

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is a universal language and it is used by all people over the world. Now days, speak English has become a necessity. It has become more like a status symbol. All the companies are recruiting only those people who speak fluent and correct English. With the coming up of the call centre and Multinational companies the need for English language has increased ten folds. With all this, happening one cannot afford to live without speaking English.<sup>1</sup>

Speaking is one of four skills that should be developed in teaching English. Speaking is important to make social content with people, to establish rapport or to engage the harmless chitchat that occupies much of the time spend with friends.<sup>2</sup> Speaking consist producing systematic verbal utterance (utterance are simply people say) to convey meaning. Speaking is “an interactive process of constructing meaning the involves producing and receiving and process information, but it is not completely unpredictable. Speaking is such a fundamental human behavior that we do not to stop analyze it unless there is something noticeable about it<sup>3</sup>. For example, if a person is experiencing a speech pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury), we may realize that the speech is atypical.<sup>4</sup> Based on the statement above, speaking is important for

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<sup>1</sup> Robert Carmen “*Spoken English Flourish Your Language*”,(CHANDIGARH: ABHISHEK PUBLICATION Press, 2010),1.

<sup>2</sup>Richard, Jack, G Wily A. Renandya, *Methodolgy in Language Teaching, On Ontology Of Current Practice*, (Cambridge: Cambridge University Press, 2002),201.

<sup>3</sup> Kathleen M. Bailey and David Nunan *Practical English Language Teaching Speaking* (New York: McGraw-Hill ESL/ELT),2.

<sup>4</sup>Bailey, Kathleen M. *Practical English Language Teaching: Speaking*. MC Grew Hill, 2005.

students in learning process and people in general. Speaking is a tool of communication that very easy to understand meaning if the speaking is smooth, but if the speaking disjointed and mispronounced others might not understand the meaning. Pronunciation is the foundation of speaking. Good pronunciation may make the communication easier and more relaxed and more successful but poor pronunciation can never facilitate effective communication. If they didn't know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication. In learning foreign language specially English language. It must be really understood that the language sound system different between Indonesian language. There are several sound of English language are not found in Indonesian language, such as vocal, consonant, diphthong and another sound system. Beside that in Indonesian language stress, length and intonation not influence the meaning of a word or phrase. Caused existence the different various, the English learners often experience difficulty that caused by anything various: the different sensitivity of ear, the matter of making foreign sounds, the distribution of the sounds, and fluency.

In English language is many words have the same pronunciation but usually we written differently with different meanings. For example "to, two and too" which all have the phonetics transcription /tu/. Sometimes, words can be written similarly but have different pronunciations as the letters "ch" Children chuckle cheerily, Charlie chooses cheese and cherries and for letter "j" Jean, Joan, George and Gerald judged generally.<sup>5</sup> The main point to learning English is pronunciation mastery, so that the not native speaker can express words, phrase and sentences as

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<sup>5</sup> <http://www.uebersetzung.at/twister/en.htm>. 1st International Collection of Tongue Twisters  
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well as the native speaker do. It is very important because in English language, error pronunciation will cause the meaning of the words error. As consequences, the information is conveyed will not accepted clearly. For many students, learning to speak English is a priority. The students have to explore their idea with verbal utterances clearly. But in fact, students feel difficult especially in speaking and pronunciation. They also understand that the basic knowledge of phonetics and pronunciation are very important to them. The general problem their students it same, English is difficult because it is not their own language and the writing and pronunciation of the words make the students are confused.

Based on the explanation above, it is very important to introduce the role of English speaking with correctly of pronunciation toward the English learner especially of SMP and SMA. Thereby can be expected to appear the English learners that able to master the role of speaking with pronouncing correctly in English language ,so finally the students can speak English accuracy and fluency. All problems above will be come by the effectiveness of tongue twister in teaching speaking words.

A tongue twister is a method which uses a sentence. The same words in the sentence repeated for times, and so is the sound of consonants. The purpose of this game is to optimize the ability in uttering the words correctly and correcting the vowels and consonants.<sup>6</sup> Tongue twister is a series of words or longer piece laid a poem, constructed to be very difficult to pronounce properly. Tongue twister are used to create humor by challenging someone of reapeat them very fast and listening to the funny results, as well as by public speakers and speech language students to increase verbal agility. Tongue twister are also useful in understanding

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<sup>6</sup> <http://www.amin.limpo-blogspot.com/2012/11/the-use-of-tongue-twister-to-improve.html> .  
Access date 15 June 2016/21:45

how we process language. It turns out that there are certain sound sequences that are difficult to alternate because changing position in the mouth or the aural feedback of the sound similarities, and tongue twister focus on these.

In this speaking research it's not easy material in to be teaching speaking English, so to make attractive learning speaking and make the students happy some possible ways should be applied and one of them is mastery of speaking by using media. Many media that used to learning speaking, and for this research, writer choose tongue twister method.

Twister tongue can make the learn process more active and attractive, teacher and students must be interest each other. The twister tongue in this research is some words or sentences which is a student feel difficult if they speak with fast like a Peter Piper picked a peck of pickled peppers. In one of book explain that the twister tongue can use in other language like Indonesian etc. So, the students can use this method to learn pronunciation other language not only English.

According to the information, the writer found that the tenth grade of MA MAARIF Mlati Pacitan the speaking ability is low. The researcher has done observation for several days and found some problems. First, the students' low of the motivation. They do not pay much attention to learning process because feel bored with material and technique of learning. Second problem is the students are difficult to explore their idea orally and afraid to speak it in front of class. Third, is the basic problem, the teachers usually dominates in speaking class activity or we can say used teachers centre style. So, it make students lazy to try speaking fluently and it does not make the students feel interested the learning process. Based on the problems faced by students in speaking, the researcher would like to solve the problems by applied tongue twister method.

## **B. Limitation of the Problem**

To avoid a for ranging discussion, this study focuses on some concerns identified as follow, this study focuses on the using media (twister tongue) are the student's speaking skills. This study takes the tenth grade students of MA MA'ARIF Pacitan as sample of study and this study uses t-test as the technique of data analysis.

## **C. Statement of the Problem**

Based on he background of the problem, to understand the problem easily, the researcher classifies the problems as the following:

1. How is the students' speaking achievement who are taught by using tongue twister and conventional method for tenth grade students of MA MAARIF PACITAN ?
2. Is there a differences on students' speaking achievement who are taught by tongue twister method and without tongue twister method ?

## **D. Objective of the study**

Concering with the statement of the problem this research is to know:

1. To know the effectivennes of using media (twister tongue) to the tenth grade students of MA MA'ARIF in academic year 2015/2016.
2. Is there any significant difference on students' speaking achievement between the students' who have been taught using tongue twister and those who have been taught using a conventional method at the tenth graders of MA MA'ARIF Mlati Pacitan in academic year 2015/2016.

## **E. Significances of the Study**

### **1. Theoretical significances:**

- a. The result of the research can improve the knowledge about teaching and learning speaking using tongue twister method.
- b. The result of the research can be use as the references for those who want to conduct a research in teaching speaking.

### **2. Practical significances:**

- a. For English teacher, it can be considered to know the students' speaking skill and give alternative method to teach speaking and pronounce using tongue twister method.
- b. For the students, this study is an expected to students particularly the tenth grade students of MA MA'ARIF Pacitan in academic year 2015/2016. By using tongue twister method. The students are expected to have high motivation in learning English. As the result, the students are able to increase speaking skill.
- c. For the readers. This study is an expected to give a contribution to readers, particularly the students of English Department at STAIN Ponorogo in enriching references concerned with the implementation of tongue twister in teaching speaking.

## **3. Organization of the Thesis**

The research organizes this thesis has purpose to make readers easily understanding this thesis. This thesis is divided in five chapters. Those are:

Chapter I : Introduction; consist of; Background of the study, Limitation of the problem, statement of the problems, Objectives of the study, Organization of the thesis.

Chapter II : Reviewing of related Literature; consist of Theoretical Analysis. Theoretical Framework, and Hypothesis.

Chapter III : Research Methodology consist of Research Design, Population, Sample and Respondent, Technique of data Collection, Instrumen of Data Collection, Technique of Data Analysis.

Chapter IV : Research Result; consist of: ResearchH Location, Data Description, Data Analysis, and Discussion.

Chapter V : Closing; consist of the conclusion of the research and recommendations.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter review of related literature is used in this study. The review of related literature have a purpose of provide and information concerned with the research problem, including over views of nature speaking, speaking ability, component of speaking, teaching speaking in MA MA'ARIF Mlati Arjosari Pacitan, tongue twister, and teaching speaking using tongue twister method.

#### A. Theoretical Background

##### 1. Speaking

Speaking is such fundamental human behavior that we can to stop analyzed it unless there is something noticeable about it.<sup>7</sup> Every day we meet people and talk something. Interaction in society cant' be avoid because we need others people in life. Interaction is use to show our feeling, situation, sense, ideas etc. According Flores, speaking is an interactive process of constructing meaning that involves producing. Receiving and processing information.<sup>8</sup> In here, the transferring information is goal of speaking, the good information and clearly in convey of information it easy to understand.

##### a. Definition of Speaking

Speaking is one of basic language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>9</sup> It is often spontaneous, open-ended and evolving. Speaking

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<sup>7</sup> Kathleen M. Bailey and David Nunan *Practical English Language Teaching Speaking* (New York: McGraw-Hill ESL/ELT),2.

<sup>8</sup> *Ibid*,2.

<sup>9</sup> As quoted by Kathleen M. Bailey, *Practical English Language Teaching Speaking*,2.



consists of producing systematic verbal utterances to convey meaning.<sup>10</sup> Speaking is the way of delivering oral presentation by one person or group to both individual and group. This activity can be formal or informal situation. The speakers and hearers must reach one another to give their contribution. The mastery of speaking skills in English is a priority for many second-language or foreign language learners. The consequently for the learners is the evaluate of the success in learning English as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken Language proficiency.<sup>11</sup>

From the theory above, the researcher gets conclusions that speaking is communication process between speaker and listener in conveying in certain situation.

## **b. Speaking Skill**

Speaking skill is an important basic in language, Speaking is easy and fast manner to share ideas, information and something then use writing or code. Speaking skill is use to express their ideas and to communicate to other people.

According Savignon, in Kathleen “In language teaching we often to talk about the four language skill (listening, speaking, reading, and writing) in term of direction and modality. Language generated by the learners (in their speech or writing) is considered productive, and language directed at the learners (in reading and speaking) is known as receptive language.”<sup>12</sup> Speaking skill is the ability to use the language in oral form. In junior and senior high schools, this

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<sup>10</sup> Bailey, *Practical English Language...*

<sup>11</sup> Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge University Press, 2008)19.

<sup>12</sup> Kathleen M. Bailey and David Nunan, *Practical English Language Teaching Speaking*, (New York: McGraw-Hill ESL/ELT),2

given in limited to simulate the ability in producing a simple conversation on come subjects (e.g. expressing regret, agreement offer, certainly, etc.)<sup>13</sup>

Speaking is productive skill. Speaking is focus to produce systematic verbal utterances in order to convey the meaning. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second foreign language, and success is measure in terms of the ability to carry out a conversation in the language.<sup>14</sup> To make a good speakers people need to understand the basics of speaking as a stretch, tone, etc.

In short definition we can conclude that speaking skill is the ability to learn and try speaking well using the norm as speakers with speaking we can carry out our feeling through words, conversation, sharing ideas with other people. It looks a simple but in real condition especially using second foreign language it's so difficult.

The mastery of speaking skills in English is priority for many second language-foreign language learners. Consequently for using English language as the world mothers language, many learners learn this language and the evaluate their success in language learning as well as effectiveness of their English course on the basic of how much they feel they have improve in their spoken language proficiency.<sup>15</sup> So, we must have good speaking communication delivered as well as out communication.

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<sup>14</sup> David Nunan, Gurlanik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995),39.

<sup>15</sup> Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (NY: Oxford University Press, 1987), 827.

Speaking skill is often used as the sole parameter for assessing the English language competence of a person. Because these capabilities can be accessed at any time and brings it up through a variety of situations and themes. In any other, speaking skill is that performance is not bound by the situation and particular time.<sup>16</sup>

### **c. The Nature of Speaking**

To communicate with other people, we require device. The most basic device in language. Language can be used to send a message If a persons understand, can be a dialogue or printing media. The problem to share information is many language in the world. Every country have a mother language. To solve the problem we can use majority language in the world and the one of language is English language.

Speaking is one of device to transfer information to other people, the important of speaking in life is to easier convey a news with fast and concise. Speaking consist of producing systematic verbal utterance to convey meaning.<sup>17</sup> Based on statement above, speaking is the one of media to share and inform news and expressing one of feeling in speech.

### **d. Component of Speaking**

Speaking is a complex skills, the skill is comprise of grammar, vocabulary, pronunciation and fluency.

#### **a) Grammar**

Grammar is structure of a language and the way which units such as words and phrases are combined to produce sentences in language.<sup>18</sup> The

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<sup>16</sup> Aries Fitriani, *Silabus Speaking I dan Genre Speaking SLTP*, (Ponorogo: STAIN Ponorogo Press, 2012),1-3

<sup>17</sup> Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (Singapore:Mc Graw Hill, 2005),2.

<sup>18</sup> David Nunan, *Practical English Language Teaching: Grammar* (Singapore: McGrawHill,2005),2.

learners needed a grammar to arrange a correct sentence in conversation. Grammar is the one of basic rules in learning English language, with grammar we can easy to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The function of grammar beside to correct sentence and make effective sentence. Grammar is also to know how present ideas forcefully without confusing words, by choosing language suited to our purpose.

#### b) Vocabulary

Vocabulary is one of micro skill in language and important to develop of vocabulary skill. Vocabulary is total number of words.<sup>19</sup> Without having a sufficient vocabulary, we cannot communicate effectively and we will feel difficult to express their ideas in both oral and written form. Vocabulary is about words, the words in language or a special set of words we are trying to learn. Vocabulary is so important to created and expand the diction.

#### c) Pronunciation

The one of key to success in learning to speak a foreign language is having good pronunciation. Pronunciation is the way a word or a language is spoken, or the manner in which someone utters word. It is important to understand information about how the sounds of English are produce.<sup>20</sup> By this explanation, we can conclude that pronunciation is the manner to talk foreign language with clearly.

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<sup>19</sup> Martin H. Manser, *Oxford Learner's Pocked Dictionary* (New York: Oxford University Press, 1995), 462.

<sup>20</sup> Kathleen M. Bailey and David Nunan, *Practical English Language Teaching Speaking*, (New York: McGraw-Hill ESL/ELT), 65.

#### d) Fluency

Fluency is also called volubility, that is the property of a person or of a system that delivers information quickly and with expertise. Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.<sup>21</sup> Key to increase fluency is to use words that are ready well to understand in many different contexts and situation sentence. The more frequently used words that have been learn, the more the word attached in the memory, and the easier it is to remember and use the word conversation.<sup>22</sup>

## 2. Teaching of Speaking

### a. Definition of Teaching

Teaching is a system which content of teacher, learner, material, method, and media.<sup>23</sup> Teaching is activity to transfer knowledge from teachers to students. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>24</sup> Teaching can be call activities to share knowledge, positive behavior to get maximal information with the purpose to improve the learner ability.

Teaching speaking is the instruction of the teachers to students to encourage them in using the language orally to express their idea, information, or feeling to someone else and to improve foreign language mastery. Although speaking is a totally natural, speaking in a language other than our own is anything but simple.<sup>25</sup>

For many years, teaching speaking has been undervalued and English teachers

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<sup>21</sup> *Ibid*, 124.

<sup>22</sup> Margaret D. Shertzer, *The Element of Grammar*, (New York Macmillan Publishing Company, 1986), 128.

<sup>23</sup> Iskandarwassid & Dadang Suhendar, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosada Karya, 2009), 1.

<sup>24</sup> Douglas Brown, *Principle Language Learning and Teaching*, (San Francisco State: University Addison Wesley Longman Inc, 2000), 7.

<sup>25</sup> *Ibid*, 48.

have continued to teach speaking just a repetition of drills or memorization of dialogues. However, today's world requires that way, students can express themselves and learn how to follow the social cultural rules appropriate in each communicative circumstance.

O'Malley said, "In the classroom, teachers act as models and demonstrate mental process and learning strategies by thinking aloud to their students. They also act as mediators by helping learners use strategies to understand and organize information and showing them how to become autonomous learners".<sup>26</sup> In this case, the teacher has to give the learners an opportunity to building a new knowledge. Student must be involved in teaching process of helping students to understand the new knowledge that they have experienced and to achieve the better understanding of it.

Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.<sup>27</sup> The teacher as a facilitator and guide in the learning process, the teacher not only make the learners understand with the materials but a teacher also has able to set a good and comfortable condition for students to learn.

Based on the explanation above, teaching is an process to transferring knowledge and learn to do something and it include a transmission of skill, attitudes, and sciences.

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<sup>26</sup> Michael J.O'Malley, *Authentic Assessment for English Language Learners Practical Approaches for Teacher*, (USA: Addison-Wesley Publishing Company, 2001), 59.

<sup>27</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, 7.

## **b. Definition of Teaching Speaking**

Teaching speaking is activity to improve the students' ability in spoken English language. According to Huges, "teaching speaking is an excellent, teacher, and friendly instructions to the main technique for dealing speaking tasks, convening fluency practice topic vs task-focused speaking activity, discussion activities, other interaction role play and oral testing".<sup>28</sup>

From the Huges' states teaching speaking have many ways and roles to bring the students use the target language.

## **c. Characteristic of A Successful Speaking Activity**

Characteristic of a successful speaking activity commonly are:

### 1) Learners talks a lot

The period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken by teacher talk or pauses.

### 2). Participation is event

Classroom discussion is not dominated by minority of talk active participants. All of learners can give contribution are fairly evenly distributed. All of learners able to try speak and contributions are fairly evenly distributed.

### 3). Motivation is high

The learners are eager to speak because they are interested with the topic and hove something new to say about it, and the other reasons they want to contribute to achieving to ask objective.

### 4). Language is of an acceptable level

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<sup>28</sup> Rebecca Huges, *Teaching and Researching Speaking* (London: Pearson Education, 2002),48.

Learners express themselves in utterance that relevant, easily comprehensible to teaching other and of an acceptable level of language accuracy.<sup>29</sup>

#### **d. Kinds of speaking Activities**

Teaching speaking should be taught in attractive and communicative activities.

There are many kinds of classroom speaking activities, they are:

##### **1) Acting from a script**

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. In this process teachers play roles theater or drama, it is important to train the students to speak act out dialogues they have written themselves. In acting the dialogue, the students will be helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

##### **2) Communication games**

Games are designed to provoke communication between students, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

- Information gap games: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and picture), put a thing in the right order(describe and arrange), or find similarities and differences between pictures.
- Television and radio games: imported into the classroom, often provide good fluency activities.<sup>30</sup>

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<sup>29</sup> Penny Ur, *A Course in Language Teaching*, (United Kingdom: Cambridge University Press, 1996), 120.

<sup>30</sup> Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 1998), 348-349.



### 3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. This activity can be use for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

It can be train the students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

### 4) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process

### 5) Simulation and role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be use by teachers to teaching speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions.

### e. Speaking Assessing

Assessing speaking as straight forward as testing grammar or vocabulary, in here, there are some kinds of assessment approaches that used to specific part of speaking. Those are:

- 1) Unlike reading, writing and listening activities, speaking require some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about, making mistakes, fearful of criticism or losing face, or simply shy of attention that their speech attracts.
- 2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

- 3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard: and in large group this is mean that each one will have only very little taking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- 4) Mother-tongue use

In classes where all, or the number of the learners share the same mother tongue, they may tend to use it. Because it is easier, because it feels unnatural to speak to one another in foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If the students talking in small groups it

can be quite difficult to get some classes-particularly the less disciplined or motivated ones to the target language.<sup>31</sup>

Based from the principle above, the teacher must have a variation method and strategy suitable with material in order. So, the teacher can do the learning activity with effectively, actively, and also be interesting.

The problem solving in learning speaking, there are:

a) Use group work

These increase the sheer amount of learner talk going on in a limited period of time and also lower the inhibitions in learners who are unwilling to speak in front of the class. It is true that group work means the teacher cannot supervise all learner speech. So, that not all utterances will be correct and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practices is still likely to be far more than in the full- class set up.

2). Based the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach a review essential vocabulary before activity start.

3). Make a careful choice of topic and text to stimulate interest.

4). Give some instruction of training in discussion skills

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<sup>31</sup> Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 121.

If the test based on group discussion then include instruction about participation when introducing it. For example, tell learner to make sure that everyone in the group contribution to discussion: appoint a chairperson to each group who will regulate participation.

5) Keep student speaking the target language

You make appoint one of the groups as monitor, whose job it is remained participant to use the target language, and perhaps report later to the teacher how well the groups managed to keep to it. Event it there is no actual penalty attached, they very awareness that someone is monitoring such lapses help participant to be more careful.

However, when all is said and done, the best ay to keep student speaking the target language is simply to be yourself as much as possible, reminding them and the modeling the language use yourself.<sup>32</sup>

### **g. Speaking Assessment**

The speaking assessment is measure speaking skills in relation to workplace. The test made up of three parts: a face to face interview, a short presentation and information, exchange discussion. For a good ordered speaking class, Brown proposed classroom speaking performance as follows:

- 1). Imitative speaking, here the learners learn about imitation a word or phrase, the kind of test is word repetition task.
- 2). Intensive speaking, goes one stop beyond imitative to that is include any speaking performance that is designed to practice some phonological or grammatical aspect language.
- 3). Responsive, short replies to teacher or student-initiated questions or comment.

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<sup>32</sup> *Ibid*,121-122.

- 4). Transactional (Dialogue) carried out for the purpose of conveying or exchanging information.
- 5). Interpersonal (Dialogue) carried out for the purpose of maintaining social relationship rather than for the transmission of fact and information.
- 6). Extensive (Dialogue) designed for intermediate to advance level students, to give extended monologue in the forms of oral reports, summaries, short speech.<sup>33</sup>

Table 2.1 Speaking Assessment.<sup>34</sup>

Assed aspect		score
Pronunciation	Has few of foreign accent	50
	Always intelligible, though one is conscious of define accent.	40
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	30
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	20
	Pronunciation problems so severe as to make speech virtually un intelligible.	10
Grammar	Make a few noticeable errors of grammar of word-order.	50
	Occasionally makes grammatical and word-order errors which do not, however, obscure, meaning.	40
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	30

<sup>33</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Francisco: Pearson Education, 2001).271-274.

<sup>34</sup> [https://www.cmu.edu/teaching/assessment/examples/scss/programs\\_rubric-CSgradprogram.html](https://www.cmu.edu/teaching/assessment/examples/scss/programs_rubric-CSgradprogram.html)), access date 27 September 2016/22:15.

	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and restrict him self to basic patterns.	20
	Errors in grammar and word order so severe as to take speech virtually untelligible.	10
Vocabulary	Use of vocabulary and idioms is virtually that of native speakers.	50
	Sometimes uses inappropriate terms and must rephrase ideas because of lexical inadequacies.	40
	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary.	30
	Misuse of words and limited vocabulary make comprehension quite difficult.	20
	Vocabulary limitation so extreme as to make conversation virtually impossible.	10
Fluency	Fluency as fluent and effortless as that of native speaker.	50
	Speed of speech seems to be slightly affected by language problems.	40
	Speed and fluency are rather strongly affected by language problems	30
	Usually hesitant often forced into silence by language limitation.	20
	Speech is halting and fragmentary as to make conversation virtually impossible.	10

### **a. The Goal of Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. The goal of teaching speaking is make students are able to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use words and sentence stress, intonation patterns and rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing value and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which called as fluency.<sup>35</sup>

### **3. Tongue twister**

#### **b. Definition of Tongue Twister**

A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly. Even native English speakers find the tongue-twisters on this page difficult to say quickly.<sup>36</sup> Tongue twisters are words, phrases, or sentences that are difficult to say because of a varying combination of similar sounds. They can be very challenging as well as motivating and fun to learn. People want to repeat

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<sup>35</sup> Kayi Hayric, Teaching Speaking: Activities to Promotes Speaking in a second language,

<sup>36</sup> Robert Carmen "*Spoken English Flourish Your Language*",(CHANDIGARH: ABHISHEK PUBLICATION Press, 2010),114.

tongue twisters. This makes them ideal for reinforcing newly acquired articulation skills, increasing mean length of utterance, and improving self-monitoring skills.<sup>37</sup> Some tongue-twisters produce results which are humorous when they are mispronounced, while others simply rely on the confusion and mistakes of the speaker for their amusement value. Tongue twister is a series of word or a longer piece, like a poem, constructed to be very difficult to pronounce properly. Tongue twister are used to create humor by challenging someone to repeat them very fast and listening to the funny results, as well as by public speakers and speech language students to increase verbal agility. Tongue twisters are also useful in understanding how we process language. it turns out that there are certain sound sequences that are difficult to alternate because of the changing position in the mouth and the aural feedback of the sound similarities, and tongue twister focus on these. The speech-language pathologist (SLP) begins by saying the tongue twister completely so as to emphasize the targeted sound. Next, he/she identifies the target sound words with the child. The child says the words, producing the target sound correctly. Then the learners say the tongue twister by either repeating after the SLP, one line or phrase at a time, or by choral reading (reading the same thing at the same time). When accuracy improves, you can encourage the child to read a little faster. Each repetition of a complete tongue twister is a little faster than the one before. The child tries to keep the words from becoming “twisted.” The tongue twister can help other communication skills with some aspect:

- Tongue twisters can provide a variety of opportunities to practice speech/language goals. You can use tongue twisters in the following ways.

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<sup>37</sup> Kevin Stuckey, M.Ed., CCC-SLP “Tongue Twister as Therapy Tools”, [www.superduperinc.com](http://www.superduperinc.com), pg 1-2, 26/10/2016,11.00pm.



- Auditory Discrimination: The SLP purposefully misarticulates a word(s) while saying the tongue twister. The child listens and identifies the incorrect productions.
- Language: Have the child complete sentences, answer “Wh” questions, and identify regular and irregular past tense verbs, adjectives, and adverbs. You can also use the target words to teach or reinforce rhyming, synonyms, antonyms, and homonyms.
- Fluency: Have the child practice a smooth rate and rhythm of speech.
- Voice: Have the child practice using proper breath support and vocal hygiene.<sup>38</sup>

Here is the example of tongue twister: Through three cheese trees three free fleas flew. While these fleas flew, freeze breeze blew, how many boards could the Mongols hoard If the Mongol hoards got bored.<sup>39</sup> The reason why the researcher chose tenth grade of Senior High School of MA MAARIF Mlati Arjosari Pacitan, because the researcher wanted to solve their problem in pronouncing difficult words especially for fricative inter dental sounds by using tongue twister that is believed to be able to improve speaking.

### **c. Advantage of Using Tongue Twister in Language Teaching**

Tongue twisters improve their motivation as a result of various activities conducted during the course like, watching videos, peer teaching, retelling story. They become more self confident as they are actively involved in the learning process. Their awareness of using accurate speaking and pronunciation also improves. It was

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<sup>38</sup> Kevin Stuckey, M.Ed., CCC-SLP

<sup>39</sup> <http://www.uebersetzung.at/twister/en.htm>. 1st International Collection of Tongue Twisters, ), access date 27 September 2016/22:15.

indicated when one of the students, spontaneously, told us that so far he made mistake when pronouncing the word 'sweater'. He used to pronounce /swi:te(r)/ 'sweeter' instead of pronouncing the correct one /swetə/. Secondly, the class condition also improves. The students learnt in more exciting and relax atmosphere. They were willing to actively response to the lecturer's questions and instruction. They also enjoyed the pleasant sounds the tongue twisters made. It made the class more alive. Whispering game was one of valuable techniques to improve class condition.

Finally, their speaking ability and pronunciation improves. Since they got models from native speakers by watching youtube videos specifically concerning tongue twisters and routine drills using tongue twister before starting the class, they could minimize mistakes. The improvement was observed during course and the result of the test. Moreover, their muscles became relax when pronouncing and speak words.

Tongue twisters can provide a variety of opportunities to practice speech/language goals. You can use tongue twisters in the following ways.

- Auditory Discrimination: The SLP purposefully misarticulates a word(s) while saying the tongue twister. The child listens and identifies the incorrect productions.
- Language: Have the child complete sentences, answer "Wh" questions, and identify regular and irregular past tense verbs, adjectives, and adverbs. You can also use the target words to teach or reinforce rhyming, synonyms, antonyms, and homonyms.
- Fluency: Have the child practice a smooth rate and rhythm of speech.
- Voice: Have the child practice using proper breath support and vocal hygiene.

#### 4. Previous Study

The first previous research finding that we can be used as a consideration theory is taken by Yollanda L. Turumi<sup>1</sup>, Jamiluddin<sup>2</sup>, Salehuddin<sup>3</sup> “Using Tongue Twister to Improve the Pronunciation of Grade VIII Students” at SMP Negeri 4 Palu in Academic year 2014/2015. This research used Quantitative design and the result from this study showed the table by applying degree of freedom (df) ( $26 - 1 = 25$ ) and the level of significance 0.05, the researcher found that the value of df in the t-table is 2.06. It shows that the research hypothesis was accepted. It means that using tongue twister can improve the pronunciation of grade VIII students of SMP Negeri 4 Palu.<sup>40</sup>

The second previous research finding is taken from a thesis written by Ulupi Sitoresmi with the title “Tongue Twister in Pronunciation Class” at the second semester students of English Department Slamet Riyadi University. This research quantitative research focused that the tongue twister method has a significant effect to students at the second semester of English Department Slamet Riyadi University.<sup>41</sup>

The students reported that they had never used tongue twisters before. They found the drills useful and interesting. The class became fun and active. However, some still found difficulty while using tongue twisters especially the speed and time consuming. Tongue Twisters are useful drills to improve motivation, class condition, and pronunciation skill of the second semester students of English Department Faculty of Teacher Training and Education Slamet Riyadi University.

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<sup>40</sup> Using Tongue Twister to Improve the Pronunciation of Grade VIII Students” at SMP Negeri 4 Palu in Academic year 2014/2015

<sup>41</sup> Tongue Twister in Pronunciation Class at the second semester students of English Department Slamet Riyadi University in Academic year 2014/2015

The third previous study is quantitative research. The title is “UPAYA MENINGKATKAN PENGUASAAN VOCABULARY BAHASA ANAK MELALUI METODE BERMAIN TONGUE TWISTERS”. The research used analyzed data comparative descriptive with interactive analyzed which is data reduction, showing data, and conclusion from data analyzed.. We can conclude that using tongue twister can improve student vocabulary ability at Kindergarten Dharma Wanita, Krendowahono, Gondangrejo, Karanganyar. It is proves research finding that the hypothesis.

The fourth researcher found other previous study. This research was presented by Anita Puspitasari under the title “The Models of English Language Development in Improving Speaking Ability to the Eleventh Grade Students of Vocational High School 1 Jenangan Ponorogo in Academic Year 2009-2010”.

The research focus of it was the model of English Language teaching development. The model means the application of some strategies to improving speaking ability to the eleventh grade students of vocational high school 1 Jenangan Ponorogo.

This research used teaching development method program to increase the student ability.

The fifth research is written by Tri Iryani “IMPROVING FIFTH GRADERS’ PRONUNCIATION OF “TH” BY USING TONGUE TWISTERS” (An Action Research on Fifth Graders of SDN Mojoagung 01,

Trangkil- Pati in the Academic Year of 2014/2015). Final Project. English Department, Faculty of Languages and Arts, Semarang State University.<sup>42</sup>

This research is a classroom action research aiming at finding out how effective Tongue Twisters in helping fifth graders improve their pronunciation of /ð/ and /θ/. Based on the observation, I found that one of students' problems in learning English was pronunciation and one of useful methods in teaching pronunciation is by providing oral exercises.

### **5. Theoretical Framework**

Theoretical framework is a concept in thesis about how the theories can be related with the factors which are identified as the important problems.

In this research, the researcher concludes this thesis consist of two variable and the main research variable are:

Tongue twister method (as variable x)

Speaking ability (as variable y)

Based on theoretical analysis above the writer can apply the theoretical frame work if using tongue twister technique is effective in teaching speaking. It makes the students enjoy, active, and interesting in the classroom.

### **5. Hypothesis**

Hypothesis is the alternative of guess answer which was made by the researcher for the problems which has which has in his presented. The guess answer is the truth which will be tasted his truth by collecting data which is collected by researcher.<sup>43</sup> Hypothesis is temporary answer to the problem of

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<sup>42</sup> "IMPROVING FIFTH GRADERS' PRONUNCIATION OF "TH" BY USING TONGUE TWISTERS" (An Action Research on Fifth Graders of SDN Mojoagung 01, Trangkil- Pati in the Academic Year of 2014/2015)

<sup>43</sup> Suharsimi Arikunto, Manajemen Penelitian (Jakarta: PT Rineka Cipta, 2000), 71.

theoretical research that is considered most likely and highest levels were correct.

There are two hypotheses:

Ha : There is significant difference on the speaking abilities of the students who are taught by tongue twister method and the students who are not taught by tongue twister method.

Ho: There is no significant difference on the speaking abilities of the students who are taught by tongue twister method and the students who are not taught by tongue twister method.

## CHAPTER III

### RESEARCH METODOLOGY

This chapter presents the researcher methodology used in this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves approach and research design, population, sample, data collection instrument, technique of data collection and technique of data analysis.

#### A. Research Design

Research is the process to get the solution of problems after doing the study and analysis of various factors. Research is a scientific method for gaining knowledge by using an investigation for finding out empirical fact which verifies the hypothesis.<sup>44</sup> The researcher was design as quantitative research with pre experimental method.

Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods.<sup>45</sup> This research is classified into pre-experimental research that use one group pre test and post test design. In one group pre-test and post-test design that is a single group is measured or observed not only after being exposes to a treatment of some sort, but also before a treatment. Pre experimental design is conducted without a control group. In this research, the group is given a pre test before the experimental

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<sup>44</sup> Joko Subagyio, *Metode Penelitian dalam Teori dan Praktek*, (Jakarta: PT. Asdi Mahasatya, 2004), 2.

<sup>45</sup> Daniel Muij, *Doing Quantitative Research in Education with SPSS*, (London: British Library Catalogue in Publication Data, 2004), 1

treatment. After the treatment is finished, the post test is administered to see the achievement.<sup>46</sup>

According to John W. Cresswell, the design of the research as below:

Group A	O1----- X ----- O2
O1	= Pre test
X	= Treatment
O2	= Post test. <sup>47</sup>

The procedures of pre-experimental research that use one group pre-test and post-test design in this study are described:

1. Administering pre-test (O1) with a purpose of measuring students' speaking ability before applying treatment.
2. Applying experimental treatment teaching speaking using tongue twister method (X).
3. Administering post-test (O2) with a purpose of measuring students' speaking ability after applying treatment.<sup>48</sup>

The researcher design that was used by the researcher was adjusted with the purpose of the study that was to know the effectiveness of tongue twister method in teaching speaking. The effectiveness is known after finding out the significant difference between the students' achievement before being taught using Tongue twister Method and those are taught after using Tongue Twister Method to

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<sup>46</sup> Mohammad Adnan Latief, Research Method on Language an Introduction, (Malang, UM PRESS, 2014), 96.

<sup>47</sup> John W. Creswell, Research Design: Quantitative, Qualitative, and Mixed Methods Approach, (California: Sage, 2009), 160.



comparing pre-test and post-test score for tenth grade students of MA MAARIF Mlati Arjosari Pacitan in Academic Year 2015/2016.

## **B. Population and Sample**

### **1. Population**

A Population is defined as all members of any well-defined class of people, events, or objects.<sup>49</sup> From the definition, we can conclude that population is all members in the field of the research. When we decided the place of research, we will find the population. In this research, the researcher determined the subject of population were the tenth grade students of MA MAARIF Mlati Arjosari Pacitan in Academic Year 2015/2016.

### **2. Sample**

A Sample is a portion of a population.<sup>50</sup> Sample is a small group of people selected to represent the much large entire population from which it is drawn.<sup>51</sup> Thus, sampling technique was a procedure of taking part of population will be used as the sample. In a scientific research, sample is used to represented population because it was possible for researcher to collected data by all elements of population.

The sampling technique applied in this research is purposive sampling.

Purposive sampling is a technique collecting resources data use certain review. For the example people knows about expectation of

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<sup>49</sup> Donald Ary Introduction To Research In Educational (USA: Dasworth Cenggege Learning) 8<sup>th</sup> ED.148

<sup>50</sup> Ibid.

<sup>51</sup> Mohammad Adnan Latief, Research Methods On Language Learning, (Malang: UM Press, 2013). 181.

researcher, until the researcher easy to find the object or social research situation.<sup>52</sup>

The researcher used non-probably sampling. It is saturation sample because all of the population used as a sample because the population was relatively small. Through that technique, the researcher determined the population as sample the writer chose 1 class from 4 classes as a sample it was XA which consist of 15 students at MA MAARIF Mlati.

### **C. Instrument of Data Collection**

Instrument can be defined as a tool to collect data. It has to be constructed and made show the empirical data accurately as the real condition of the subject of the research.<sup>53</sup> In this research, researcher uses test and documentation as instruments of data collection.

The test was used to analyze whether any significant difference about the students who were taught by tongue twister method on students' speaking ability and the students taught conventional method on speaking ability. In MA MAARIF Mlati Arjosari Pacitan.

The data in this research were the result of the test. The data were taken from speaking test. In this studied, the data taken from the result of two group sample. The first group was the students who were taught by tongue twister method and the second group is the students who were taught by conventional method.

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<sup>52</sup> Sugiyono, *Metodologi Penelitian Pendidikan*, 300.

<sup>53</sup> S. margono, *Methodology Penelitian Pendidikan* (Jakarta: PT.Rineka Cipta, 1997),55.

Title	Variable	Indicators	Item of instruments
The Effectiveness teaching speaking using tongue twister to the tenth grade students of MA MAARIF Mlati in academic year 2015/2016	Tongue Twister Speaking Skill	The students are able to describe speaking skill	Test

To get speaking score, the researcher adapted oral assessment criteria grid by Penny Ur.

### 3.2 Table

Table 2.1 Speaking Assessment.<sup>54</sup>

Asses aspect		score
Pronunciation	Has few of foreign accent	50
	Always intelligible, though one is conscious of define accent.	40
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	30
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	20

<sup>54</sup> [https://www.cmu.edu/teaching/assessment/examples/scss/programs\\_rubric-CSgradprogram.html](https://www.cmu.edu/teaching/assessment/examples/scss/programs_rubric-CSgradprogram.html)), access date 27 September 2016/22:15.

	Pronunciation problems so severe as to make speech virtually un intelligible.	10
Grammar	Make a few noticeable errors of grammar of word-order.	50
	Occasionally makes grammatical and word-order errors which do not, however, obscure, meaning.	40
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	30
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and restrict him self to basic patterns.	20
	Errors in grammar and word order so severe as to take speech virtually untelligible.	10
Vocabulary	Use of vocabulary and idioms is virtually that of native speakers.	50
	Sometimes uses inappropriate terms and must rephrase ideas because of lexical inadequacies.	40
	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary.	30
	Misuse of words and vey limited vocabulary make comprehension quite difficult.	20
	Vocabulary limitation so extreme as to make conversation virtually impossible.	10

Fluency	Fluency as fluent and effortless as that of native speaker.	50
	Speed of speech seems to be slightly affected by language problems.	40
	Speed and fluency are rather strongly affected by language problems	30
	Usually hesitant often forced into silence by language limitation.	20
	Speech is so halting and fragmentary as to make conversation virtually impossible.	10

#### a. Validity

Validity was defined as the extent to which an instrument measured what it claimed to measure.<sup>55</sup> Validity could be divided into four types, namely content validity, construct validity, predictive validity, and concurrent validity. To test the validity of the instrument in this study, research used a type of construct validity for the variable in this study. As for how to calculate it by using the product moment correlation with formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}}^{56}$$

Notes:

$R_{xy}$  : Digit of Index Product Moment Correlation

$\sum X$  : The total score X

<sup>55</sup> Donald Ary, *Introduction To Research In Educational* (USA: Dasworth Cengge Learning) 8<sup>th</sup>ED. 225.

<sup>56</sup> Retno Widyaningrum. *Statistik Edisi Revisi*, (Ponorogo: Stain PO Press, 2009), 107.

$\sum Y$  : The total score Y

$\sum xy$  : The total of result multiplication between score X and Y

N : Total respondent

With df or db is  $n-r (16-2) = 14$  in 5% significance the price of r table is 0,30. When the price of rxy or r count is under r table it could be concluded that the grains were not valid instruments. Those the item said to be valid if the coefficient of correlation (r count) of magnitude more than 0,30.. In this validity test research, the researcher gave 1 question for this class. And the speaking scoring rubric is fluency, pronunciation, and vocabulary.

The researcher using rubric to calculate the validity test from three scoring rubric of speaking. From the result of the validity test instrument all scoring rubric are valid. To know score validity test.<sup>57</sup> From the result calculation item validity instrument above could be conclude in table as:

3.2 Table

The Result of Validity Test

Item	"r" calculated	"r" table	Notes
Fluency	2,0158	0,444	Valid
Pronunciation	2,810	0,444	Valid
Vocabulary	3,190	0,444	Valid
Structure	2,640	0,444	Valid

<sup>57</sup> See Appendix 2.

## b. Reliability

Reliability is the degree of consistency the instrument of test.<sup>58</sup>

The result of a language skill assessment has high reliability if the result precisely represents (is much closer to, or is not too far away from, or gives good estimate of, or underestimate) the true level of the skill being assessed.<sup>59</sup> The test is usually split on the basis of odd and even numbered items. The adjustment of the half-test correlation to estimate the full-test reliability is accomplished by using the Spearman-Brown prophecy formula. The applicable formula is:

$$r_{xx'} = \frac{(n)r}{(n-1)r+1}$$

$r_{xx'}$  = full-test reliability

$r$  = correlation between the two test halves

$n$  = number of times the test length is to be increased<sup>60</sup>

The detailed results of the calculation of reliability of the instrument could be explained as follow:

Step 1 : Group the items into two parts, namely about the odd item and the even item.

Step 2 : Found the correlation coefficient of the Product Moment formula between the first parts (odd item) and the second parts (even item).

Step 3 : Inserted the value of the correlation coefficient Spearman Brown.

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<sup>58</sup> Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2011), p.258.

<sup>59</sup> Mohammad Adnan Latief, *Research Methods on Language Learning, An Introduction*, (Malang: UM Press, 2014), p. 212.

<sup>60</sup> James Dean Brown, *Testing in Language Programs* (Singapore: McGraw-Hill Education, 2005), 177.

In this research, the researcher find a reability coefficient is 1,510. Thus it was consultancy with 'r' table, db=20 (5% significancy) is 0,444. Because "r" calculated higher than "r" table, so this instrument is reliable.

#### **D. Technique of Data Collection**

This research promotes test and documentation methods for collecting data.

##### **1. Test**

Test is a method of measuring of a person's ability, knowledge, or performance in a given domain.<sup>61</sup> Test was a series of practice of questions that was used to motivate the students and as a means of measuring skill, knowledge, intelligence, and talent. The test in this study used speaking performance. In here the teacher and the students administered the test. In this test the student were given the same text.

In this research, the researcher only applied experimental class and using pre test and post test to get the point of research. Because pre test was applied to know how the students' speaking ability before applied tongue twister method and used post test to know the students' speaking ability after applied tongue twister method. from this research the writer applied the test to measure the speaking achievement of the tenth grade (XA) students of MA MAARIF Mlati Arjosari Pacitan in Academic Year 2015/2016. Good instrument must meet two important requirements; they were validity and reliability. In this research, test applied to measure the speaking achievement of class XA students of MA MAARIF Mlati in academic year 2015/2016.

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<sup>61</sup> Douglas Brown, *Language Assessment* (New York: Longman, 2004), 3.



### 3. Documentation

The documentation is find the data about variable like notes, transcript, book, newspaper, magazine, meeting, agenda, etc.<sup>62</sup> In this research the researcher took the documentation was used to found documentation by taking data of school which took place of research, and documenting of the students name.

#### **E. Technique of Data Analysis**

Analysis data is processing the data obtained by using formulas or rules that are applicable to research or design approach taken. The researcher used “t” test. “t” test is used to compare the students’ speaking ability between before and after taught by using direct method. After all of data was collected, the next step to be done by the researcher is analyze the data. To analyze the effectiveness of using tongue twister method in teaching speaking students of tenth grade at MA MAARIF, the researcher used “t” test. “t” test is used to compare the students’ speaking ability between before and after taught by using tongue twister method.

After collecting the data, the researcher uses t-test to analyze the data. But, before calculate t-test it is important to calculate normality test of the data.

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<sup>62</sup> Suharsimi Arikunto, *Metodologi Penelitian Pendidikan: Suatu Pendekatan praktik*, 231.

The formula to analyze the data is:

# 1. Normality test

Normality test was used to determine whether a data set was well-model by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.<sup>63</sup>

## a. Normality test (Kolmogorov-Smirnov)

1). Calculate the mean value:

$$M_x = \frac{\sum fx}{n}$$

2). Calculate Standard Deviation

$$SD_x = \sqrt{\frac{\sum fX^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

3). T-test

T test used for small samples ( $N < 30$ )

The formula is:  $t_0 = \frac{M1-M2}{SE_{M1-M2}}$

The formula to analyze of the data:

$$SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$$

$$D = X - Y$$

$\sum D_D$  = Standard deviation from the variable X and variable Y

$\sum D$  = Sum of the differences of variable X and variable Y

a.  $SE_{M_D} = \frac{SD_D}{\sqrt{n-1}}$

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<sup>63</sup> Retno Widyaningrum, *Statistik*, (Ponorogo: STAIN PO Press, 2009),206

$SE_{M_D}$  = Standard Error from Mean of Difference.

$$\text{b.} \quad t_0 = \frac{M_D}{SE_{MD}} \text{ with } M_D = \frac{\sum D}{n}$$

$M_D$  = Mean of Difference between variable X and Y.

Interpretation of  $df = n - 1$  and then being consulted with N table.

## CHAPTER IV

### RESEARCH RESULT

#### **A. Research Location**

##### 1) Background of the School

MA MAARIF Mlati is one of the education institution in Pacitan stood on 2005 and on the year also this school has operated. This school occupies an area 700m<sup>2</sup> with building large 300m<sup>2</sup>. MA MAARIF Mlati has 8 classrooms with 154 students which are educated with 30 teachers. Science MA MAARIF Mlati was built in academic year 2005/2006.

##### 2) Geographical Location

MA MAARIF Mlati located on Jln. PUK km. 4, rt 13 rw 06 rural districts Mlati Arjosari Pacitan, East Java. MA MAARIF Mlati. Geographical category MA MAARIF Mlati is mountains.

MA MAARIF took the place north of centre Pacitan suburb at west of centre Arjosari government office. School location is very comfort and quiet because take a place in the village but for the facilities is a completely like: Clinic, bank, photo copy and near from highway.

##### 3) School Organization Structure

School organization at MA MAARIF Mlati contains: School Committee, Headmaster, Vice of Headmaster, Administration Staff, Vice Curriculum. Vice of

Students, Vice of Infrastructure, Vice of Public Relations, Teachers, Students, and Community.

#### 4) Vision and Mission of School

##### a. Vision

- a) Good achievement in academic based on faith have a conception science and technology in social life

##### b. Mission

- a) Implementing learning and effective guidance.
- b) Competitiveness both academic and non academic achievement.
- c) Realizing smart graduates a competitive, creative and has a certain noble character.
- d) Directing students to be perfect man in the community and environment.
- e) Realized the KTSP that in accordance with the potential and socio-cultural characteristic.

#### 5) The facilities and infrastructure of MA MAARIF Mlati:

- a. Ceremony field
- b. Headmaster room
- c. Teacher room
- d. Classroom
- e. Computer Laboratory
- f. Library
- g. Volley ball court
- h. Students' organization room (OSIS)

i. Canteen

6) Circumstance Teachers, Employees and Students Condition of MA MAARIF Mlati

a. State teachers

The educational process cannot be separated from the important role of a teacher. Teacher is an educator who has the task not only delivers learning materials, but also shapes the personality of the learner.

MTs Al-Hidayah Sondriyan Kendal has 30 educators. The majority of educators' status s1, as many as 27 people, while one recent education is s2 and one people last education is high school.

b. State employees

An employee at Mts Al-Hidayah Sondriyan Kendal consists of one person as the head of the administration, one administrative staff person, and one librarian.

c. Circumstances students

The students of MTs Al-Hidayah Sondriyan Kendal in academic year 2015/2016 amounted to 154 students. VII class totaled 55 students, totaling 47 students of class VIII, and IX class totaled 52 students.

## **B. Data Description**

The population that was research was the tenth grade students of MA MAARIF Mlati Ponorogo in academic year 2015/2016. The researcher took 15 students as a sample. From the tenth grade total students is 55 students as a sample, the researcher find divided them into two groups. Each group has a different total number of students.

### 1. The Result of the Students Pre Test in Experimental Group Before using Tongue Twister Method (XA)

The researcher used oral test to analyze the level score of students' speaking skill. The researcher has been gotten its pretest score from students' oral test in pre-test. The table bellow showed the score of the pre-test of the students before using tongue twister method.

**Table 4.1**

#### **The Score of the Students Before Using Tongue Twister**

NO	Name	Score			Structure	Total
		Fluency	Pronunciation	Vocabulary		
1	AnangPrima D.S	10	10	15	10	45
2	Eka Widiyaati	15	20	15	15	65
3	Grestantra Adrianto	10	15	20	15	60
4	Kristina	15	15	20	20	70
5	Khoirul Arifin	10	10	10	10	40
6	Linda Setiawati	15	15	15	10	55
7	Melani Anggraini	15	15	20	15	65
8	Riko Adi Saputra	10	10	10	15	45
9	Sholikhatun	10	15	15	20	60
10	Sugeng Widodo	10	15	15	15	55
11	Sulis Setiawati	15	15	20	20	70
12	Tria Nur Widya S	15	15	20	20	70

13	Wahyuni	20	15	20	20	75
14	Zuyina Ulfati	15	15	20	15	65
15	Zaenal Aprilianto	10	15	20	10	55

From the table above, it could be seen to looked for the mean, the range and deviation standart of students' score with this formula in bellow :

**Table 4.2**

**The count of the mean, range and deviation standart**

X	F	f.x	X: X-MX	fx	x2	f.x <sup>2</sup>
75	1	75	15,3	15,3	234,09	234,09
70	3	210	10,3	30,9	106,09	318,27
65	3	195	5,3	15,9	28,09	84,27
60	2	120	0,3	0,6	0,09	0,18
55	3	165	-4,3	-14,1	22,09	66,27
45	2	90	-14,7	-29,4	216,09	432,18
40	1	40	-19,7	-19,7	388,09	388,09
	15	895	-7,9		994,63	1523,35

$$1) \quad Mx \text{ (mean)} = \frac{\sum fx}{n} = \frac{895}{15} = 59,7$$

$$2) \quad \begin{aligned} \text{Range} &= H - L \\ &= 75 - 40 \\ &= 35 \end{aligned}$$

$$3) \quad SD = \sqrt{\frac{\sum fx^2}{n}}$$



$$= \sqrt{\frac{1523,35}{15}}$$

$$= \sqrt{101,56} = 10,078$$

After determine Mx and SDx, then determine top up and bottom. It means to know limitation of standart category of students' pre-test.

Top up of students' pre-test score :

$$Mx + 1. SDx = 59,7 + 1. 10,078$$

$$= 69,778$$

Bottom of students' pre-test score :

$$Mx - 1. SDx = 59,7 - 1. 10,078$$

$$= 49,622$$

The students' pre-test score of the tenth grade Students of MA. MAARIF Mlati Pacitan can be determined by accumulate data above. The table of analysis is :

**Table 4.3**

**The analysis data of students' pre-test score of the tenth grade students at  
MA MAARIF Mlati**

Interval	F	Category	Presents
70-75	4	High	27%
60-65	5	Medium	33%

40-59	6	Less	40%
	15		

From the calculation above, it could be conclude the mean of pre-test before using tongue twister method is 59,7 and the range is 35, and deviation standart was 10,078 the students' score of MA MAARIF Mlati is enough.

## **2. The Result Study of Students' Post-Test after Using Tongue Twister**

The researcher used oral test to analyze the level score of students' speaking skill. The researcher has gotten its post-test score from students' oral test in post-test.

### **1. The Result of Students' Post Test in Control Group (XC)**

NO	Name	Score				Total
		Fluency	Pronun ciation	Vocabular y	Structur e	
1	Anang Prima D.S	10	15	20	10	55
2	Eka Widiyaati	20	15	15	15	65
3	Grestantra Adrianto	20	20	20	15	60
4	Kristina	15	20	20	20	75
5	Khoirul Arifin	20	15	20	10	65
6	Linda Setiawati	20	20	20	10	70
7	Melani Anggraini	15	20	20	15	70
8	Riko Adi Saputra	20	20	15	15	70
9	Sholikhatun	20	20	15	20	75

10	Sugeng Widodo	15	15	20	15	65
11	Sulis Setiawati	20	20	20	20	80
12	Tria Nur Widya.S	20	20	20	20	80
13	Wahyuni	20	15	20	20	75
14	Zuyina Ulfati	20	20	20	15	75
15	Zaenal Aprilianto	10	20	20	10	60

From the table above, it could be seen to looked for the mean, the range and deviation standart of students' score with this formula in bellow :

**Table 4.2**

**The count of the mean, range and deviation standart**

X	F	f.x	X: X-MX	Fx	x2	f.x <sup>2</sup>
80	2	160	10,67	21,34	113,850	227,7
75	4	300	5,67	22,68	32,150	128,6
70	3	210	0,67	2,01	0,450	1,35
65	3	195	-4,33	-12,99	18,750	56,25
60	2	120	-9,33	-18,66	87,050	174,1
55	1	55	-14,33	-14,33	205,350	205,50
	15	1040	-10.98	-	457,595	838,5

$$1) \quad Mx \text{ (mean)} = \frac{\sum fx}{n} = \frac{1040}{15} = 69,33$$

$$2) \quad \text{Range} = H - L$$

$$= 80 - 55$$

$$= 25$$

$$\begin{aligned}
 3) \text{ SD} &= \sqrt{\frac{\sum fx^2}{n}} \\
 &= \sqrt{\frac{838,5}{15}} \\
 &= \sqrt{55,9} \\
 &= 7,476
 \end{aligned}$$

After determine  $M_x$  and  $SD_x$ , then determine top up and bottom. It means to know limitation of standart category of students' pre-test.

Top up of students' post - test score :

$$\begin{aligned}
 1) \quad &MX + 1.SD_x \\
 &= 69,33 + 1. 7,476 \\
 &= 76,806
 \end{aligned}$$

Bottom of the students' post - test score:

$$\begin{aligned}
 2) \quad &MX - 1.SD_x \\
 &= 69,33 - 1. 7,476 \\
 &= 61,854
 \end{aligned}$$

The students' post-test score of the tenth grade Students of MA. MAARIF Mlati can be determined by accumulate data above. The table of analysis is :

**Table 4.6**

**The analysis data of students' pre-test score of the tenth grade students at  
MA MAARIF Mlati**

<b>Interval</b>	<b>F</b>	<b>Category</b>	<b>Presents</b>
75-80	6	High	40%
61-74	6	Medium	40%
55-60	3	Low	20%
	15		

### **3. The Result of Assumption Test for Parametric Statistic**

#### **a. Normality Test**

Normality test was conducted to known whether the data distribution or not.<sup>64</sup> In this research, the researcher used Kolmogornov-Smirnov formula, the steps of Kolmogornov-Smirnov was :

1) Determine the Hipotesis :

Ho : The data was not normal distribution

Ha : The data was normal distribution

2) Counting the mean and deviation standart with the table :

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<sup>64</sup> Retno Widyaningrum, *Statistik* (Ponorogo: STAIN Ponorogo Press, 2009), 206.

**Table 4.7****The Result of Normality Test**

NO	X	F	Fx	X <sup>2</sup>	f.X <sup>2</sup>
1	80	2	160	6400	12800
2	75	4	300	5625	22500
3	70	3	210	4900	14700
4	65	3	195	4225	12675
5	60	2	120	3600	7200
6	55	1	55	3025	3025
		15	1040		72900

$$1) M_x = \frac{\sum fx}{N} = \frac{1040}{15} = 69,33$$

$$2) SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{72900}{15} - \left(\frac{1040^2}{15}\right)}$$

$$= \sqrt{4860 - 4.807,064}$$

$$= \sqrt{52,936}$$

$$= 7,275$$

3) Determine of fkb

4) Counting frekuensi devide the data (f/n)

5) Counting fkb devide the data (fkb/n)

6) Determine value of Z with the formula :

$$Z = \frac{X - \mu}{\sigma}$$

$$Z = \frac{X - 69,33}{7,275}$$

7) Counting  $P < Z$  (See in table normal of distribution)

8) Determine of  $a_2$  (difference between  $f_{kb}/n$  and  $P < Z$ )

9) Determine of  $a_1$  (difference between  $f/n$  and  $a_2$ )

The calculation above could be seen in this table bellow :

**Table 4.8**

Normality of data and calculation of the students post-test after using the direct method with the Colmogorov-Smirnov formula :

No	X	F	F <sub>kb</sub>	f/n	f <sub>kb</sub> /n	Z	P < Z	a <sub>2</sub>	a <sub>1</sub>
1	80	2	15	0,133	1	1,481944	0,9306	0,0694	0,0636
2	75	4	12	0,267	0,8	0,7875	0,7823	0,0177	0,2493
3	70	3	9	0,2	0,6	0,0935	0,0934	-0,334	0,534
4	65	3	6	0,2	0,4	-0,6013	0,2743	0,1257	0,6743
5	60	2	3	0,133	0,2	-1,2958	0,4015	-0,2015	0,3345
6	55	1	1	0,067	0,067	-1,99278	0,4767	-0,4097	0,4767

$A_{1\text{maksimum}}$  is

The hypothesis was :  $H_a$  was accepted if  $\alpha_1 \max \leq D \text{ table}$

:  $H_a$  was rejected if  $\alpha_1 \max \geq D \text{ table}$

Because the maximum value of  $\alpha_1$  was.... where the figure was smaller than the D table, so the decision was to accept  $H_a$ , which mean that the data about the studeents post test after using the Tongue Twister method was normality distributed.

### C. Discussion

1. The analysis of the students' speaking skill better after using direct method than those before taught by using direct method of the tenth grade of Ma Maarif Mlati in academic year 2015/2016.

#### 2. Determining Hypothesis

##### a. Ho (Null Hypothesis)

There is no differences between the student's speaking skill before and after taught by using tongue twister method of the tenth grade at MA MAARIF Mlati.

##### b. Ha (Alternative Hypothesis)

There is a differences between the students' speaking skill before and after taught by using tongue twister method of the tenth grade at MA MAARIF Mlati.

c. Determining differences of the students' speaking skill before taught by using direct method (X) and students' speaking skill after taught by using direct method (Y). These table was to calculate and determine "t" test.

**Table 4.9**

**Table to get value of "t" test**

Name	(X)	(Y)	X-Y	D2
A	45	55	-1	1
B	65	65	0	0
C	60	60	0	0
D	70	75	-5	25
E	40	65	-15	225



F	55	70	-15	225
G	65	70	-5	25
H	45	70	-25	625
I	60	75	-15	225
J	55	65	-15	225
K	70	80	-10	100
L	70	80	-10	100
M	75	75	0	0
N	65	75	-15	225
O	55	60	-5	25
			-136	2026

The steps of formula was :

1. Determine difference of variable X and Y

$$(\sum D = X - Y = -136)$$

$$\text{So, } M_D = \frac{\sum D}{N} = \frac{-136}{15} = -9,006$$

$$SDd = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$$

$$= \sqrt{\frac{2026}{15} - \left(\frac{-136}{15}\right)^2}$$

$$= \sqrt{135,667 - (-9,006)^2}$$

$$= \sqrt{135,667 - 82,192356}$$

$$= \sqrt{53,474644}$$

$$= 7,3126$$

## 2. Standard Error

$$\begin{aligned}
 SE M_D &= \frac{SDd}{\sqrt{n-1}} \\
 &= \frac{7,312635913}{\sqrt{15-1}} \\
 &= \frac{7,312635913}{3,741657387} \\
 &= 1,954384156
 \end{aligned}$$

## 3. Account “t” with formula :

$$\begin{aligned}
 t_0 &= \frac{MD}{SE MD} \\
 &= \frac{-9,066}{1,954384156} \\
 &= - 4,638801421
 \end{aligned}$$

### ➤ Interpretation :

$Db = n - 1 = 15 - 1 = 14$  and consulted with the table “t”

At the significant standart 5%  $t_0 = 4,6388$  and  $t_t = 2,14$  so  $t_0 > t_t$ , so  $H_0$  rejected and  $H_a$  accepted

At the significant standart 1%  $t_0 = 4,6388$  and  $t_t = 2,98$  so  $t_0 > t_t$ , so  $H_0$  rejected and  $H_a$  accepted

So there is a differences between the students’ speaking skill before and after taught by using direct method of tenth grade of Ma Marif Mlati.

From the calculation above, the researcher could conclude that there is a significant difference in students' speaking skill between before using direct method and after using direct method.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the research problem and data analysis, the writer draws the conclusion of this research as follow :

There is an influence of the use of tongue twister method to improve speaking ability on tenth grade students of MA Maarif Mlati in academic year 2015/ 2016. From the result above, Hypothesis (ha) said that the students using tongue twister method achieve better than student that doesn't use tongue twister method in speaking activity. And also more confident to speak up, because every meeting they have to present and feel fun learn English and the important for this research is the learners confidence, not afraid to speak English. They can improve their speaking ability.

In other word tongue twister method is effective and appropriate technique that can increase students' speaking activity at on tenth grade students of MA Maarif Mlati in academic year 2015/ 2016. At the level significant index of 5%  $t_t = 2,14$  and  $t_0 = 4,6388$  and the level of significant of 1%  $t_t = 2,98$  and  $t_0 = 4,6388$ . It is higher than  $t$  table.

#### B. Suggestions and Recommendation

At the end of this chapter, the writer would like to propose some suggestions, which helpfully would be useful for all subjects.

1. For the teachers

- a. It will be better for teacher to use tongue twister method as a method in teaching speaking, because it can make the students more understand about the materials.
  - b. In learning process, the teacher should use an interesting method or media because it makes the students learn English more exited.
  - c. The use of various methods is suggested to make the students more encourage to improve the teaching learning process.
2. For the students
- a. Motivation is an important factor in the process of English learning so the students should develop their motivation in speaking lesson.
  - b. Students should study English harder to reduce their difficulties of English learning.
  - c. Students should pay attention to the teacher explanation, so if the teacher gives question, they can do perfectly and they can do exercise.
3. To other researchers
- a. Refer to the result of the research, the tongue twister method is effective to improve the students' speaking ability. Hereby, it is expected that the result of the study make the English teacher use an appropriate teaching method of tongue twister method on improving student's speaking competence.
  - b. The researcher would like to suggest the other researcher; the result of the study can be used as additional reference to further research with the different sample and occasions.
  - c. Based on the finding of the research for the improvement of teaching English by tongue twister method is good to improve speaking ability in tongue twister program and ability in learning speaking.

#### 4. For the parents

For all parents should give more support and motivation to their children to study hard in English lesson especially in speaking skill.