The Effect of Tongue Twister Drill Technique on Students Speaking Skill

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Abstract

The purpose of this study is to determine students learning outcomes using tongue twister drill in teaching speaking for students of SMA Manggala Sakti Dadapan Solokuro. This research is experimental research. The sample of this study was the tenth-grade students of SMA Manggala Sakti Dadapan Solokuro, totalling 23 students. Data was collected through tests consisting of pre-test and post-test. The results of this study indicated that the experiment conducted by the researcher on the students was able to influence by using a test which consisted of several questions. So, the average value of the pretests is 61,32. while the post-tests have an average value of 75,32. The results of this study indicate that the experiment conducted by the researcher on eleventh grade students using a small group discussion in teaching speaking skill was able to influence student learning outcomes. It was proved by the value of t-test (,000) which was < 0,05. It indicated that there was significant, this is also indicated Ha was accepted and H0 was rejected. Based on the finding the teacher must employ a range of strategies. Drilling was recommended as a technique that English teachers should implement when teaching speaking skill. The teacher also should give variety of teaching strategies.

Tujuan dari studi ini adalah untuk mengetahui hasil belajar siswa menggunakan memutar lidah berulang-ulang dalam pengajaran berbicara pada siswa SMA Manggala Sakti Dadapan Solokuro. Penelitian ini merupakan penelitian eksperimen. Sampel penelitian ini adalah siswa kelas X SMA Manggala Sakti Dadapan Solokuro yang berjumlah 23 siswa. Pengumpulan data dilakukan melalui tes yang terdiri dari pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa eksperimen yang dilakukan peneliti terhadap siswa mampu memberikan pengaruh dengan menggunakan tes yang terdiri dari beberapa

soal. Jadi nilai rata-rata pretestnya adalah 61,32. sedangkan post-test mempunyai nilai rata-rata sebesar 75,32. Hasil penelitian ini menunjukkan bahwa percobaan yang dilakukan peneliti pada siswa kelas 11 dengan menggunakan diskusi kelompok kecil dalam mengajarkan keterampilan berbicara mampu mempengaruhi hasil belajar siswa. Hal ini dibuktikan dengan nilai uji-t (,000) < 0,05. Hal ini menunjukkan adanya signifikan, hal ini juga menunjukkan Ha diterima dan Ho ditolak. Berdasarkan temuan tersebut, guru harus menggunakan berbagai strategi. Mengulang-ulang direkomendasikan sebagai teknik yang harus diterapkan oleh guru bahasa Inggris saat mengajarkan keterampilan berbicara. Guru juga harus memberikan berbagai strategi mengajar.

INTRODUCTION

The tongue twister drill technique is a practice method used to improve speech clarity, articulation, and fluency. It involves repeatedly saying phrases or sentences that are difficult to articulate quickly and accurately due to their complex combinations of sounds. These phrases, known as tongue twisters, often contain alliteration, consonance, and other phonetic challenges that require precise control of the tongue, lips, and vocal cords.

Speaking is the most important skill to communicate successfully in this global world. English is widely spoken around the world, so students need to learn communication skills to succeed in their fields. Therefore, the classroom is an ideal place to develop good communication skills, especially speaking skills. Teachers should try to understand the problems of her ells English language learners and introduce different teaching strategies in their classes to improve students' speaking ability in English classes (Patel & Jain, 2008). This is possible if teachers change their methods and materials and use modern oral teaching techniques. Therefore, teachers should incorporate practice techniques into regular English lessons to improve the speaking skills.

Teaching learning process in English speaking skill requires the ability to master some components of the language of vocabulary, the composition of the sentence and the way of pronunciation (Farih & Dewi, 2021).

Tongue Twister Drill Technique

Hedge (2021) Hedge explains that the tongue twister drill technique is an exercise involving complex phrases designed to improve articulation and pronunciation skills. This exercise helps develop speaking fluency and reduces pronunciation errors. Then Richards and Rodgers (2022) They define the tongue twister drill technique as a training method that utilizes complex phrases to improve speed, accuracy and clarity of pronunciation. These exercises are designed to overcome phonetic difficulties and improve articulation in speaking.

In line this; Maro (2018) explains that Drill techniques are carried out in conjunction with audio linguistic methods. This method is becoming popular as the English language spreads around the world for various purposes. Using drill techniques, learners are taught to pronounce the language correctly, use correct grammar, and correct pronunciation. Supported by Harmer (2002) explains from Maro's article that the purpose of using drill techniques is to form habits through continuous repetition of correct utterances with positive reinforcement. Drill techniques help students commit what they have learned. Drill techniques are also repetitions to help students feel confident when speaking.

Shokirovna (2019) explains that, repetitive movements are very mechanical and should not be used for long training sessions. This is best used by teachers to practice new topics or modify new words written on the board. Students repeat after the teacher, which helps them remember new words. In this study, the researcher uses review exercises because many students in Indonesia still do not understand English very well even though they are already in high school.

Akinpelu, (1981) argues that practice is a method commonly used in traditional teaching methods for students to learn the first basic knowledge of a subject. With this definition, training positions itself by limiting its application to learning the first basics of a subject, and we can see that in the military field most of their physical activity is obtained through training and cannot be

separated from education. However, he goes on to explain the form and process by saying, Practice is the repetition of lessons until they can be read or performed without errors. Military drills inculcate certain movements and behaviours in recruits until they become almost automatic. It can be concluded that practice refers to something other than physical exercise because recitation can also occur later and the goal is to achieve perfect exercise performance in response to appropriate signals or commands. For this purpose, the exercises have a narrow focus and content, and do not require much knowledge or intelligence from the person being drilled.

Ryle also defines drilling, following Scheffler (1965), as forced repetition through habit formation. He also emphasizes that "the exercises are not taught until the student's responses to his cues become automatic until he can do them in his sleep", he says. He stressed that practice lacks intelligence, as skills and competencies are usually developed through practice, repeated experimentation, etc. Presentation Basically, the argument is that chambers become routine through drilling and become more and more automated as they progress.

There are some previous studies relate to the research. The first study was conducted in 2016 by his Miftahur Rohman entitled using tongue twister techniques to improve pronunciation of EFL students. This study was conducted to analyse the use of tongue twisters in a class action investigation. The results of this study showed that tongue twisters can improve students' pronunciation. Previously study used classroom action research as the data collection method, but in this study, the writer used pre-experiment to confirm fluency and accuracy gains using the tongue twister technique.

The second study was carried out by Miftahul Jannatun Na'im with the title students' difficulties in learning English pronunciation using drill techniques. This study describes the teaching of English pronunciation using drill techniques and discusses students' difficulties in learning English pronunciation using drill techniques. Researchers found that two students had difficulty learning English pronunciation. These were questions of

memorization and the student's ability to distinguish and pronounce individual sounds. He has two research topics. What are the difficulties in learning English pronunciation? Another is how can you apply Drill's techniques to learning English pronunciation? Twister tongue twisters are the same as drills, but some words have complicated pronunciations, so be sure to differentiate between similar sounds. Therefore, this study used tongue twister techniques to help students pronounce difficult vocabulary.

The difference between these previous studies and this study is the method of improving speaking skills and the research subject. Researchers have demonstrated the impact of tongue twister techniques on students' speaking performance. Based on the above description, there are two studies conducted within class action research, but this study used a pre-experimental study.

METHOD

This research design is pre-experimental research; because of the condition of the school only give one class to conduct the study. Data collection in this study was taken by pretest and post-test group design. There is no control group in pre-experimental research. An experimental design is used in attitudes are assessed both before and after an experimental treatment. The data are collected by instrument that measures attitudes, and the information collected was analysed using statistical procedures and hypothesis testing. Experimental designs typically include two groups of subjects: an experimental group and a comparison (control) group (Creswell, 2003).

The subject of this research is the tenth-grade student of SMA Manggala Sakti Dadapan Solokuro Lamongan which consists of 23 students, it was total sampling. The instrument was developed by the researcher for the Speaking test. The assessment relates to articulation, grammatical, vocabulary, fluency, and understanding.

The research designed the same instruments for both the pre-test and post-test. The instrument was spoken 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. The type of test consisted of five questions which have taken from some resources. The questions are related to (1) telling about themself; (2) finding the direction; (3) describing things; (4) telling about daily activity; and (3) telling about their experience. The pre-test (given before the treatment) and post-test (given after the treatment) were used to find the students' speaking scores of one experimental. The results of the students' reaction tests were analysed as follows. The post-test results of students in the experimental group were analysed by T-test by using IBM SPSS Statistics.

FINDINGS AND DISCUSSION

Findings

Findings of the study can be showed as the data. The lowest score for students in the pretest was 60, and the highest score was 78; similarly, the lowest score for students in the post-test was 75, and the greatest score was 90, according to the data gathered from the average scores of post-test raters.

Table 1 Calculation of the Average Scores Using SPSS
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	70.43	23	4.775	.996
	POST TEST	84.74	23	5.207	1.086

Following that, the data was calculated to determine the Experimental class's average (mean) score on the Pre and Pos tests. The pre-test result was 70.43 with a 4.775 standard deviation. In contrast, the post-test mean score was 84.74, with a 5.207 standard deviation.

The researcher was shown a table demonstrating the difference in the students' speaking abilities between the pre- and post-tests following the tongue twister drill method treatment.

The fact that, the mean score of the students' post-test was higher than the mean score of their pre-test indicates that the Tongue Twister Drill Method was helpful in improving their speaking abilities.

Table 2 Calculation of Paired Sample T-test
Paired Differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre test - Post test	-14.304	4.193	.874	-16.118	-12.491	-16.359	22	.000

Based on the paired sample t-test calculation result, which was <0.05 and had a sig (2-tailed) value of.000. It indicates that the Tongue Twister Drill method of teaching speaking to SMA Manggala Sakti students in the tenth grade is successful. It indicates that the learning that students did prior to and following the use of tongue twister drill differed significantly. Thus, the tongue twister exercise had an impact on the speaking proficiency of SMA Manggala Sakti tenth grade pupils.

Discussion

The results of the pre-test indicated that the students' speaking abilities and those of the 10th grade students in SMA Manggala Sakti were poor. It occurred as a result of speaking's difficulty. The results corroborate Martin et al.'s assertion that speaking is a communication's capacity for comprehension and conveying information. Speaking is therefore undoubtedly crucial for learners since it allows them to interact with others or practice their English. Additionally, the students' excitement for speaking before the therapy during the teaching and learning process had an impact. And the other factor can be by the technique or method used by the teacher, one of the factors when teaching method is the teacher employed an appropriate teaching method that was suitable with the method and then the student enjoyed with the lesson.

So, most of student get enough score to completed the test, the students get minimum score was 60 and the student's get mean score was 70,43, the maximum score was 90, it was classified high compared to the minimum score requirement 75, meaning that 75% of students passed the test. However, it was classified low compared to the minimum score criteria 75, meaning that 25% of students failed.

The results of the post-test indicated that the students' speaking abilities had improved, and the 10th grade students in SMA Manggala Sakti had good speaking abilities. It was brought on by the usage of tongue twister drills in the speaking instruction and learning process. The findings support Arisman & Haryanti (2019), the use of tongue twister drill helps students to how to pronounce by understanding the pronunciation. It means the subject materials should do drilling tongue twister. So, the students were interested in joining in the class.

It was discovered that the students actively practiced speaking throughout the teaching and learning process, demonstrating their excitement for the subject. Thus, the majority of students receive sufficient scores to pass the test. The minimum score for students was 75, and the mean score was 84,74; this was classified as sufficient compared to the minimum score criteria of 75. The maximum score was 90; this was classified as high compared to the minimum score criteria of 75. Twenty-three students, or 100% of the test takers, passed the test.

The paired sample t-test result with the sign (2 tailed) yielded a result of.000, which was less than < 0.05. The reading score improved (56%), according to the mean score comparison between the pre- and post-tests. When used to enhance learning, tongue twister drills are a great way to get students interested, especially when it comes to understanding the tongue twister in speaking, which bored the kids a lot during practice conversations.

Based on the test result that had been done, it can be described that using tongue twister drill technique method in the proses at student of SMA Manggala Sakti Dadapan it was effective student on speaking ability.

CONCLUSION

Based on the results, it can be said that before utilizing tongue twister drills, the tenth grade students at SMA Manggala Sakti dadapan had poor speech skills because the majority of them scored below the required minimum. It can be said that following the tongue twister exercise, the tenth-grade students at SMA Manggala Sakti Dadapan had good reading skills because the majority of them scored higher than the required minimum. The paired sample t-test with the sign (2 tailed), the tongue twister drill was an effective teaching tool for speaking at SMA Manggala Sakti dadapan. The result was 0.000, which was less than 0.05. So. The null hypothesis (Ho) is rejected. Based on the finding the researchers give some recommendations, they are: The teacher must employ a range of strategies. Drilling was recommended as a technique that English teachers should implement when teaching speaking skill. The teacher also should give variety of teaching strategies.

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