THE EFFECTIVENESS OF TONGUE TWISTER TECHNIQUE

TO IMPROVE FLUENCY AND ACCURACY

THESIS

Submitted in partial fulfillment of requirement for the degree of
SarjanaPendidikan(S.Pd)In Teaching English

By

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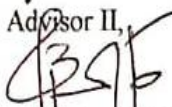
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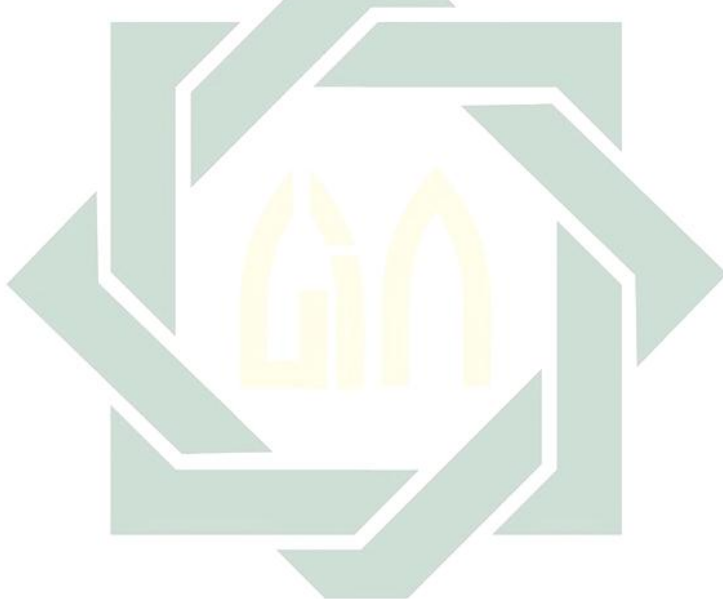*nama terang dan tanda tangan*

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ABSTRACT

Lestari, Agnes Cahya (2019),*The Effectiveness of Tongue Twister Technique To ImproveFluency and Accuracy*. A thesis*, English Teacher Education Department, Faculty of Tarbiyah and Teacher Trainning, Sunan Ampel State Islamic University, Surabaya. Advisors: Hilda Izzati Madjid, MA., Rakhmawati M. Pd.

Key Words: *speaking, pronunciation, Tongue Twister Technique, fluency, accuracy*

Speaking as a productive skill, seems intuitively the most important of all the four language skills, because it can distinctly show the correctness and language errors that a language learner makes. Pronunciation is one important aspect of speaking English, it can be said that basic skills must be understood before deep learning about speaking. Since Indonesians are not native speakers, most of the students have difficulty understanding and digesting the correct pronunciation in English. The ability to speak using accurate pronunciation is very important. If we do mispronounce while speaking, it makes the listener difficult to understand what we are talking about. Furthermore, it can be one of the factors which can lead to the conversation breakdown. The use of Tongue Twister Technique can improve students fluency and accuracy in speaking English. Therefore Tongue Twister is needed to motivate the students to learn about pronunciation. The objective of the research is to describe and analyze the effectiveness of tongue twister whether itcan improve or not the fluency and accuracy inspeaking English. The method used in this study was Experimental method that focus on pre-experimental research design with one group Pretest and Posttest design. The instruments to conduct the research were observation checklist, observation fieldnote, test and rubric assessment. The finding shows that, Tongue Twister Technique is effective to improve fluency and accuracy in speaking English. As shown the gain of students' accuracy mean score from pretest is 47.00 and posttest is 82.75. The table value of significance level of 2 tails above is 1.729 and the value is 15.726,also the score of fluency in speaking skills shows before being taught by using Tongue

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Twister because the mean score is 49.25, the mean increase becomes 81.75. It means that the posttest's score is higherthan pretest's score.The table value of significance level of 2 tails above is 1.729 and the value is 6.842. So that, value is higher than table (15.726 > 1.729), and (6.842 > 1.729) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected, after the students treated by Tongue Twister Technique, it shows that students' speaking skills have been improved. Finally, it can be concluded that Tongue Twister Technique is effective toimprove students' fluency and accuracy in speaking English.

ABSTRAK

Lestari, Agnes Cahya (2019),*The Effectiveness of Tongue Twister Technique To ImproveFluency and Accuracy.* Skripsi Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing : Hilda Izzati Madjid, MA., Rakhmawati M. Pd.

Kata Kunci: *Berbicara, Pengucapan, Tongue Twister Teknik, Kelancaran, Akurasi*

Berbicara sebagai keterampilan yang produktif, tampaknya secara intuitif yang paling penting dari keempat keterampilan bahasa, karena itu adalah bahasa yang berbeda dan yang dilakukan oleh pembelajar bahasa.Pengucapan adalah keterampilan dasar yang harus dipahami sebelum belajar mendalam tentang berbicara.Karena orang Indonesia bukan penutur asli, sebagian besar siswa mengalami kesulitan memahami dan memperbaiki pengucapan bahasa Inggris.Kemampuan berbicara menggunakan pelafalan yang akurat sangat penting. Jika kita salah mengucapkan saat berbicara, itu membuat pendengar sulit untuk memahami apa yang kita bicarakan. Selain itu, ini bisa menjadi salah satu faktor yang dapat menyebabkan gangguan percakapan.Penggunaan Teknik Tongue Twister dapat meningkatkan kelancaran dan akurasi dalam berbicara bahasa Inggris.Oleh karena itu diperlukan Tongue Twister untuk memotivasi siswa untuk belajar tentang pelafalan.Tujuan dari penelitian ini adalah untuk meningkatkan efektivitas Tongue Twister dan meningkatkan kelancaran dan akurasi dalam berbicara bahasa Inggris.Metode yang digunakan adalah penelitian eksperimen dengan one group pretest dan posttest design.Instrumen untuk melakukan penelitian ini adalah daftar periksa observasi, bidang observasi, tes dan penilaian rubrik.Temuan menunjukkan bahwa, Teknik Tongue Twister efektif untuk meningkatkan kelancaran dan akurasi dalam berbicara bahasa Inggris.Seperti yang ditunjukkan, perolehan skor rata-rata akurasi siswa dari pretest adalah 47.00 dan posttest adalah 82.75. Nilai tabel tingkat signifikansi 2 di atas adalah 1.729 dan hitungannya 15.726, juga skor kelancaran dalam keterampilan berbicara menunjukkan sebelum diajarkan dengan menggunakan Teknik Tongue Twister karena skor rata-rata 49.25, meningkatan menjadi 81.75. Ini berarti bahwa skor posttest lebih tinggi dari skor pretest. Nilai tabel

tingkat signifikansi 2 di atas adalah 1.729 dan hitungannya adalah 6.842. Sehingga, T hitung lebih tinggi dar T tabel (15.726> 1.729), dan (6.842> 1.729) berarti hipotesis alternatif (Ha) tidak ditolak dan hipotesis nol (Ho) ditolak, setelah siswa diperlakukan oleh TeknikTongue Twister, berarti keterampilan berbicara siswa telah meningkat. Akhirnya, dapat disimpulkan bahwa Teknik Tongue Twister sangat membantu untuk meningkatkan kelancaran dan akurasi siswa dalam berbicara Bahasa Inggris.
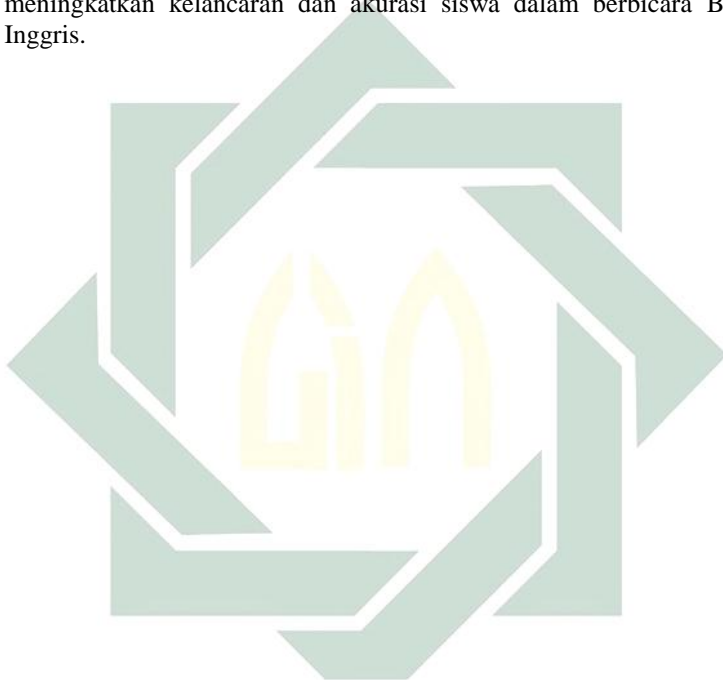
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LIST OF ABBREVIATIONS

SMK   : Sekolah Menengah Kejuruan

Std. Dev   : Standart Deviation

Ho   : Null Hypothesis

Ha   : Alternative Hypothesis

EFL   : English Foreign Language
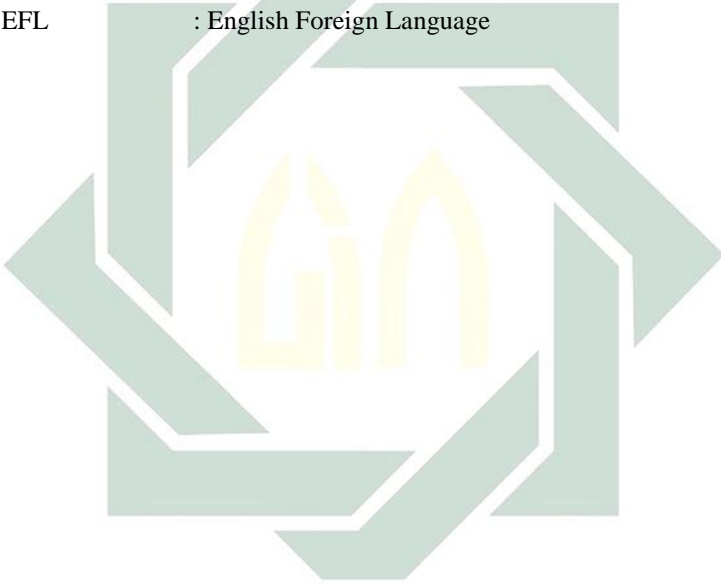
CHAPTER I
INTRODUCTION

This chapter presents the background of the study that describes the general issues related to the present study. It also states the research question, objective of the study, hypothesis, scope and limitation of the study, and significance of the study.

A. Background of the Study

Language is a very important means of communication of everyday human life. People interact and socialize with each other using it. They can express their ideas, persuade others, or promise something. It is explicitly stated by Douglas Brown that language is an arbitrary system of conventional, written or gestural symbols that allow members of a particular community to communicate with one another.[1] However, language as a means of communication is divided into many varieties. People living in different countries, ethnicities, and cultures have different languages.English has an important role because it is the international language.According to McKay as an international language, English is usedboth in a global sense for international communication betweencountries and in a local sense as a language of wider communicationwithin multilingual societies.[2]Considering the importance of English for international communication, it should be learned by students as early as possible. The government of Indonesia had made the right decision by determining English as a compulsory subject for students from the elementary school to the university. They intended to give preparation for students in facing globalization era and international communication. Indonesian students have learned about four skills of English that is speaking, listening, reading and writing. As we know that speaking is a skill that is least

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[1] . H. Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Addison Wesley Longman, 2000). 5.

[2] . Michael Clyne and FarzadSharifian, *English As an International Language*, (monash university epress: 2008), 3.

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practiced in the classroom and it is difficult to assign tasks and activities to further practice beyond the classroom.

Pronunciation is one important aspect of speaking English, it can be said that basic skills must be understood before deep learning about speaking. Since Indonesians are not native speakers, most of the students have difficulty understanding and digesting the correct pronunciation in English. The ability to speak using accurate pronunciation is very important. If we do mispronounce while speaking, it makes the listener difficult to understand what we are talking about. Furthermore, it can be one of the factors which can lead to the conversation breakdown. The fact, most of Indonesian students' pronunciation ability are still low. They consider pronunciation as the difficult subject since the sounds of words is usually different from their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one.

According to Ramelan, when a student wants to learn a foreign language, especially in English. They have to learn to speak it. Students

must try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until their pronunciation is satisfactory and acceptable to them.[3] This means that the role in a learning process for foreign language is the teacher. The teacher should give examples of good and correct pronunciation in English pronunciation. There are many ways on how to learn speaking or pronunciation in a way that is not boring other than drilling.

In this research, researcher use tongue twisters as a way to learn to speak this time. A tongue twister is a technique that is aimed to consolidate the English sounds students have learned by creating a game like atmosphere for practice.[4] Role play and tongue twisters can be quite simple and are good

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[3]. Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), 2.
[4] . Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking,* (Illionis: TESOL, 1994), 246.

techniques to organize.[5] A tongue twister is a series of words or a longer piece, like a poem, constructed to be difficult to pronounce properly. Tongue twisters are used to create humor by challenging students to repeat the tongue twister very fast and listening to the funny results. Tongue twisters are also useful in understanding how we process the pronounce oflanguage. It can be defined that there are certain sound sequences that are difficult to alternate because of the changing positions in the mouth andor the aural feedback of sound similarities.

Oral language is the ability to speak and listen. The development of thinking and reading abilities is closely linked to the development of oral language. "Speaking to learn" is the vehicle for increasing and deepening knowledge. Crookes and Gass, Bygate, Skehan and Swain suggest that tasks are directed at oral skills, particularly speaking. (Task-based language learning and Teaching)[6]. It means that the task is needed to develop oral skills like a tongue twister.

To teach vocabulary, teachers must point out the word in its context, repeat it, explain it, expand upon it, and actively engage students in using it. Students who interact with words by hearing them, using them and semantically manipulating them are more likely to learn and retain new vocabulary than those who are asked to look up and define unfamiliar words.[7] In this type of classroom environment, students might learn the basic skills of reading and writing, but they may not learn how to think critically, express themselves orally in a fluent manner, or make independent conclusions.

Tongue twister sentence consists of some similar sounds of words but they are often different in meaning. Moreover, some tongue twisters are humorous and giving amusement values. This technique is needed because students will be drilled on how to pronounce English words correctly by

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[5] . M. Revathy, M.A., M.Phil. etc,*Enhancing Effective Speaking Skills through Role Play and Tongue Twisters.*(ISSN 1930-2940 Vol. 16:9 2016), 9.

[6].M. Revathy, M.A., M.Phil. etc,*Enhancing Effective Speaking Skills through Role Play and Tongue Twisters*.(ISSN 1930-2940 Vol. 16:9 2016)

[7] . Dr. Lisa R. Troute, *Department of Multicultural Education*. (School District of Palm Beach County, FL.), 1

using some similar and interesting phrases or sentences. Through tongue twister, students are hoped to feel easy in imitating and remembering the English phonemes. Those are the reasons for the researcher choosing this topic.

The researcher chooses Eleventh grade students of SMK Al-Muhajirin Wringinanom Gresik. And on several occasions when the researcher taught English extracurricular activities at SMK Al-Muhajirin lately (a substitute teacher). The teacher said that some of the students almost felt difficult when said /ð/ and /θ/ in a word such as "*then, think, there*", and etc. The students almost pronoun *"/tɛn/, /tɪŋ/, and /ter/"* . From that problem, the researcher thinks that this technique can give the solution to this problem. The students at SMK Al-Muhajirin Wringinanom said they were shy to speak English because they did not know how to pronounce correctly. Based on the researcher'sobservation inteaching and sharing with teacherof SMK Al-Muhajirin Wringinanom, it was found some problem of students in speaking,the students still have difficulties in expressing their idea in speaking. Whereasthey have alreadyhad the ideasin their mind, but they havenotyetknownhowtoexpressit inspeaking.

The researcher also asked some students about how teachers teach about speaking, especially about speaking, and the students replied that teachers teach speaking with dialogue conversation, they also said that very bored if the learning is just like that. It is difficult to gain students' interest in improving their own pronunciation. Beside that the researcher has done observation and teaching for several days which found some problems that the students faced in speaking are accuracy (pronunciation) and fluency (content) of the students are still low. It is same with the information from the teacher in the school. Based on the condition of the students faced in speaking, the researcher would like to solve the problems by using a technique. The technique that has been applied is Tongue Twisters.

There are other ways to teach pronunciation such as Jazz Chants. Effective methods include using role-play, pictures, flashcards, graphs, chants and interview that can

improve learners' pronunciation, grammar, everyday speech, and real word activities. Further, it can eclipse both adults and children to improve their speaking along with accuracy and fluency, so that they can reach their goal that is speaking English fluently and appropriately.[8] Jazz chants is seems like tongue twister, but in jazz chants just use 3 or five words.

Regarding that issue, there are some researches that have been conducted by some researcher. In 2015 by Tri Iriani under the title *" Improving Fifth Graders' Pronunciation Of "Th" By Using Tongue Twisters"*. This research aiming at finding out how effective *Tongue Twisters* in helping fifth grade improve their pronunciation of /ð/ and /θ/. Based on the observation, the researcher found that one of the students' problems in learning English was pronunciation and one of the useful methods in teaching pronunciation is by providing oral exercises. This research use class action research as the methodology.

Another similar research in 2009 is done by Ana Cristina Chiusano untitled *"Implementing Accuracy and Fluency-Based Tasks for the Training of the English Plosive Consonants"*. This paper reports the evaluation of the effectiveness of a set of tasks with a focus on accuracy and fluency for the acquisition of the English plosive consonants in Spanish. The result of this study claimed that learners need to become more efficient speakers of English to focus on accuracy and fluency in speaking.

Yollanda L. Turumi, Jamiluddin, and Salehuddin also doing a research with a title *"Using Tongue Twister To Improve The Pronunciation Of Grade VIII Students"*. This research was to prove that using Tongue Twister can improve students' pronunciation of sound /θ/ and sound /ð/ of Grade VIII Students of SMP Negeri 4 Palu. This research applied quasi-experimental research design. The result of the study found that using tongue twister can improve the pronunciation of grade VIII students of SMP Negeri 4 Palu.

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[8] .Ali Derakhshan et.al.*Developing EFL Learner's Speaking Ability, Accuracy and Fluency..Department of English Language Teaching*, (Gorgan Branch, Islamic Azad University, Gorgan, Iran), 8.

To make this research different from the previous study above, this research focuses on the use of tongue twister to improve fluency and accuracy. This research also uses pre-experimental. This subject of the research is the student of the eleventh senior high school. This research also see how far it can improve fluency and accuracy of the students.

B. Research Question

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

1. Is a tongue twister technique effective to improve fluency and accuracy?

C. Objective of the Study

This research will be aimed at finding out:

1. To describe and analyze the effectiveness of tongue twister whether it can improve or not the fluency and accuracy in learning English.

D. Hypothesis

Hypothesis is one in which the researcher makes a prediction about the expected direction or outcomes of the study.[9] There were two hypotheses of this research. There are:

a. Ha   : There is effect of usingtongue twister technique to improve students' fluency and accuracy.

b. H0   : There is no effect of using tongue twister technique to improve students' fluency and accuracy.

E. Significance of the Study

The result of this study is expected to give contribution for both teachers and learners. In particular, this study can be one of the sources in recognizing and realizing teacher's question related to the students speaking ability.

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[9] . John W. Creswell. *Research Design*.(SAGE Publications. United States of America. 2009), 211.

For the students, This study can help students get more motivation in learning English speaking and they can practice pronunciation in a fun way of speaking, especially in pronounce/ð/ and /θ/.

For English teacher, the result of this study can help them to enrich their techniques in teaching speaking English by using tongue twister technique to teach how to say /ð/ and /θ/ in fun way.

F. Scope and Limitation

From the identification of the problems, this study limited the problems in the new technique used to improve students' ability in speaking English. The technique used was Tongue Twister sentence. The researcher focuses on fluency and accuracy in learning English. The limitation of this study is XI-Marketing students of SMK Al-Muhajirin Gresik the eleventh grade. There are just one class in eleventh grade of SMK Al-Muhajirin and from that class the researcher do experimental research.

G. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Tongue Twister Technique

This research involves in oral activity in pronunciation by repetition in the same vowel, the researcher do research on how students pronounce /ð/ and /θ/. Even some students feel difficult to say /ð/ and /θ/inthe word "/ðʌs/", "/θriː/" and etc. From that fact, the researcher wants to do research by using tongue twister as a way to teach pronunciation.

Tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often. Moreover, according to Bailey, tongue twister is a popular game enjoyed by children and adults alike. This technique is aimed to consolidate the English sounds students have learned by creating a game like

atmosphere for practice.[10] It is wise to include tongue twister that highlight particularly problematic minimal sound differences (e.g., pronunciation of /f/ and /v/; /s/ and /š/; /f/and /θ/).

2. Fluency

According to Samuel Johnson fluency is when someone understood that they speak it with a smooth and easy flow.[11] Brumfit said that fluency is the ability to have appropriate things to say in a wide range of contexts, so that you do not become tonguestied or lost for words.

Lado points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Thornbury suggests that pausing is one of the factors of fluency.

In one of the first studies investigating fluency, Fillmore wrote a paper on the language abilities attributed to fluency in L1 speech. He identifies four main dimensions: firstly, the ability to talk at length without pauses and hesitations, so the ability to keep the ball rolling; secondly, the ability to speak coherently and in a "semantically dense manner", so here there is a focus on quality rather than quantity; thirdly, the ability to use language appropriate to the context, here the concern being related to pragmatic skills; and fourthly, the ability to use language creatively and imaginatively.[12]

Based on the explanations before, the researcher uses the last explanation about fluency for this research. There

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[10].Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking,* (Illionis: TESOL, 1994), 246.

[11] . Dore Cecilia. *Perceptions of Fluency*.(University of reading. British coucil.), 3.

[12] . Dore Cecilia. *Perceptions of Fluency*.(University of reading. British coucil.), 4.

are four aspects that include in categories of fluency and can be in line with this technique.

3. Accuracy

According to Bartram and Walton, accuracy in spoken English refers to utterances as near as to a native speaker's as possible in terms of grammar, vocabulary and pronunciation.

Gower, Philips, &Walter said that Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneously.[13]

The researcher has pointed out that accuracy of tongue twister in this research is like Bartram and Walton said in the first explanation. "Accuracy in spoken English refers to utterance as near as to a native speaker's as possible in terms of grammar, vocabulary and pronunciation", but in this research, the grammar can be deleted because in tongue twister grammar sometimes is not the categorize.

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[13] . Ali Derakhshan et.al.*Developing EFL Learner's Speaking Ability, Accuracy and Fluency. Department of English Language Teaching*, (Gorgan Branch, Islamic Azad University, Gorgan, Iran),2.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation of some theories and previous studies that will support this research. It deals with the theories related to speaking, accuracy in speaking, fluency in speaking and Tongue Twister Technique.

A. **Review of Related Literature**
1. Tongue Twister
a. The Definition of Tongue Twister

Karin M. Cintron, state that tongue twisters are a great way to introduce the concept of alliteration and help those trying to learn English better understand the language.[14]By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills.

Brown said that, similarly, hesitations and repetitions are phenomena of a completely different kind from exchanges, blends and the other kinds of error listed here.[15] Infelicities of expression are also included, for the same reason in tongue twister.

"Tongue Twisters are the perfect warm-up vehicle for the individuals to practice" (As cited in Hand book of African Educational Theories and Practices) It creates more curiosity in the midst of the learners.[16]The exercise that helps the learners to realize their actual oral fluency. The drill allows the learners to adapted complicated words to pronounce easily and also permit the learners to differentiate the similar sounds of different words. Whereas

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[14].Karin M.Cintron. *"The Use of Tongue Twister"* (http://www.aminlimpo.com/2012/11/the-use-of-tongue-twister-to-improve.html accesed on june 2018).

[15]. Alan Garnham, Richard C. Shillcock.*Slips Of The Tongue In The London-Lund Corpus Of Spontaneous Conversation.*(Radboud University. 2017)

[16]. M. Revathy, M.A., M.Phil. etc,Enhancing *Effective Speaking Skills through Role Play and Tongue Twisters*. (ISSN 1930-2940 Vol. 16:9 2016), 219-220.

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the continuous practice makes the learners tiresome in repeating the same word or phrases, as a result of this studY the learner would be able to produce accurate sounds of the words unconsciously.

From that theory we can concluded that tongue twister is the fun way to teach speaking, the sentences feel humorous in tongue twister that can make students will not feel bored in learning speaking English.

b.   The Example of Tongue Twister

There are some examples of tongue twisters which can be used in the classroom:[17]

1. *Can you can a can as a canner can a can?*
   (There is a set of words that is complete in itself that is difficult to pronounce all together, especially rapidly, because of alliteration or a slight variation of consonant sound, those are 6 times repetition of "/kæn/" but different meaning).

2. *Six sleek swans swam swiftly southwards*
   (There are /s/consonant in begin of the word or we can pronounce "/sɪks sliːk swɒnz swæm ˈswɪftli ˈsaʊθwədz/".

3. *A big black bug bit a big black dog on his big black nose!*
   (We can pronounce "/bɪg blæk bʌg bɪt ə bɪg blæk dɒg ɒn hɪz bɪg blæk nəʊz!/", there is the repetition of /b/ consonant)

4. *Sheena leads, Sheila needs*
   (There is a bunch of words that involving saying a word several times, especially in a way that is boring that is difficult to pronounce altogether, especially rapidly, because of alliteration or a slight variation of consonant sound.The stressing of each word were /s/ consonant , we can pronounce "/Sheena liːdz, ˈʃiːlə niːdz/")

5. *World Wide Web*

[17]. Bailey, Kathleen and Lance Savage.*New Ways in Teaching Speaking,(*Illionis: TESOL Inc. 1994).

(The stressing of the word is in /w/, we can pronounce "/wɜːld waɪd wɛb"/)

6. *Eleven benevolent elephants*

(The stressing in each word is at the end of the word /n/consonant and /ɛ/, we can pronounce "/ɪˈlɛvn bɪˈnɛvələnt ˈɛlɪfənts/")

7. *When you write copy you have the right to copyright the copy you write. You can write good and copyright but copyright doesn't mean copy good – it might not be right good copy, right?*

(There is a narrative that designed to interest, amuse or instruct the hearer or reader that is difficult to pronounce altogether, especially rapidly, because of alliteration or a slight variation of consonant sound.

There are stressing in end of the word such as sounds and consonants, we can pronounce "/wɛn juː raɪt ˈkɒpɪ juː hæv ðə raɪt tuː ˈkɒpɪ raɪt ðəˈ kɒpi juː raɪt. juː kæn raɪt gʊd ænd ˈ kɒpɪ raɪt bʌt ˈkɒpɪ raɪt doesn't miːn ˈkɒpi gʊd– ɪt maɪ nɒt biː raɪt gʊd ˈkɒpɪ, raɪt ?/")

Tongue twisters have various levels of difficulty. So that, theteacher should select an appropriate type of tongue twister based on the age and ability of their students. In this research, the researcher had used Tongue Twister Sentence because can drill and evaluate accurate and fluent of speaking. Tongue Twister Sentence is not short and is not long.

c. Technique to teach Tongue Twister

The study focuses on the improvement of the students using tongue twisters, how it gives the learners the opportunity to practice by improving a range of real life spoken language in the class room, it is an extremely effective technique if the students are confident and cooperative.[18] The use of tongue twisters as a fast, fun and

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18. Revathy M, M.A., M.Phil. etc, *Enhancing Effective Speaking Skills through Role Play andTongueTwisters*. (ISSN 1930-2940 Vol. 16:9 2016.), 221.

effective vocal warm up challenges vocalists to improve pronunciation and technique in speaking skills.[19]

In teaching pronunciation, Tongue Twister can be combined with some activities in order to be more interesting and able to gain students attention. Tongue Twister can be combined with some activities in order to be more interesting and able to gain students attention. The activities are as follows According to Stewart[20] :

1. Dictogloss

    Dictogloss is written dictation done by two students in a pair that consist of some stage such as preparation, dictation, reconstruction, and analysis and correction. This activity is started by dictating students and they are asked to listen carefully without taking any notes on their books. After that, students discuss the answer in pairs and write it on their books.

2. Chain Reading

    Chain reading is very communicative activity because it can involve all students in class and good cooperation in group work is so much needed by them. The first step, the teacher starts the activity by grouping students and asks them to stand up making some lines facing whiteboard. After that, every member of the group has to read a word of tongue twister one by one. The group who finish the reading more quickly become the winner. Then, teacher and students discuss the result together.

3. Whisper Tongue Twister

    This activity is very interactive and challenging because students must memorize a tongue twister sentence and whisper it to the next member of their group. The result of students whisper will be varied depending on the listening

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[19] . Revathy M, M.A., M.Phil. etc, *Enhancing Effective Speaking Skills through Role Play andTongueTwisters*. (ISSN 1930-2940 Vol. 16:9 2016.), 222.

[20] . Benyamin Lee Stewart et. al., *Integrating Language Skills through a Dictogloss Procedure*, (English Teaching Forum Number 2, 2014), 13.

ability and language competency they have. It is procedures can be implemented as following to Bailey[21] :

a. Teacher explains the task to the students
b. Teacher introduces the sounds students are to practice and write their symbols on the whiteboard
c. Teacher asks students to suggest words that illustrate the various sounds written on whiteboard
d. Teacher reads aloud the words and asks students to listen carefully
e. Teacher reads aloud words randomly selected from the list, and ask students to identify the words by watching the movement of teachers mouth and tongue
f. Teacher asks students to practice pronouncing the sounds
g. Teacher divides the class into groups and has each group sitting or standing in single file
h. Teacher distributes a short, typed tongue twister to the first student in each group and asks him/ her to learn it by heart
i. Teacher takes away the strips of paper
j. Each students are asked to repeat the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next
k. The last student who hear the tongue twister in each group write it on whiteboard
l. The group finishing correctly in the shortest time wins the game

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[21]. Bailey, Kathleen and Lance Savage.*New Ways in Teaching Speaking,* *(*Illionis: TESOL Inc. 1994)

m. Repeat the process with another tongue twister

In this research the researcher used Dictogloss and Whisper Tongue Twister as the way to teach pronunciation by using Tongue Twister Technique. Whisper Tongue Twister was being the first treatment in this research, then Dictogloss was being second and the last treatment.

2. Fluency

Indeed, Swain claims that besides the comprehensible input, learners must have opportunities to produce the language if they are to become fluent speakers. For learners to really use the language, they must attend to both the meaning of what they say and the form of how they say it.[22]

According to Jack C. Richard that students practice using the new structure in different context, often using their own context or information, in order to develop fluency with the new pattern.[23] It is support that new pattern like tongue twister can be used to develop fluency in speaking.

Fillmore identifies fluency with "articulateness, volubility, eloquence, wit, garrulousness etc. He goes on to explain that oral fluency depends on the following factors:defined fluency is the ability to talk at length with few pauses. A speaker is able to express his or her idea in a coherent way and to deal with lexical and syntactic items at a fast speed.[24]

The researcher limited the temporal variables into only variables as follows: Speech rate, Articulation rate, Phonation time ratio, Total number of silent pause per minute, Mean length of silent pause, Total number of pause filler per minute, Total number of disfluencies per minute. There are

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[22] . Pedro Luis Luchini. *Developing oral skills by combining fluency- with accuracy-focused tasks: A case study in China*.(Asian EFL journal. 2004)

[23] . Jack C. Richard. *Communicative Language Teaching Today.*(Cambridge University. 2006), 8.

[24]. Yingjie lan Jack Yang. *The Development of Speaking Fluency*. (International Journal of Research Studies in Language Learning. 2014), 57.

somecategories to evaluate the speaking,see in the below table :[25]

Table2.1: Aspect of Fluency

Aspect of Fluency	
Communicative competence	Ability to use language to communicate.
Mechanical skills	The ability to use pauses, punctuation, speed, rythm and sentence length.
Language use	The ability to talk in coherent, reasoned and "semantically dense" sentences, showing a mastery of the semantic and grammatical resources of the language.
Judgment skills	The ability to have appropriate things to say in a wide range of contexts and for a particular audience. Ability to select, organize, order, create and develop thoughts.

3. Accuracy

Torres said that there are some components in which teachers can test accuracy such as, pronunciation, vocabulary and grammar; in contrast, there are some elements to test fluency such as, mechanical skills, language use and judgment skills.[26]There are somecategories to evaluate the speaking, see in the below table:

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[25]. AlicruzRojano Pineda. *Developing Fluency And Accuracy In Speaking*. (Universidad Santo TomásVicerrectoría De Universidad Abierta Y A Distancia.), 20.

[26] . AlicruzRojano Pineda. *Developing Fluency And Accuracy In Speaking*. (Universidad Santo TomásVicerrectoría De Universidad Abierta Y A Distancia.), 20.

Table 2.2: Aspect of Accuracy

Aspect of Accuracy	
Linguistic competence	Ability to master a language as a system.
Pronunciation	Pupils' ability to pronounce sounds and follow intonation and stress patterns in an acceptable and comprehensible manner.
Vocabulary	Pupils ability to produce words in response to an appropriate stimulus, determine wether the learner has certain words available to him to use in speaking situations.
Grammar	Pupils' ability to produce appropriate morphological and syntactical patterns in a given speech situation.

Accuracy, grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As the students speak, listen for the grammatical structures and tools that the teacher have taught them. Are the students able to use multiple tenses? Do the students have anagreement? Is word order correct in the sentence? All these and more are important grammatical issues, and an effective speaker will successfully include them in their language.[27]

According to Jack C. Richard that Learners set themselves demanding goals.[28] The student wants to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in

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[27].*How To Evaluate Speaking.*(https://busyteacher.org/4836-how-to-evaluate-speaking.html, accesed on juni 2018)
[28]. Jack C. Richard. *Communicative Language Teaching Today*. (Cambridge University. 2006), 8.

today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

1. Teachers Roles in Teaching Pronunciation

Pronunciation is truly important in English speaking activity since it can highly influence the meaning of utterances. If someone makes an error in pronouncing some words in a sentence, it can disturb the communication, even it can be one of the factors which can lead to the conversation breakdown. It can be concluded that pronunciation determines an understanding between speakers and listeners who convey or transfer their messages, ideas, and thoughts. More precisely, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

There are several important factors of teacher in teaching English pronunciation as follows[29]:

a. Helping students hear

It means that a teacher must help students perceive sounds. It is important for teachers to introduce the categories because each language has its own categories. Teacher needs to check that his students are hearing sounds in an appropriate way and help students develop new categories if necessary.

b. Helping students make sounds

Students usually able to imitate a new sound, but if they cannot then the teacher should give a clue which may help students to produce new sounds.

c. Providing feedback

Teachers must concern their students' progress by assessing students' performance to see the extent of their failure or success.

d. Pointing out what is going on

Students need to know what to pay attention to and what to work on because speaking is unconsciously controlled, students may not recognize that when a particular word is stressed or said in a different way, it may affect the message that is delivered to the listeners.

e. Establishing priorities

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[29] . Kenworthy.*Teaching English pronunciation, (*Longman, Harlow 1987.)

A teacher must help the students establish a suitable plan for action by recognizing the purpose of their pronunciation learning such as native-like pronunciation, acceptable pronunciation to the English ear, and intelligible speech.

f. Devising activities

Probably, the most important and difficult role of the teacher has to play is devising what kind of activities and exercises will be helpful. The teachers must keep in mind to create good activities, giving opportunities to students for practice, experiment, and exploration.

g. Assessing progress

This is actually similar to feedback. The teachers have to provide the students informed of their performance. Many teachers ignore this role, whereas in fact, it is crucial for maintaining students' motivation.

B. Review of Previous Studies

Related to this research, several previous studies are already conducted. The first study is from Miftahur Rohman in 2016 under the title *"The Use Of Tongue Twister Technique To Improve EFL Students' Pronunciation :A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islami Semarang in the Academic Year of 2015/2016."* This study was conducted to analyze the use of tongue twister in class action research. The result of this research showed that tongue twister can improve pronunciation of the student. In this previous study is the method to conduct the data is using CAR, but in this research, the researcher using Pre Experimental, to know the improvement of Fluency and Accuracy using Tongue Twister Technique.

Another similar research is done by Miftahul Jannatun Na'im under the title *Students' Difficulties in Learning English Pronunciation by Using Drilling Technique at Second Grade Students' of MTsN Aryo Jeding in The Academic Year 2013/2014.* This research describes teaching English pronunciation by using the drilling technique and to describe the students' difficulties in learning English pronunciation by the using drilling technique. Researcher got two students

difficulties in learning English pronunciation, those were a matter of memorizing and matter of the students' ability to distinguish and to pronounce isolated sounds. There are 2 research questions was what the difficulties in learning English pronunciation is and how drilling technique can apply in learning English pronunciation. As we know that tongue twister is same with drilling, but there are some complicated words to be pronounced, differentiate the similar sounds also. So, this research used Tongue Twister technique to help the students' pronounce difficult vocabulary.

The other research entitled *The Use of Songs to Improve Students' Achievement in Pronunciation : An Action Research with the 11th Graders of MANU Limpung-Batang in the Academic Year of 2008/2009* by Ulfatul Qurnia. This research describes the implementation of songs as the media to improve students' pronunciation and to find out the improvement of students pronunciation after being taught by using songs. The researcher conducted a (CAR) Classroom Action Research that followed the model design of her research. The differences between this research are this research using PreExperimental research design to know the improvement of pronouncing/ð/and /θ/.

The fourth research was conducted by M. Revathy entitled *Enhancing Effective Speaking Skills through Role Play and Tongue Twisters.* This study focuses on enhancing effective speaking skills among undergraduate students by using effective tools of language learning through activities like role play and tongue twisters. The subject of this study is undergraduate students, it is different with the research that the researcher conduct, in this research the subject of the research is eleventh grade of SMK Al-Muhajirin Wringinanom. This research also focuseson fluency and accuracy in speaking English.

The fifth research was done by Chamkaur Gill entitled *Enhancing the English-Language Oral Skills of International Students through Drama 2013.* This study was observed to identify the effects of drama on oral English. This experiment does not represent anything approaching a definitive finding of the value of drama to oral-English development. Because this

research shows that the technique was failed, the researcher thinks that the other technique such as Tongue Twister Technique. The significance of this study just focus in drama, on drama there are a lot of conversations. There is no limitation, so the students will not focus on where are the difficulties of their speaking.

The difference between those previous studies and this study are the technique and the subject of the research of improving speaking skills. The researcher implements Tongue Twister Technique to improve speaking skills in fluency and accuracy context. Based on the explanation above there are two research that conducted by class action research, while this research used Pre Experimental research. One out of five studies used the same object with this research, that is eleventh grade of senior high school. this research also tries to focus and limit the technique and the aspect that will improve by Tongue Twister Technique, there are fluency and accuracy in pronounce /ð/ and /θ/.
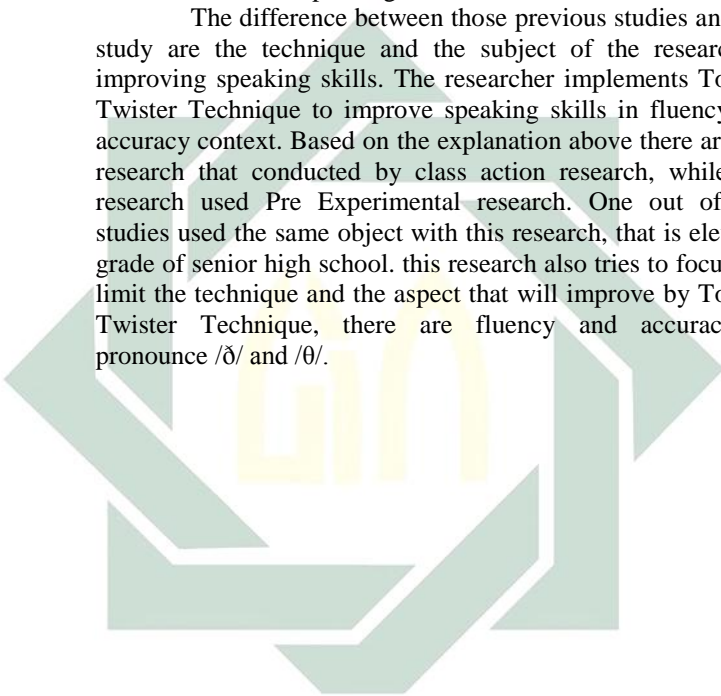
CHAPTER III
RESEARCH METHOD

In this chapter, the researcher discusses and reviews the research methodology that is used in this research. They include research design and approach, population and sample, time and location, the procedure of the study, instrument, data collection technique, data analysis technique, and research variable and hypothesis.

A. Research Design and Approach

In collecting the data has been analyzed Pre Experimental research. Data collection in this study was taken by Nonequivalent (Pretest and Posttest) group design. There is no control group in pre experimental research. An experimental design is used in attitudes areassesed bothbefore and after an experimental treatment. The data are collectedbyinstrumentthat measures attitudes, and the information collected was analyzed using statistical procedures and hypothesis testing.[30]An experimental design usually involves two groups of subject, an experimental group and a comparison group (control group), howeverit ispossibleto conductanexperimental researchwith one group.In the pre experimental design there were three alternative designs, including, One-Shot Case Study, The One Pretest-Posttest Design, and The Static-Group Comparison.In this research, the researcher usedPre-Experimentalresearch designby the formOne Group Pretest and Postest Design.This design includes a pre-test measure followed by a treatment and a post-test for a single group[31].This study is classified as Pre-Experimental design becausethere is no control class of extraneous variable or it is litlle. In Pre-Experimentaldesign takes onlyone classwhich is pretest, treatment, and posttest. Therefore, the success of the treatment is determined by comparing the result of pretest score and posttest score.

The researcher gave the treatment to the students before were tested by pretest, after the treatment was given tothe students the researcher also tested by using posttest form (see appendix 2).

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[30] . Jhon W. Cresswell. *Research Design*.(University of Nebraska, Lincoln. 2003), 20.

[31]. Jhon W. Cresswell. *Research Design*.(University of Nebraska, Lincoln. 2003) ,150.

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The test was taken to know the effect of Tongue Twister Technique in students' fluency and accuracy of speakingskill.Then, the scores of pretest and posttest were compared. If the result of posttest after giving the treatment was higher than posttest, it means that Tongue Twister Technique has improvement on students' fluency and accuracy of speaking skill. The design is presented below:
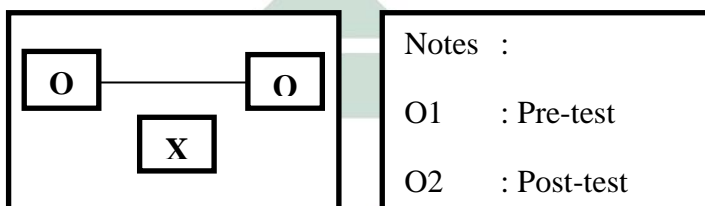
Figure 3.1: One Pretest-Posttest Design

Where:
X : Tongue Twister Technique
01: Students oral pretest of fluency and accuracybefore taught by using Tongue Twister Technique
02 : Students oral pretest of fluency and accuracybefore taught by using Tongue Twister Technique

B. Population and Sample

This research took place in SMK Al-Muhajirin Wringinanom Gresik in academic year 2018/2019. One of Senior High School which is located in Jl. Sumengko Wringinanom Gresik. The eleventh grade has been only one class, that is marketing class. The subject of this study is the students of the eleventh grade in SMK Al-Muhajirin Wringinanom Gresik. The researcher took the data of the students from XI will be analyzed. There are 20 students in a class. According to Cresswell claimed that the subject observation of experimental research better with students that 15-16 years old. From that theory, we can conclude that XI can be the subject of the research.

C. Research Instrument

       Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments:

1. Observation Checklist

       Data are required to undertake the findings of this study. Those data can be obtained by using the observation checklist (see the table). There are 15 questions in the table and there is 4 answers such as always, almost seldom, never. Teacher and students will give checklist in the table. Because the subject of the research focuses on the students' fluency and accuracy of speaking skill, so the 1-12 questions are for the students, the 13-15 questions are for the teacher.

2. Observation Field note

       Using the Field Notes Sheet form provided, record as much detail as the researcher possibly during the time of the observation. During the visit, the researcher writing continuously and make a note of everything condition in the class. The field note was focus on how the teacher give the treatment, how the response of the students, and how the situation inthe class during the observation.

3. Test

       The test is used to examine students' knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached. In this research there are 2 test.

a. The first is pretest, pretest was given before the treatment. There are 7 questions that will give to the students. Here the detail of the questions :

1) The day after Wednesday is ?

(The answer is /ˈθɜːzdeɪ/)

2) A half hour means?
(The answer is /ˈθɜːti/)

3) Where do you usually find a cinema?
(The answer is /ˈθɪətə/

4) Who is the spouse of father?
(The answer is /ˈmʌðə/)

5) How do you say (seribu) in English?

(The answer is /ˈθaʊzənd/)

The score of one questions was 20, there are 5 questions so 5x20=100, if the students can answer quickly, if the students answer twice or more but true there are 10-15 point for the students. There are the questions for accuracy aspect. And for the fluency aspects is:

6) Tell me and mention how many group family do you have?
7) Tell me, how if you are a police then you see your mother had missing her motorcycle cause of many thieves in front of you?

The higher score of each question of fluency aspect was 50.If the students can answer the two questions fluently, there is no pauses, if the number of pauses less than 3 second, andthe ability to talk is coherent, the score was 76-100. If the number of pauses less than 5 second, the score was 51-75.(see the detail in appendix 4). The two score of each questions was compared, then find the scores. For example the students answer number 6 fluently means that there is no pause and the ability to talk is coherent, the students got score 50, then for number 7 the number of pauses' students is 3 seconds (each second minus 5/ 50-15 = 35), then the ability to talk is almost coherent minus 5 so totally number of questions number 7 is 30. The score of number 6 and 7 compared (50+30 = 80), so the students get score 80.

b. The second test is posttest, posttest was given after the treatment. The questions are same with the pretest's questions. The validity of a test represents the extent to which a test measures what is a purpose to measure. In simple word does the test really measure the characteristic that is being used to measure. In addition, according to Best validity is that the quality of a data-gathering instrument or procedure that enables it to determine what it will design to determine. Validity is a standard criterion that shows whether the instrument is valid or not.[32] The researcher used content validity by expert judgment. Expert judgment is expert

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[32]. Best.*Research in Education (4th edition)*.(New Jersey: Prentice Hall. Inc. 1981)

opinion given in the context of a decision.[33]All instruments used by researchers are based on the approval from the expert.

4. Rubric Assessment

According to Bolton that Rubrics "give you a guideline and show exactly what is expected.", "You know what the standards are when preparing assignments".[34]Hence, the researcher needed a rubric to assess the tests between pretest and posttest. (see appendix 4) Rubric assesment was for scoring the result of pretest and posttest. There are 4 kinds of point to asses the score such as 0-25, 26-50, 51-75, 76-100. There was adopted from Dan Douglass in Understanding Language Testing. 0-25 is for the students that got number of pauses more than 7 second, the use of punctuation and speed rythm is not appropriate, the ability to talk is not coherent, able to develop the thought not wel, vocabulary is not appropriate based on stimulus, the pronunciation is not clearly expressed based on phonetic, not clear intonation, can not in an acceptable stress pattern. The criteria of score 26-50 are the number of pauses less than 7 seconds, the use of punctuation and speed rhythm is seldom appropriate, the ability to talk is seldom coherent, able to develop the thought enough well, vocabulary is appropriate based on stimulus, the pronunciation is clear enough expressed based on phonetic, clear enough intonation, cannot in a acceptable stress pattern. The score 51-75 are for the number of pauses less than 5 seconds, the use of punctuation and speed rhythm is almost appropriate, the ability to talk is almost coherent, able to develop the thought well, vocabulary is appropriate based on stimulus, the pronunciation is clear expressed based on phonetic, clear intonation, acceptable stress pattern. And the criteria of the score 76-100 are vocabulary is appropriate based on stimulus, the pronunciation is clearly expressed based on phonetic, very clear intonation, acceptable stress pattern, the number of pauses less

[33]. Benini, A., P. Chataigner, N. Noumri, N. Parham, J. Sweeney and L.*The Use of Expert Judgment in Humanitarian Analysis – Theory, Methods, Applications*.(Geneva, Assessment Capacities Project – ACAPS 2017), 29.

[34] . Md. JulhasUddin. *"Impact Of The Use Of Rubrics On The Performance Of Students".* (Brac University. Brac Institute Of Languages (Bil). Dhaka 2014.), 8.

than 3 seconds, the use of punctuation and speed rhythm is appropriate, the ability to talk is coherent, able to develop the thought well.

D. Research Variable and Hypothesis

1. Variable

The variables need to be specified in an experiment so that it is clear to readers what groups are receiving the experimental treatment and what outcomes are being measured.[35]According to Cresswell there are two variable in experimental research. The first variable is independent variable. In this research the independent variable is tongue twister. One independent variable must be given in the *treatment variable*. The second variable is dependent variable. The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions. In this research, the dependent variable is eleventh grade ofthe students in SMK Al-Muhajirin.

2. Hypothesis

Hypothesis is one in which the researcher makes a prediction about the expected direction or outcomes of the study.[36]There were two hypotheses of this research. There are:

a. Ha   : There is effect of usingtongue twister techniqueto improve students' fluency and accuracy.

b. H0   :There is no effect of using tongue twister technique to improve students' fluency and accuracy.

E. Time and Location of this Study

This study is conducted at SMK Al-Muhajirin Wringinanom Gresik. It is located at Jl. Raya Sumengko, Wringinanom Gresik. The time of this research will be done in this year as the end of the first semester (academic year 2018-2019).

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[35] . John W. Creswell. *Research Design*.(SAGE Publications. United States of America. 2009), 148.

[36] . John W. Creswell. *Research Design*. (SAGE Publications. United States of America. 2009), 211.

Table 3.1: The Schedule of the Research

No.	Activities	November – December				
		Date				
		23th	3th	8th	12th	14th
1.	Pretest	■				
2.	Treatment		■	■	■	
3.	Posttest					■

F. Research Procedure

The procedure of this study is covered by following the steps; pre-test, treatment, and post-test. To answer the research question of this study, the data from pre-test and post-test were collected. After the pretest was given by the teacher, The teacher gave the treatment three times, the first treatment was used game, the game is Tongue Twister Whisper, the teacher used the Tongue Twister treatment that the researcher gave(see appendix 1), the second treatment the teacher gave the example to pronounce clearly first, then the students follow the teacher in pair. Then, the last treatment the students come in front of the class and pronounce Tongue Twister that the teacher had been given before one by one. Then the last test was given by the teacher is posttest.

```
┌─────────────────────────────────┐
│          Preparing Test          │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│             Pre-test             │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    Treatment of Tounge Twister   │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│             Post-test            │
└─────────────────────────────────┘
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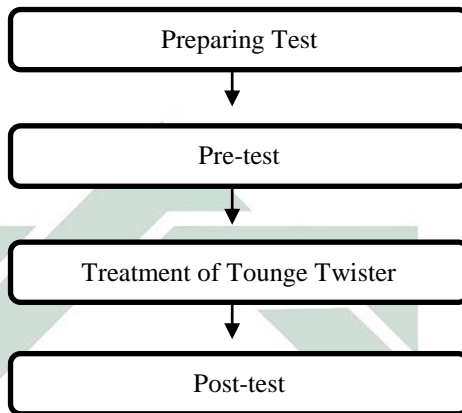
Figure 3.2: Pre-experimental One Group Pretest-Posttest
DesignPre-experimental Research Plan

The figure 3.2 shows that there are procedures of experimental research that use one group Pretest and Posttest design.Based on the figure 3.2 that the first step of this research is pretest. There is a class that will be subject to this research, then the class will give treatment by the teacher. In the otherhand the researcher also doing an observation to collect the data in pretest, treatment and the last posttest.

Related to the data that are needed in this research, the pretest and posttest will be obtained from the students who are in XI Marketing. A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive a treatment.[37] A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment.[38]The result of the teacher also will be the source of the data in this research.

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[37] . Johm W. Cresswell.*Educational Research.*.(University of Nebraska Lincoln.4th ed), 297.
[38]. ibid

G. Data Collection Technique

In collecting the data has been analyzed by pre-experimental design. Data collection in this study was taken from pretest, giving the treatment and posttest to the students. The data are collected on an instrument that measures attitudes, and the information collected is analyzed using statistical procedures and hypothesis testing.[39] The researcher also interviews and asks the teacher about the problem in learning English. Experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome.[40]

In this research, the researcher conducted a classroom observation. The observation will take in three steps of three weeks in 5 meetings, the first steps are the teacher asked the students one by one based on pretest questions. The second steps are the teacher gave the treatment three times, was used game, the game is Tongue Twister Whisper, the teacher used the Tongue Twister treatment that the researcher gave (see appendix 1), the second treatment the teacher gave the example to pronounce clearly first, then the students follow the teacher in pair. Then, the last treatment the students come in front of the class and pronounce Tongue Twister that the teacher had been given before one by one. If there are wrong pronounce, the teacher will correct the students.The last observation was post-test, the teacher also asked the students one by one in front of the class by questions of posttest. Observation research is useful, feasible for practitioners, and can be combined with other types of data collection methods.[41]

H. Data Analysis Technique

In data analysis technique, the researcher used descriptive statistic. It used to determine the data in high, middle and low. Quantitative methods involve the processes of collecting, analyzing,

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[39] . John W. Creswell. *Research Design*.(SAGE Publications. United States of America. 2009), 20.

[40] . John W. Creswell. *Research Design*.(SAGE Publications. United States of America. 2009), 137.

[41] . Christine Urquhart. *Observation research techniques*.(Department of Information Studies, Aberystwyth University, Aberystwyth ,Wales, UK. 2015), 31.

interpreting, and writing the results of a study.[42] In this research, the researcher uses t-test to test the hypothesis. The function of t-test is to evaluate whether the mean value of the pretest differs significantly from mean value of the posttest. The researcher needs to analyze the data gained. The data analysis was conducted from pretest and posttest. The data were used to find out the improvement and the influence of students' speaking skill after giving treatment using Tongue Twister Technique. The ways how to analyze will be done below:

1. The researcher begins by doing preparation. The researcher checked the result tests (pretest and posttest).
2. The second step is tabulating. For scoring, the researcher gave the rubric assessment to the teacher. The teacher scoring the students based on the table (see appendix 5 & 6). The scores from pretest and posttest assessed using speaking assessment rubric (see appendix 4). Then, the researcher measures the different from the result of pretest and posttest by using statistical calculation. The last, putting the score of pretest and posttest in Excels' table.

Table 3.2: Scoring of Students' Pretest and Posttest

No.	Initial Name	Pretest	Posttest
1.			
2.			

Based on table 3.2 the score of pretest and posttest in every student will be put into the Excel's table. The table above makes the researcher easy to calcutating the data.

3. The third step is calculating data using SPSS

The researcher analyses the score by using SPSS 16.00 with the T-test formula. The funcation of T-test is to evaluate wheter the mean value of the pretest differs significantly from the mean value of the posttest. The steps for analyse the data as follows :

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[42] . John W. Creswell. *Research Design*. (SAGE Publications. United States of America.), 2009.

a. The tabulating the score of pretest and posttest form each group, were transferring into SPSS 16.00.
b. Testing normality using Kolmogorov Smirnov SPPSS 16.00 .
   1) Opening the SPSS program and open the data. Then click on *analyse, non parametric test,legacy dialogs,and 1-sample K-S.*
   2) Moving the data from (on the left) to test valuable list (on the right). Next, click on normal and distribution test and **OK**.
c. Find out the frequency and statistic between pretest and posttest using SPSS 16.00.
   1) Opening the SPSS program and open the data, then click on **analyse, descriptive statistics, descriptive**.
   2) Moving dependent (continuous) variable (pre test score for first analysis and posttest score for the second analysis) into the test variable box. Clicking options and checklist (mean, std. Deviation, minimum, and maxsimum).
d. Relating to the analysis using paired sample T-test, the steps are followed:
   1) From the menu at the top of the screen, click on **Analyse**, then select **Compare means,** and click on **paired samples T-test**.
   2) Afterward, click on two variables that you will becomparing for each subject (pretest and post test) and move them into the box labeled paired variables by click on the arrow button. Click on **OK**.
e. Determining overall significant.
f. Comparing the mean values.

I. Normality Testing

Normality test is a test to measure whether our data has normal distribution or not in analyze of the data, a prerequisite test is also required. The prerequisite test aims to find out whether the data used normally distributed. Data normality test is used to determine whether the class used in normally distributed or not. Here, the researcher uses the normality test using the formula one sample Kolmogorov-Smirnov test in SPSS 16.00.

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Table 3.3: Normality Testing Fluency
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters[a]	Mean	49.25	81.75
	Std. Deviation	20.344	17.417
Most Extreme Differences	Absolute	.233	.203
	Positive	.233	.151
	Negative	-.165	-.203
Kolmogorov-Smirnov Z		1.044	.906
Asymp. Sig. (2-tailed)		.226	.384

a. Test distribution is Normal.

Based on table 3.3, the class used was normally distributed because the significance value in prestest $1.044 > 0.05$ whereas for posttest was normal distribution because the significance of value was $0.906 > 0.05$. So that, the normality test data pretest and posttest normally distributed.

Table 3.4: Normality Testing Accuracy
One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		20	20
Normal Parameters[a]	Mean	47.00	82.75
	Std. Deviation	16.575	17.657
Most Extreme Differences	Absolute	.272	.236
	Positive	.208	.164
	Negative	-.272	-.236
Kolmogorov-Smirnov Z		1.216	1.054
Asymp. Sig. (2-tailed)		.104	.216

a. Test distribution is Normal.

Based on table 3.4, the class used was normally distributed because the significance value in prestest $1.216 > 0.05$ whereas for posttest was normal distribution because the significance of value

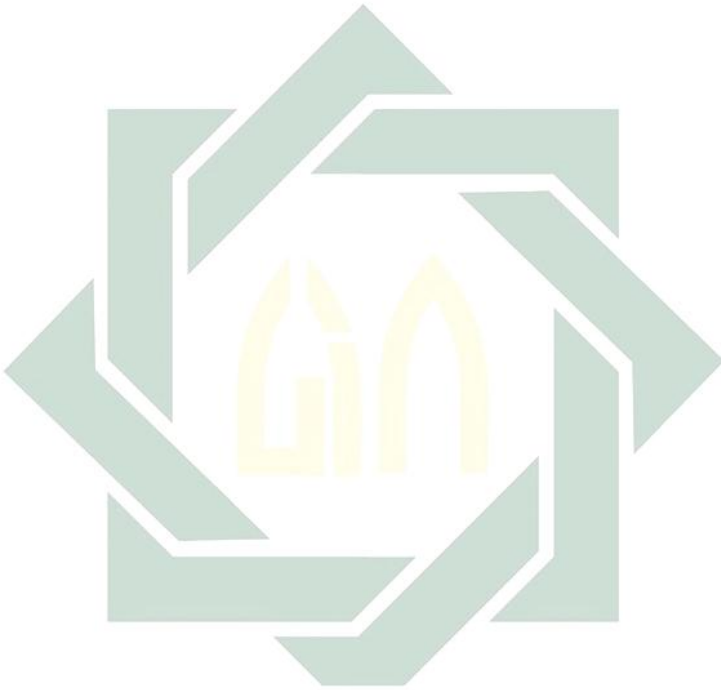was 1.054 > 0.05. So that, the normality test data pretest and posttest normally distributed.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this research, the researcher describes the data that have been obtained during the research. The findings and discussion of the data are used to answer the research questions that stated in the first chapter.

A. Research Finding

In this chapter, the researcher presents the data of students' speaking skill before and after being taught by using Tongue TwisterTechnique in fluency and accuracy of speaking. The data of the research were obtained by doing pre-experimental research.

The presentation of the data answered the research problem. The first research problem is to know the effect and improvement of tongue twister technique in the learning process. There are pretest and posttest become the instrument to measure the improvement of the sample after three times of treatments. The pretest, the treatment were given three times and posttest was given in XI Marketing SMK Al-Muhajirin in which number of students are 20 students. With the details, the first meeting was given pretest on Saturday, 23[th]November 2018. Then on 3[th]December 2018 until 12[th] December 2018 the treatment be held, the last test was conducted to has the sample on 14[th] December 2018 is posttest. Since pretest, three times of treatment and posttest the researcher also doing the observation. In addition, the researcher calculated and analyzed both the result to find its relationship which used as the indicator of treatment was successful or not. Concerning to compare the result, the researcher compared the data by using paired sample T-test.

Students' fluency and accuracy in speaking using tongue twister technique. The improvement of students' speaking skill can be seen from significant difference score of students' speaking test before and after being taught (Pretest and Posttest) by using Tongue Twister Technique who delivered by the teacher of SMK Al-Muhajirin.

A1. Result of Pretest's Accuracy

Based on the data that calculating from SPSS 16.00, the result of pretest was normally delivered. The pretest was conducted before the treatment on 23[th] November 2018. There

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are 20 students who gave the pretest from the teacher with seven questions, five questions to answer the accuracy aspect, then two questions to answer the fluency aspect. The teacher asked the students one by one in front of the class. Then the teacher gave scoring by rubric assessment that the researcher gave before (see appendix 4).

In this research showed that the students cannot say /ð/ and /θ/ clearly. Some of the students were not know how to say *"Thursday", "thirty", "theatre" and "thousand".* Some of the students just know the vocabulary but did not know how to say it clearly, some of them also felt weird when said it. In addition students were low in the pronunciation of

No.	Students' Name	Answer				
		1.	2.	3.	4.	5.
1.	An	tɜːzdeɪ	'θɜːti	'θɪətə	'mʌðə	tousən
2.	Ar	tuːzdeɪ	tertɪ	'tiːtə	'mʌðə	wʌntouzənd
3.	Si	tuːzdeɪ	'θɜːti	'tiːtə	'mʌðə	'θaʊzənd
4.	M	θɜːzde	tertɪ	'tiːtə	'mʌðə	'θaʊzənd
5.	N	θɜːzdeɪ	'tɜːti	No answer	'mʌðə	tousənd
6.	F	tuːzdeɪ	'θɜːti	'tiːtə	'meɪdə	tʌusənd
7.	R	tuːzdʌɪ	tertɪ	'tiːtə	'mʌðə	'θaʊzənd
8.	I	tuːzdeɪ	'tɜːti	'θɪətə	'mʌðə	wʌntousən
9.	Sa	θɜːzdeɪ	'θɜːti	'tiːtə	'meɪdə	'θaʊzənd
10.	K	tuːzde	'θɜːti	'tiːtə	'mʌðə	'θaʊzənd
11.	L	θɜːzdeɪ	'tɜːti	'tiːtə	'meɪdə	'θaʊzənd
12.	W	tuːzdeɪ	'tɜːti	No answer	'mʌðə	tousənd
13.	SF	θɜːzdeɪ	'tɜːti	'tiːtə	'meɪdə	'θaʊzənd
14.	Ra	tuːzdeɪ	'θɜːti	'tiːtə	'mʌdə	'θaʊzənd
15.	NJ	No answer	'θɜːti	'təːtə	'meɪdə	wʌntosənd
16.	Sw	θɜːzdeɪ	'tɜːti	'tiːtə	'mʌðə	θʌʊzən
17.	E	tuːzdʌɪ	'θɜːti	'tiːtər	'meɪdə	'θaʊzənd
18.	Ma	θɜːzdeɪ	'θɜːti	'tiːtə	'meɪdə	'θaʊzənd
19.	Ha	tuːzdeɪ	'tɜːti	No answer	'mʌðə	touzənd
20.	St	θɜːzdeɪ	tertɪ	'tiːtə	'mʌdə	wʌntousən

/ð/ and /θ/. Thats why, the result of their pre-test was not good enough. Here the answer from the students' pretest :

Table 4.1: Result of Pretest's Accuracy

The table 4.1 shows the result of pretest's accuracy. The researcher conducts the pretest by the teacher before the treatment. The pretest was conducted on 23[th] November 2018. There are 20 students who answer different five questions that required them to pronounce the word accurately. The teacher asks the students one by one randomly. Students number one can not answer the first questions accurately. The students answer wrong pronunce /tɜːzdeɪ/, the correct answer is /θɜːzdeɪ/. Students number 5 also can not answer the questions number 3. Some of the students can not pronounce accurately. They were faced problem how to the way to pronunce /ð/ and /θ/. These situations indicates that the pronunciation of the students in pronunce /ð/ and /θ/ is still low.

Table 4.2: Descriptive Statistics Pretest Accuracy

	N	Minimum	Maximum	Sum	Mean
Pretest	20	25	75	940	47.00
Valid N (listwise)	20				

Table 4.2 describes the central tendency of students' pretest score. There are 20 students as participants of this study, as stated in the column N that there are 20 students are valid. The column mean shows 47.00, means that the average of the score from the total number of the students is 47.00. The score of mean is gotten by calculating the score of students and divided by the total of students. The sum of the score is 940, where the sum is the total score and it shows how the scores were spread. Then the maximum shows 75, it means that the highest score from the students when doing the pretest is 75. The minimum score shows 25, it means that the lower score of pretest is 25.

A.2. Result of Pretest's Fluency

The pretest in fluency aspect was conducted in the same time with accuracy aspect. The researcher was explained before that there are two questions to know the fluency aspect. The questions' continue after the accuracy questions, if accuracy pretest was number 1-5, then the fluency aspect in 6-7 number. The researcher give the pretest to the students before conducting the three treatment.

In fluency pretest, the students must give the detail information as quick as possible after the teacher give questions. Then the teacher givescoring by rubric assessment that the researcher was given before.There is the answer of fluency' post-test:

Table 4.3: Result of Pretest's Fluency

No.	Name	Answer	
		6.	7.
1.	An	I have three members of family (pause 4 second) me 16 yearsold, mother 45 years old and brother 12 years old	emm i .... (pause 5 second) i will go run far away
2.	Ar	I have five	No answer
3.	Si	Four member, (pause 6 second)mother, father, me, sister	Go to police
4.	M	Three, me, father (pause 6 second) step mother	I will (pause 3 second) door.
5.	N	six family	Go run
6.	F	Five family member (pause 8 second) father, my mother, my grandmother, me, sister	Emmmmm... (shake her head)
7.	R	Four members of family, my father (pause 3 second) work to the farm, mother help my father, me and my litlle sister.	I will (pause 2 second) karate and shoot them.
8.	I	No answer	Hit

9.	Sa	I have (pause 2 second) four members, there are me sixteen years old, mother 47 years, (emmm...) sister and brother	I will (pause 2 second) berteriak to help me and my mother
10.	K	No answer	Emmm....(pause 6second) Shoot (pause 2 second) until dead
11.	L	Me, mother, sister(pause 3 second) sister again, and my brother. (pause 2 second)We live far away. Me in here, my mother in madura, my brother in jakarta.	I will use (pause 2 second) pistol to shoot one by one.
12.	W	five (pause 4 second) father, mother, me, and two sisters twin	Call my friends to help me
13.	SF	I have three (pause 3 second) me sixteen years old, mother 42 years old, father 47 years old,	Emmm... (pause2 second) save my mother from thieves
14.	Ra	(pause 5 second) Two members, i love my mother so much	Emmmmmm (5second) Hit and catch them
15.	NJ		No answer
16.	Sw	Emmm... i (pause 5 second) have 4	Run
17.	E	I have many family (pause 2 second) my father, mother, grandmother, grandfather, sister, uncle. They live with me since i baby.	Tell to other people around me
18.	Ma	Yes (pause 2 second) i	I (pause 2 second)

		have 4, they are father mother, brother and me.	run fast and kill the thieves with my hand
19.	Ha	5 family, (pause 3 second) my father, my mother, my brother, my sister and me.	Kick them from (pause 2 second) world and send to the hell
20.	St	Me, mother, (pause 2 second) brother, and father.	Emmm (pause 5second) use my hand to handle the thieves and save mother from crime

       The result of table 4.3 fluency pretest shows that the students still confused and get pauses when answered 2 questionswith Interjection Expresion such as*"eeee","emmm"*(with shaking their head).Students number 3 has 6 second pauses. The students number 5 has not to get pauses bacause the answer is short. Some of the students almost have long pauses when answering the questions. Some students who have not long pause were given short answer. From the answer of the students indicate that there is a problem in fluency' aspect. The fluency aspect of the students was low. There is the descriptive statistic by using SPSS 16.00.

Table 4.4: Descriptive Statistics
Fluency Pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	25	75	985	49.25	20.344
Valid N (listwise)	20					

       Table 4.4 describes the central tendency of students' pretest score. There are 20 students as participants of this study, as stated in the column N that there are 20 students are valid. The column mean shows 49.25, means that the average of the score from the total number of the students is 49.25. The score of mean is gotten by calculating the score of

students and divided by the total of students. The sum of the score is 985, where the sum is the total score and it shows how the scores were spread. Then the maximum shows 75, it means that the highest score from the students when doing the pretest is 75. The minimum score shows 25, it means that the lower score of pretest is 25.

A.3. The Result of Observation

In the first meeting the first time the researcher conducted an observation, the class showed that the atmosphere was not very cododic. Besides, the teacher is giving pretest or one by one, the sample data of the students studied is 20 students, so nineteen other students did nothing because they had to wait their turn to come forward to get the pretest by an oral test. While the teacher focuses on students who are being given the pretest. The teacher continues to give the pretest one by one until all are finished. The teacher calls students based on the absent sequence number. The teacher was not expalain about part of fluency's treatment and accuracy's treatment, because the text of Tongue Twister Technique

The second meeting of the teacher provides direction and guidance on what and how the day's activities will be carried out, the day on which the first treatment begins. The time for treatment was a half one hour.In the first treatment the teacher gives instruction and explanationof what they will do that day the teacher gives the first treatment with a game. The game was like chain whispers. Where the students will be divided into four groups, the teacher choose the member of groups randomly, one group consists of five children, the teacher used Tongue Twister Sentence in this game, each group stands to make a line ahead, one group participant who is behind is tasked to see the tongue twister text that has been prepared and whispers it to friends in front of , students who are at the front end is to write what has been said by a group of friends on the whiteboard. Students looked very interested in completing this tongue twister game, they were looked happy and laughing when finding the difficult vocabulary to

say. Many students mistakenly translate tongue twisters. Many students mistakenly pronounce the word "/ð/ and /θ/". The teacher gave the example of how to pronounce"/ð/ and /θ/", then correct sound and the students followed the sound.The teacher also ask the students to practice it together.The students follow the teacher louder. There are still missing a word the pronounce still wrong.Therefore, there is still a need for further treatment here.

In the second treatment the teacher does not use games to give the treatment.That day the teacher gave a treatment different from the previous day.The teacher gives material to students with a paper about the example of tongue twister and the process learning also make a student's English book (oxford), it just for explore the difficult of the word to pronounce.The material of the treatment was same with the treatment before, the teacher still used Tongue Twister Sentence to treat the students. The students can follow the teacher quickly after the teacher give an example of Tongue Twister. The teacherasks the students to pronunce the tongue twister couple by couple, then the teacher correct sound and the students followed the sound.the teacher calls the students in pairs randomly. Students can pronounce "/ð/ and /θ/" accurate enough. Students feel easy when applying Tongue Twister. The students speak correctlybut slowly. The teacher justifies the wrong part of the student. The treatment activities last for 2 hours of study. The class atmosphere is quite conducive because students try to practiced before they practice in pairs. So, the students still need treatment.

In the last treatment the day of four observation, the teacher gives a material to students with a paper about the example of tongue twister and the process learning also make a student's English book, it is just for exploring the difficulty of the word to pronounce. The time during the treatment was a half an hour. The students feel familiar with Tongue Twister because they have learned by Tongue Twister Sentence before. Theteacherask the students to pronunce the tongue twister one by one.The teacher randomly calls students who will practice tongue twister.The teacher corrects some students who can pronunce "/ð/ and /θ/" easily. The teacher

wants to focus how far the treatment before worked.The students can pronunce "/ð/ and /θ/". The students speak correctly and fluently enough.After it was felt enough and the atmosphere of the class became quiet because of tension, the teacher would be given the opportunity to advance to practice the tongue twister that had been given. So, the treatment is enough. But there was still the last steps, that is posttest.

In the last meeting the teacher gave a posttest question to students randomly. Students are able to answer questions from the teacher quickly. The activity went on for an hour because the class atmosphere was quite conducive. The teacher makes this posttest question an improvement from the previous exam, so the students focus on preparing themselves

A.4 The result of Posttest's Accuracy

The posttest was given on 14th December 2018, after giving the treatment three times on 3th November, 8th December and 12thDecember. The questions of posttest were same with the questions of pretest before. The posttest conducted to know the significant differences after gave the treatment. The students can pronounce /ð/ and /θ/ clearly. They have already known how to say *"Thursday", "thirty", "theatree" and "thousand"*.

Table 4.5: Result of Posttest's Accuracy

No.	Name	Answer				
		1.	2.	3.	4.	5.
1.	An	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
2.	Ar	θɜːzdeɪ	ˈθɜːti	ˈtiːtə	ˈmʌðə	ˈθaʊzənd
3.	Si	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
4.	M	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
5.	N	θɜːzdeɪ	ˈtɜːtiː	ˈtiːtə	ˈmʌðəː	ˈθaʊzənd
6.	F	θɜːzdeɪ	ˈθɜːtiː	ˈθɪətə	ˈmʌðə	tʌusənd
7.	R	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
8.	I	tuːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
9.	Sa	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
10.	K	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
11.	L	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈtaʊzənd
12.	W	θɜːzdeɪ	ˈtɜːti	ˈtiːtər	ˈmʌðə	ˈθaʊzənd
13.	SF	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈtoʊzən
14.	Ra	θɜːzdeɪ	ˈθiːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
15.	NJ	θɜːzdeɪ	ˈtɜːti	ˈtəːtə	ˈmʌðə	ˈθaʊzənd
16.	Sw	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈtaʊzənd
17.	E	tɜːzdeɪ	ˈθiːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
18.	Ma	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd
19.	Ha	tuːzdeɪ	ˈθɜːti	ˈθəːtə	ˈmʌðə	ˈθaʊzənd
20.	St	θɜːzdeɪ	ˈθɜːti	ˈθɪətə	ˈmʌðə	ˈθaʊzənd

Table 4.5 shows that the pronunce of students was accurate.Students number 1 can answer questions number 1, 2, 3, 4 and 5 correctly. With the answer of questions number one /θɜːzdeɪ/, number 2 /ˈθɜːti/ and etc. From the answer of the students' posttest the researcher can know the improvement of the students. The students can speak /ð/ and /θ/ clearly. It was indicated that there is an improvement of students' accuracy in speaking english. The accuracy of the students was better after giving the treatment. There is the descriptive table of posttest accuracy using SPSS 16.00:

Table 4.6:Descriptive Statistics
Posttest Accuracy

	N	Minimum	Maximum	Sum	Mean
Posttest	20	50	100	1655	82.75
Valid N (listwise)	20				

Table 4.6 describes the central tendency of students' post-test score. There are 20 students as participants of post-test, it can be seen from the column N shows that there are 20 students are valid. The column mean shows 82.75, means that the average of the score from total number students is 82. The score of mean is gotten by calculating the score of students and divided by the total of students. The sum of the score is 1655. From the data above, shows that almost all the students have good achievements in speaking of tongue twister technique. It can be seen from the average score mean 82.75. It was different with the score of pretest means that 47.00. To see the differences the researcher compare the result of pretest and posttest accuracy in a table (see table 4.7)

Table 4.7: Descriptive Statistics
Pretest and Posttest of Accuracy

	N	Minimum	Maximum	Sum	Mean
Pretest	20	25	75	940	47.00
Posttest	20	50	100	1655	82.75
Valid N (listwise)	20				

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Table of 4.7 was explaining about the analysis data was done to investigate the difference scores of students' pre-test and post-test. It is shown by the significant difference of students'speaking in tongue twister technique. Furthermore, to investigate significance level is lower or higher than t_{table} (0.05), the researcher analyses the data used statistical test using Paired Sample T-Test in SPSS 16.0 program and shows in this table 4.8:

Table 4.8: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	47.00	20	16.575	3.706
Posttest	82.75	20	17.657	3.948

Based on table 4.8, shows the mean of pre-test is 47.00 with Std. Deviation 16.575 and mean of post-test is 82.75 with Std.Deviation 17.657. While the total number of participants (N) of study both pre-test and post-test are 20. At last, the standard error mean for pre-test is 3.706 and post-test is 3.948. These data indicate that Tongue Twister Technique can improve students' accuracy in speaking english.

Table 4.9: Paired Samples Test Accuracy

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	pretest – posttest	-35.750	10.166	2.273	-40.508	-30.992	-15.726	19	.000

Table 4.9 describes about paired sample test result. There are -15.726 for t_{value} with degree of freedom (df) is 19. The score of speaking skill before being taught by using Tongue Twister is fair because the mean score is 47.00. After the student treated by Tongue Twister Technique, the mean increase becomes 82.75, it means that students' speaking skill has been improved. The negative which appear in t_{value} above (-15.726) shows that the mean before getting treatment is lower than after it. Therefore, Tongue Twister Technique is improving to improve students' accuracy in speaking skill.

To test the hypothesis, the researcher interprets from the result of the data of statistic are:

1. The researcher considers the degree of freedom (df). It is the sum or total number of subject minus one (df = N-1 or 20-1 = 19). Df is 19.

2. The Researcher agrees the value of significance of 2 tails above, the significance level of 2 tails is 0.000. If the significance level of 2 tails is lower than 0.05 means there is significant difference score of students' speaking skill before and after being taught by using Tongue Twister Technique. On the contrary, if the significance level of 2 tails is higher than 0.05, there is no significant difference score of students' speaking skill before and after being taught by using Tongue Twister Technique.The table value of significance level of 2 tails above is 1.729 and the value is 15.726. So that, the value is higher than the table (15.726 >1.729) means the alternative hypothesis (Ha) is not rejected and

the null hypothesis (Ho) is rejected. There is any different significance of students' speaking skill in pronunce /ð/ and /θ/ before and after being taught by Tongue Twister Technique. It can be concluded that the use of Tongue Twister Technique can improve students' speaking skill.

A.5 Result of Posttest's Fluency

The result of posttest shows that, after gave the treatment from the teacher, the students can answer the questions from the teacher fluently. The teacher also measures the score of the test using rubric assessment that the researcher had been given before.

Table 4.10: Result of Posttest's Fluency

No.	Name	Answer	
		6.	7.
1.	An	I have three members of family (pause 42second) me 16 yearsold, mother 45 years old and brother 12 years old	I…. (pause 2 second) will shoot all the thieves and never forgive the thieves.
2.	Ar	I have five (pause 4 second) my mother, ny brother, me (pause3 second) sister, brother	I will run(pause 1 second) with my mother
3.	Si	Four member, (pause 3second) there are mymother, myfather, me,and my sister	I will (pause 3 second) less the crime with my friends.
4.	M	There are Three members of my family. (pause 3 second) They are, me, father and step mother	I will (pause 2 second) give the thieves bom .
5.	N	I have six family, me, father, mother, 2 brother and one sister.	I will (pause2 second)callpoliceto catch the thieves.

6.	F	There are Five family member my father, my mother, my grandmother, me, and mysister	I will invite my friends and... (pause 1 second) closed the thieves with belt.
7.	R	I have four members of family, my father ,mymother, me and my little sister. We always together and happy forever.	I will shoot the thieves until they strike and take the thieves to the jail.
8.	I	I have 4 member of family, they are my father, my mother, my brother and me as the litle children of them.	i will (pause 2 second) givethe thieves my motorcycle and take my mother.
9.	Sa	I have four members, there are me sixten years old, mother 47 years, sister and brother	I will run to help my mother and kill the thieves at the time.
10.	K	I have four member of my family, there are mymother, myfather, me,and my sister. And i will make my parent proud of me one day	Shoot the thieves until dead and take them to the sea. The fish wil eat the thieves.
11.	L	There are Me, mother, two sisters, and my brother. I will take all of them near from me. I miss them so much	I will use everything to shoot anf hit one by one.
12.	W	five (pause 4 second) father, mother, me, and two sisters twin	I will (pause 3 second) Call my friends to help me
13.	SF	I have three members of family (pause 1 second) me sixten years old, mother 42 years old, father 47 years old.	Emmm... save my mother from thieves. And i will buy new motorcycle for my mother
14.	Ra	I have (pause 2 second)	I will speak loud to the

		Two members, just me and my mother. My father leave my mother when i child	thieves and stop them
15.	NJ	I have five member of family, they are me, mother, brother, father, grand mother	I will (pause 2 second) ask my mother to run with me
16.	Sw	i (pause 1 second) have 4 members of family, they are live with me, they love me and i love them	I will hit and catch the thieves
17.	E	I have many members family, they are my father, mother, grand mother, grand father, sister, uncle. They live with me since i baby.	Tell to other people around me and ask them to help my mother
18.	Ma	i have 4 family members, they are father mother, old brother and me.	I will run fast and kill the thieves with my hand
19.	Ha	I have family, (pause 3 second) my father, my mother, my brother, my sister and me.	Kick them from world and send to the hell
20.	St	Me, mother, (pause 2 second) brother, and father.	I will use my energy to save my mother

Table 4.10 shows the answer to the students' posttest. Most of the students can answer the questions quickly without pause after being taught by Tongue Twister Technique. The students can answer without a long pause and without interjection such as "emmm". The length of the utterances was long or more than one sentence like students' answer number 10, the answer of questions number 6 is *"I have four member of my family, there are mymother, myfather, me,and my sister. And I will make my parent proud of me one day"*. There is no pause in the answer.

From the table 4.10 it can be seen the improvement of studens' fluency in speaking English by using Tongue Twister Technique is better.There is the descriptive table from SPSS 16.00:

Table 4.11: Descriptive Statistics
Posttest Fluency

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	20	50	100	1635	81.75	17.417
Valid N (listwise)	20					

The table 4.11 describes the central tendency of students' fluency posttest score. There are 20 students as participants of post-test, it can be seen from the column N shows that there are 20 students are valid. The column mean shows 81.75, means that the average of the score from total number students is 81. The score of mean is gotten by calculating the score of students and divided by the total of students. The sum of score is 1635. From the data above, shows that almost all the students have good achievements in speaking of tongue twister technique. It can be seen from the average score mean 81.75. It was different with the score of pretest means that 49.25. To see the differences the researcher compare the result of pretest and posttest accuracy in a table (see table 4.12)

Table 4.12: Descriptive Statistics
Pretest and Posttest Fluency

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	25	75	985	49.25	20.344
Posttest	20	50	100	1635	81.75	17.417
Valid N (listwise)	20					

Analysis data was done to investigate the difference scores of students' pre-test and post-test. It is shown by the significant difference of students' speaking in tongue twister technique. Furthermore, to investigate significance level is lower or higher than t_{table} (0.05), the researcher analyses the data used statistical test using Paired Sample T-Test in SPSS 16.00 program and shows in this table 4.13:

Table 4.13: Paired Samples Statistics Fluency

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49.25	20	20.344	4.549
	Posttest	81.75	20	17.417	3.895

Based on table 4.13, shows the mean of pre-test is 49.25 with Std. Deviation 20.344 and mean of post-test is 81.75 with Std.Deviation 17.417. While the total number of participants (N) of study both pre-test and post-test are 20. At last, the standard error mean for pre-test is 4.549 and post-test is 3.895. These data indicate that Tongue Twister Technique can improve students' fluency in speaking English.

Table 4.14: Paired Samples Test Fluency

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	
					Lower	Upper			
Pair 1	Pretest – Posttest	-32.500	21.244	4.750	-42.443	-22.557	-6.842	19	.000

Table 4.14 discribes about paired sample test result. There are -6.842 fot t-value with degree of freedom (df) is 19. The score of speaking skills before being taught by using Tongue Twister is fair

because the mean score is 49.25. After the students treated by Tongue Twister Technique, the mean increase becomes 81.75, it means that students' speaking skills have been improved. The negative which appear in t-value above (-6.842) shows that the mean before getting treatment is lower than after it. Therefore, Tongue Twister Technique is improving students' fluency and accuracy in speaking skills.

The table value of significance level of 2 tails above is 1.729 and the value is 6.842. So that, value is higher than table (6.842 > 1.729) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected. There is any different significance of students' fluency before and after being taught by Tongue Twister Technique. It can be concluded that the use of Tongue Twister Technique can improve students' fluency and accuracy in speaking skill.

B. Discussion

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data to clarify the findings. The researcher focuses on students' fluency and accuracy in speaking English.Tongue twister technique can improve students' fluency and accuracy, it can be showed by the findings of pretest and posttest if there is an improvement in students' fluency and accuracy.

1. The Effectiveness of Students' Accuracy

Mean score from pretest's accuracy is 47.00 and posttest is 82.75, means that the posttest's score is higher than pretest's score. Then, in order to answer the hypotheses the researcher use T-test paired sample to analyze the score of pretest and posttest. The result is T-Value higher than T-Table. In accuracy findings the table value of significance level of 2 tails above is 1.729 and the value is 15.726. So that, value is higher than table (15.726 > 1.729) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected. It is related to Goldrick. M and Blumstein S. E. assumed that the "Tongue twisters are characterized by repetition of certain sounds and words or phrases with an emphasis on pronunciation, stress, intonation,

speed and speech".[43] It means that Tongue Twister Technique also intended to help the students identify the difference between similar and confusing letter sounds.According to Torres that there are some components in which teachers can test accuracy such as, pronunciation, vocabulary and grammar; in contrast, there are some elements to test fluency such as, mechanical skills, language use and judgment skills.[44] That is also related with the observation checklist point 5, 9, 12, that students' articulation is almost clear after got the treatment. Students can pronounce "*TH*". Students also can speak accurately when practicing tongue twister.

This research was same with the previous study by Tri Iriani under the title *" Improving Fifth Graders' Pronunciation Of "Th" By Using Tongue Twisters" in 2015*. This research aiming at finding out how effective *Tongue Twisters* in helping fifth grade improve their pronunciation of /ð/ and /θ/. Based on the observation, the researcher found that one of the students' problems in learning English was pronunciation and one of the useful methods for teaching pronunciation is by providing oral exercises. This research used class action research as the methodology. This research focuses on pronunciation, esspecially on fluency and accuracy aspect.

From Yollanda L. Turumi,Jamiluddin,Salehuddin also doing a research with a title *"Using Tongue Twister to Improve The Pronunciation of Grade VIII Students"*. The subject of the research was seven grade of junior high school, but in this research the subject is eleventh grade of SMK Al-Muhajirin. In this research also improve /ð/ and /θ/. But there are some students can not apply how to pronounce good enough.

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[43] . Matthew Goldrick and sheila E Blumstein, *Cascading Activation From Phonological Planning to Articulatory Processes: Evidence from Tongue Twisters*. Department of Cognitive and Linguistic (Science Brown University & Department of Linguistics Northwestern University,2008)

[44] . AlicruzRojano Pineda. *Developing Fluency And Accuracy In Speaking.*(Universidad Santo TomásVicerrectoría De Universidad Abierta Y A Distancia.), 21.

2. The Effectiveness of Fluency

The result of fluency findings shows that the score of speaking skills before being taught by using Tongue Twister is fair because the mean score is 49.25. After the students treated by Tongue Twister Technique, the mean increase becomes 81.75, it means that students' speaking skills have been improved. The table value of significance level of 2 tails above is 1.729 and the value is 6.842. So that, value is higher than table (6.842 > 1.729) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected.According to Jack C. Richard that students practice using the new structure in different context, often using their own context or information, in order to develop fluency with the new pattern.[45]It is related with the observation checklist for number 3, 4, 10, in the observation checklist explain that students almost coherently after received the treatment from the teacher. Students also seldom silent pause more than 3 second. it means that there are correlations with observation checklist number 10, that students can speak fluently when practicing tongue twister technique than before.

From the result and discussion, the first hypothesis is about the effect of Tongue Twister Technique can improve students' fluency and accuracy in speaking at second grade of SMK Al-Muhajirin proposed by the researcher was accepted. So that, Tongue Twister Technique can improve students' fluency and accuracy in speaking English.In the pre-test there are a lot of students who have lacked in pronunce /ð/ and /θ/ and sometimes have long pauses, so it is as the weakness of this section. The students come infront of the class one by one, then the teacher gives seven questions to the students, some of students can not answer the questions accurately and fluently. After getting treatment, the students showed the progress of post-test result. By applying Tongue Twister Technique, the problem of pronunce can be solved. The quality of speaking is good enough, they can speak confidently and louder. The students feel enjoy when applied Tongue Twister Technique. The students also feel easy to learn about pronunciation. The impact of the technique was

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[45] . Jack C. Richard. *Communicative Language Teaching Today*.(Cambridge University. 2006), 8.

morefun and not bored. Based on post-test result, the students can pronunce /ð/ and /θ/, students can speak fluently enough. At last, the students can enjoy the lessons when learn about speaking.

All of above-mentioned that the result also in accordance with the theory that stated about Tongue Twister Technique. According toKarin M. Cintron, state that tongue twisters are a great way to introduce the concept of alliteration and help those trying to learn English better understand the language.[46]By practicing tongue twisters make people who are learning English to strengthening their speech skills. The faster of person can say the tongue twister without slipping up, become the stronger their language skills.It was the same as the observation checklist point 1-2, students almost feel easy when applying tongue twister than before. Student feel enjoys and fun when the teacher delivered and giving drilled of the difficult pronounce by using Tongue Twister.

From all those theories, it can be concluded that Tongue Twister Technique can decrease problematical in fluency and accuracy of speaking. Moreover, the use of Tongue Twister Technique is to motivate and improve students' fluency and accuracy in speaking. It means that by using Tongue Twister, the students can be an easy way to pronunce the difficult vocabullary and learn pronunciation. All the statements above can be proven by the result of post-test that the score was higher than pre-test score and the observation checklist.

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[46]. *The use of Tongue Twister*. (http://www.aminlimpo.com/2012/11/the-use-of-tongue-twister-to-improve.html accesed on june 2018)

CHAPTER V
CONCLUSION AND SUGGESTION

Based on the findings and discussion, this chapter presents the conclusion of the research and the suggestion for the teacher, students, and further researcher. The result of the finding and discussion can be concluded as the following representation.

A.   Conclusion

Based on the dataanalysed, the researcher sums up that, the gain of students' accuracy and fluency mean score from pretest is 47.00 and posttest is 82.75, means that the posttest's score is higher than pretest's score. Then, in order to answer the hypotheses the researcher use T-test paired sample to analyze the score of pretest and posttest. The result is T-Value higher than T-Table. In accuracy findings the table value of significance level of 2 tails above is 1.729 and the value is 15.726. So that, value is higher than table (15.726 > 1.729) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected. In fluency findings the table value of significance level of 2 tails above is 1.729 and the value is 6.842. So that, value is higher than table (6.842 > 1.729) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected. This study can answer the reasearch question that Tongue Twister Technique effective to improve fluency and accuracy in speaking English.

B.   Suggestion

Based on the conclusion above, the researcher gives some suggestions concerning the application of Tongue Twister Technique in teaching Speaking and learning process to the English teacher, students and further researcher.

1. English teacher

It is suggested for English teachers to apply Tongue Twister Technique in teaching speaking. It is because Tongue Twister Technique can help students to focus and improve their accurate pronounce and fluency in speaking. The impact of implemented Tongue Twister Technique is the students have a good pronounce, and fluent speaking. In addition, the teacher

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should master how the technique works, so the technique can be successful to increase students' speaking skill.

2. Students

In learning English, especially in speaking the students should be more motivated. Considering that speaking is the most important skill. To mastery in speaking skills, the students should understand what aspects are included in speaking, what the difficulty of the word and practice it. They should follow the phonetic alphabetto produce the good speaking. The last, it is suggested for the students to apply an effective technique to help them in speaking.

3. Further Researcher

The result of this study is used as consideration for the next researcher in conducting the research that has correlation with this thesis. English Teacher can use Tongue Twister Method in teaching and learning process because Tongue Twister is suitable to apply in the classroom especially for Teaching Pronunciation to English as foreign language (EFL) students, Tongue Twister can make a different atmosphere in the teaching and learning process because this method one of methods that can make students more interesting and also make a teacher be creative to give the material for students than just make conventional method.

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