowly, then try faster. Once you can pronounce tongue twisters fluently, try doing them two or three times in a row to make it more challenging.

There are some examples of a tongue twister. The first one is an easy tongue twister - "Can you can a can as a canner can can a can?" or "Give papa a cup of proper coffee in a copper coffee cup."

The second one is a medium tongue twister - "A loyal warrior will rarely worry why we rule." or "The chic Sikh's sixty-sixth sheep is sick."

And the last one is a hard tongue twister - "Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers? Where's the peck of pickled peppers Peter Piper picked?" or "Betty Botter bought some butter, but she said the butter's bitter. If I put it in my

batter, it will make my batter bitter. But a bit of better butter will make my batter better. So it was better Betty Botter bought a bit of better butter.

Speaking

According to Doughlas (2001), Speaking is using of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Speaking is a way to express the feelings or ideas. Speaking is an oral language skill that is functional in everyday human life. Because, by speaking we can obtain and convey information. But for Indonesian students, speaking in English fluently is a tough challenge because the students do not use English as the language of daily communication.

Speaking is a productive skill. Speaking cannot be separated from listening. When we speak, we create a meaningful text. In communication, we can find speakers, listeners and messages and feedback. Besides that, speaking also cannot be separated from pronunciation, because if we make mistakes in pronunciation it will cause misunderstandings to the listener. According to Ladouse (Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that affect our daily lives". The way a person communicates can affect the response of the listener.

METHOD

Design and Sample

This research was conducted the classroom action research to solve the students' problems. As stated by Cohen et al (2007) that action research is an approach to improve education by changing it and learning from the consequences of changes. The model of research, the researcher adopted from Kemmis and Mc Taggart in Arikunto (2013: 137) which is consists of the four stages, which are planning, acting, observing, and reflecting. In addition, this study takes place in SMAN 3 Cikampek that located in Karawang City. The participants of this research is from tenth grade which is consist of 30 students.

Instrument and Procedure

In the planning stage, the researcher and the teacher are prepared all of the stuff such as, the lesson plans, materials, and the table of scores that needed in the learning and teaching activity. After preparation, the researcher has conducted the observations on the teaching and learning activities of English speaking to get first-hand raw data. After getting the required data, the researcher then conducted interviews with the English teacher who taught in the eleventh grade at SMPN 2 Cikampek. In this stage, the researcher found that most of the students have low achievement in speaking skills. The students' average score of speaking

achievement is 65 while the standard speaking score of the school curriculum is 75. In other words, the students have difficulty in English speaking.

In the acting stage, the researcher is conducted the teaching and learning process in the English-speaking class by using the preparation that had been made in the planning stage. In this stage, the research is also implemented the tongue twister technique in teaching English speaking to the students by following the steps and instructions contained in the lesson plan. According to Ruth and Steve (1991: 326) the tongue twister activities start from ask children to repeat a variety of tongue twisters, encourage children to increase their speed or to make up some original verses. In line with this, the researcher implied the steps and instruction in this stage that were: 1) Give a variety of the tongue twister to the students, 2) Ask the students to read the tongue twister, 3) Ask the students to repeat the tongue twister, 4) Ask students the to increase their speed in reading tongue twisters 6) Ask the students to say tongue twister in front of the classroom.

In the observing stage, the researcher was done by observing the situation in the teaching and learning process. In gathering the data, the researcher obtained to take notes while teaching and learning process in the classroom. In the reflecting stage, the researcher was made a reflection by evaluating and describe the results of the research. In this stage, the researcher was also getting some important feedbacks that very useful in re-planning and evaluating the improvement of the next teaching and learning process, especially in English speaking study.

Data Analysis

The model of research, the researcher adopted from Kemmis and Mc Taggart in Arikunto (2013: 137) which is consists of the four stages, which are planning, acting, observing, and reflecting. In this research, two criteria become indicators of success in solving student problems. The first criteria are if the students who got a score of ≥ 75 reached 70%. The second criteria are if 75% or more of the total student actively participate in the teaching and learning process in English speaking class. The researcher used two instruments to achieve the success criteria. The researcher used a speaking test to get the data of the students' speaking scores. Besides that, in gathering the students' active participation, the researcher used an observation checklist.

RESULT AND DISCUSSION

Cycle One

In this research, the researcher applied the first cycle and got the first result of the speaking test. The speaking test result showed us that the students' percentage who got a score ≥ 75 was 65.71%. From the percentage, we can conclude that there were 23 of 35 students got ≥ 75 as the students' speaking scores. Meanwhile, the active participation of the students in the teaching and learning process of English

speaking class showed a percentage of 51.42%. This score was obtained from the first meeting scores which reached 42.85% and in the second meeting scores which 60%. The percentage of students' active participation shown in Table 1.

Table 1. The Cycle 1 of the Percentage of the Students' Participation in English Speaking Class.

	Firs Meeting	Second Meeting
	42.85%	60%
Average	51.42%	

The result in this research was indicated that the students have got some improvements in the scores of the students' speaking test and the scores in the students' active participation. However, both percentages still not eligible in the success criteria of this research. In conclusion, the teaching and learning English speaking using the tongue twister technique in Cycle 1 in improving students' speaking skills and active participation was still not successful.

According to the reflecting stage, there several reasons that cause failure in the use of tongue twisters in cycle 1. The first reason, a lot of the students less active or passive participation while the teaching and learning process. The researcher found that the students got many difficulties in practice English speaking using tongue twister because it was new for them. Students still have a lot to learn to use tongue twisters so that students can practice speaking fluently. The second reason, a lot of the students just enjoy watching their friends practice using tongue twisters without trying to learn to pronounce them. However, the use of tongue twister is proposed to improve students' English speaking skills in a fun way.

Cycle Two

The result in the Cycle 2 showed the percentage of 77.14% of the students in the English speaking skill they got scores of ≥ 75 for their speaking English test. This research indicates 27 of 35 students which followed the test has got the target. In line with this, the students' percentage of students' active participation in the test reached 77.13% of the students that followed the teaching and learning process in English speaking test. In the first meeting in the students' active participation they reached the percentage 71.42% and the second meeting in the students' active participation they reached the percentage 82.85%. The scores are shown in Table 2.

Table 2. The Cycle 2 of the Percentage of the Students' Participation in English Speaking Class

	Firs Meeting	Second Meeting
	71.42%	82.85%
Average	77.13%	

According to the result, the usage of a tongue twister of the students' active participation in Cycle 2 has reached the criteria of success in this research and it was successful to improve the students' score of speaking skill and students' active participation in learning English speaking using tongue twister technique. The percentage of the students' speaking scores and the students' active participation shown in Table 3 and Table 4.

Table 3. The Cycle 2 of the Percentage of the Students' Participation in English Speaking Class

	Firs Meeting	Second Meeting
	71.42%	82.85%
Average	77.13%	

Table 4. The Students' English Speaking Scores Recapitulation.

	Preliminary Result	Cycle 1	Cycle 2
Average	51.3	68.92	72.14
Percentage	28.57%	65.71%	77.14%

Table 5. The Percentage in the Students' Active Participation in English Speaking Class Recapitulation

	Cycle 1	Cycle 2
Percentage	51.42%	77.13%

The table showed the percentages the scores of the students' speaking skill is has been improved. The preliminary result scores showed from 28.57% and in the students' scores of the Cycle 1 and the percentage of the scores was improved to 65.71% and in the Cycle 2 the percentage of the scores was improved to 77.14%. The result of the scores in the students' speaking score has been improve very sharp. In the first stage the students got the score 37.14 points and in the next latest test the students got 11.43 points.

The chart is indicated that there was the improvement scores on the students' active participation in the teaching and learning English speaking class. In the Cycle 1 to Cycle 2 the scores of the students in active participation is improved to 25.71 points. The score suggests that the usage tongue twisters could improve the students' active participation in teaching and learning English speaking.

Tongue Twister is an alternative technique that very effective to improve the students' active participation in learning English speaking. Although, the teaching and learning English speaking skill using tongue twister technique is enrolled as a new things, tongue twister is require the students to practice a lot in English speaking skill. Gonzales (2009:3) stated that tongue twisters are used to repeat it as many times as possible, as quickly as possible, without mispronunciation. It suggest that if the students want to read and say tongue twister fluently they have to practice more again and again. Practice tongue twister to improve the students' speaking

skill is not an instant process that the students do in one trial, the students should trying more hard if they want to dominate English speaking using tong twister. By not giving up trying, the students will active participate in teaching and learning process, especially in English speaking class.

Different with other game, using tongue twister technique not only make the students learning English speaking in easy way, but also make the students enjoy and more attractive during the English speaking skill. The students will not fear if they have missing in pronouncing and slipped-tongue the words because the mistakes in pronouncing the words it will be a funny thing for the students, and they very enjoy it. Gonzales (2009:4) states that tongue twister is a fun activity in any language classroom. If the students have fun in learning, the students will active in participating in the teaching and learning process. The improvement process in the students' speaking skill using tong twister is use to help the students in memorizing the words so the students can improve their English speaking skill. As stated by Gonzales, (2009:4) in practicing tongue twisters allows people who are learning English to strengthen their speech skills. In addition, the characteristic of tongue twister is contained about repetition of the words and sounds that emphasized on speaking aspects such as: pronunciation, stress word, intonation, speed, and speech.

CONCLUSION

This research get findings on solving the students' problems regarding to the English speaking, this research suggest the using tongue twister technique is very useful to help the students to improve their speaking ability by practice repeatedly in pronouncing the word or phrases. In repetition process, the students will memorize the word or phrase in order to improve their fluency in speaking skill. The target score that reached by the students has been improved. In the Cycle 1 the percentage is 65.71% and in the Cycle 2 the target percentage is 77.14%. The use of tongue twisters technique are able in improving the students' active participation. In teaching and learning activities using tongue twister caused the students to practice more in order to get the fluency in pronouncing the words or phrases. The result of percentage in the students' active participation in teaching and learning process indicated that there were improvement percentage from 51.42% in Cycle 1 and in Cycle to the score is up to 77.13%. To conclude, tongue twister technique could improve the students' speaking scores and students' active participation in the English speaking teaching learning process.

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