



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 5 Tahun 2024 Page 9138-9148

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effect Of Tongue Twister Video On The Students' Speaking Ability Of Tenth Grade At Taman Madya (SMA) Tamansiswa Pematangsiantar

Entika Cintami Siahaan^{1✉}, Selviana Napitupulu², David Berthony Manalu³

Universitas HKBP Nommensen Pematangsiantar

Email: entikacintamy27@gmail.com^{1✉}

Abstrak

Masalah penelitian ini dapat dilihat dari komponen-komponen berbicara sebagai berikut: kurangnya kosakata, tata bahasa, prosodi, kefasihan dan pelafalan siswa dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh video tongue twister terhadap kemampuan berbicara siswa kelas sepuluh di Sekolah Menengah Atas (SMA) Tamansiswa Pematangsiantar dalam imitative speaking. Metode dalam penelitian ini adalah penelitian kuantitatif dengan desain kuasi eksperimen. Peneliti menggunakan kelompok kontrol dan kelompok eksperimen. Penelitian ini menggunakan pre-test dan post-test. Lokasi penelitian ini di Sekolah Menengah Atas (SMA) Tamansiswa Pematangsiantar. Populasi penelitian ini adalah siswa kelas X. Peneliti menggunakan purposive sampling dan diperoleh kelas X-5 dan X-6 yang berjumlah 68 siswa. Hasil temuan dalam analysis data adalah nilai t-hitung diperoleh sebesar 3,097 dan nilai t-table pada taraf 5% adalah 1,668. Pada kelas eksperimen, nilai rata-rata pre-test sebesar 62.2 dan post-test sebesar 82.9. Pada kelas kontrol, nilai rata-rata pre-test sebesar 60,2 dan post-test sebesar 72,2. Hasil penelitian ini menunjukkan bahwa penggunaan video tongue twister efektif untuk keterampilan berbicara siswa. Berdasarkan hasil penelitian dan didukung oleh beberapa penelitian terdahulu, maka dapat disimpulkan bahwa penggunaan Video Tongue Twister sebagai media sangat efektif terhadap keterampilan berbicara siswa kelas X SMA Swasta Tamansiswa Pematangsiantar.

Kata Kunci: Berbicara, Video Putaran Lidah

Abstract

The problems of this research can be seen from the components of speaking as follows: lack of students' vocabulary, grammar, prosody, fluency and pronunciation in English. The objective of the research is to find out the effect of tongue twister video to the students' speaking ability of tenth grade students at Taman Madya (SMA) Tamansiswa Pematangsiantar in imitative speaking. Method in this research is a quantitative research with a quasi-experimental design. Researcher uses control group and experimental group. This research use a pre-test and post-test. The location of this research at Taman Madya (SMA) Tamansiswa Pematangsiantar. The population of this research is students of class X . Researcher use purposive sampling and obtained classes X-5 and X-6 totalling 68 students. The result findings in the data analysis are t-count value was obtained at 3.097 and the t-table value at the 5% level was 1.668. In the experimental class, the average pre-test score was 62.2 and the post-test was 82.9 . In the control class , the average pre-test score was 60.2 and the post-test was 72.2. The results of this study indicate that the use of Tongue Twister Video is effective for students' speaking skills. Based on the results of the study and supported by several previous studies, it can be concluded that the use of Tongue Twister video as a medium is very effective for students' speaking skills in class X of SMA Swasta Tamansiswa Pematangsiantar.

Keywords: *Speaking, Tongue Twister Video*

INTRODUCTION

Communication is the process of transmitting messages or symbols imbued with meaning from a speaker to a listener for a designated purpose. Communication is a complex process, wherein each component has significance contingent upon the speaker's comprehension and perception. According to Hardjana (2016) cited in Kurniadi and Mahaputra (2021:165), " Communication is an activity in which someone delivers a message to another using certain medium and then responds to the sender of the message". Language is the most trustworthy and effective communication tool for people living together in a community. Humans utilize language throughout their everyday lives. Language has a crucial role in all aspects of human existence. If you use language lightly, you can understand it based on the speaker's meaning and purpose; language has fulfilled its aim of communicating a message in communication.

Language is a method of communication. Language is also used to transmit ideas and arguments to other parties. According to Adolf Hualai (2017:7) and Gorys Keraf (1994:3) cited in Apriyanto (2020:45), "Language plays a vital function in connecting with the larger population". The connection between the two is evident in the concept of language as articulated in linguistic theories and communication analyses, namely as a tool or medium used by people for interaction. Conversely, communication need media, namely language.

According to Noermanzah (2017:2) cited in Apriyanto (2020:46) explains that, "Language serves as a medium for conveying messages, typically expressed through communication in a variety of specific activities". The significance of language is prominent in numerous daily human activities, particularly in the context of English. English is an important language to use. English is used as a global language among all people with different first languages. According to Setiawan and Wahyuningsih (2023), "The language of communication between countries is English, as it is the language that is used in all countries". These skills are listening skills, reading skills, writing skills and speaking skills. All four English skills are important, because each skill is related to the other skills. In other words, someone is said to master a language if he masters these four skills, especially speaking skills.

Speaking is one of the skills in English where there is an activity to convey or deliver meaning, thought, ideas or communication. According to Ulviana (2001:7) cited in Jannah and Niati (2022:121) "Speaking is an activity in which people seek to transmit ideas, feelings, perspectives, and exchange information via utterances in the form of communication". So, speaking is an important and has a playing role in humans because speaking is a way or medium to communicate, share, express the feeling, thought or idea and happen between the speaker and listener to convey or deliver messages. According to Parmawati and Inayah (2019:43), "Speaking is important for communication, besides speaking is one of the productive skills besides writing". According to Sari and Wangi (2020), "Students with proficient English pronunciation are more likely to be comprehended while making faults in other aspects, whereas learners with unintelligible pronunciation will not be understood, even if their grammar is flawless". It can be proved that pronunciation has a part in good communication since it has a vital function in oral communication.

Pronunciation is critical in learning English because even if grammar and vocabulary are properly employed, if vowel and consonant sounds, as well as elements such as intonation, connecting, rhythm, and emphasis, are not generated appropriately, the intended message cannot be delivered effectively. According to Wulandari and Kurnianti (2022:51), "English pronunciation is critical since many English sounds and words are difficult to pronounce accurately". Having good pronunciation can make our communication with the person we are talking to or native speakers easier to understand. According to Astina (2020:1), "With a good pronunciation, individuals may have excellent communication with others, and we can tell them of our objective, and they will comprehend what we want to communicate". Pronunciation is utilized to promote a successful communication to the audience while avoiding misconceptions. We must speak English words properly because if the pronunciation is excellent, the pronunciation process will naturally be successful.

Pronunciation is essential for effective communication. Pronunciation is also one of the difficulties faced by class X students at Tamansiswa High School. Because they have difficulty pronouncing words or sentences in English, this is because they use their mother tongue which is always used in their daily activities. According Harmer (2001) cited in Yürük (2020:138) states that, "Many language teachers do not provide enough attention to English pronunciation. Furthermore, certain teachers believe that pronunciation is too tough and boring to study for learners".

According to early observations from conversations with Tamansiswa High School English teachers, students have a variety of obstacles while speaking English, including: First, most students have a large vocabulary but don't know how to pronounce it. When teaching and studying English, students come across numerous terms in English literature that they understand but are unsure how to pronounce. Because, as we all know, some words have the same pronunciation but various meanings, and the same meaning may be pronounced differently. Second, some of them could speak English words, although poorly. This indicates that certain students are willing to speak English even when they are unsure whether the language is correct or not. They just pronounce the words as they think. Third, students get tired studying English in class because they just concentrate on textbooks and dictionaries, therefore we must employ effective tactics, strategies, approaches, or methods to make the English teaching and learning process more engaging. All of these issues stem from the fact that English is a foreign language in Indonesia, leading some to believe that effective speaking is unimportant as long as the speaker and audience comprehend the subject.

Students seldom practice English and instructors need to utilize suitable media in teaching speaking. Media is a tool to support needs and activities, making it easier for everyone who uses it. According to the National Education Association (NEA; 2017) cited in Agustina, et al (2024:11451), "Media is defined as "an object that can be manipulated, seen, heard, read, or discussed, as well as the tools used in these activities." Media is an excellent and valuable tool for teaching and learning since it may serve as a communication connection between professors and students. As a result, learning material is essential for making the classroom learning process more engaging and even enjoyable. One option is to employ video media.

According to Arsyad²³ (2004:36) cited in Agustin, et al (2022:72), "A video is a collection of motion images accompanied by noises that create a unity assembled into a groove, with messages in it for the attainment of learning goals that are saved on tape or disk media". The use of video in learning aims to display messages from parts of moving images to achieve learning objectives. By viewing and observing moving images, students

will be able to capture messages based on the situations contained in the videos presented. Therefore, researchers chose videos as a medium for improving students' pronunciation skills. The video is a tongue twister video taken from one of the applications, namely the YouTube application.

Tongue twister videos are learning videos that contain a word, phrase or sentence that has a similar pronunciation. According to Carmen (2010) cited in Nabilla, et al (2023), "A tongue twister is a group of words that make it difficult to pronounce them properly, fluently, and rapidly". Tongue twisters are a fun and difficult method to improve your pronunciation and enhance your fluency in the English language. According to Nabilla, et al (2023), "Tongue twister activities may help individuals learn English by strengthening their speaking abilities". This tongue twister movie has the potential to solve challenges that instructors and students have while teaching and learning to speak. By using a tongue twister to improve students' pronunciation abilities while studying English. A tongue twister is a fun game that teaches pronunciation and how quickly speakers can talk as clearly as possible. Tongue twister chains inspire students to learn how to speak English well. Tongue twisters are entertaining and may greatly enhance students' speaking abilities. According to Gonzales (2009), cited in Puspita et al. (2023), "Practicing tongue twisters helps learners to acquire English and improve their speaking abilities. Furthermore, tongue twisters' qualities include the repetition of words and sounds that accentuate elements of speech." These include pronunciation, word emphasis, intonation, pace, and speech.

Based on the explanation above, the researcher is interested in observing the problems in research entitled "The Effect of Tongue Twister Video on The Students' Speaking Ability of Tenth grade at Taman Madya (SMA) Tamansiswa Pematangsiantar".

RESEARCH METHOD

The research method use in this research is a quantitative method with a quasi-experimental design. According to Creswell (2018:41), "Quantitative research is a means to evaluate objective hypotheses by investigating the connection between variables". The researcher used a quasi-experimental design. Creswell (2018:313) explains, "Quasi-experimental includes giving assignments, but not assigning participants to groups". The experimental group is the group that is using tongue twister videos, while the control group receive no treatment. This study also use a pre-test before treatment to determine students' speaking abilities before receiving treatment. During treatment, researchers also conduct post-test for both types.

This research was conducted at Taman Madya (SMA) Tamansiswa Pematangsiantar at Jl. Kartini No.18, Banjar, West Siantar District, Pematang Siantar City, North Sumatra 21112 of tenth (X) grade students in 2023/2024 year academic.

The researcher utilized Purposive Sampling. Purposive sampling is a sampling approach in which the researcher picks a sample based on research information about the sample to be picked. Researcher use purposive sampling and obtained classes X – 5 and X – 6, totalling 68 students. In this research, the independent variable is Tongue Twister Video (X) and the dependent variable is speaking or Speaking ability (Y). The research instrument in this study is an essay test is a speaking test. The researcher give a test in the form of ten statement sentences to students, then the students speak the test in front of the class. These statement sentences are sourced from the book entitled General British and American Speech Sounds. Then, when the students speak, the researcher recorded them using a recording device in the form of a cellphone. Then, the researcher entered the results of the student's recorded test into the Azure Speech Studio-Pronunciation Assessment application as a tool to assess student speaking. This application is a tool used to assess the accuracy of student speaking which contains accuracy of grammatical features, fluency and prosodic features. After that, the researcher took documentation on the laptop screen to create student answer sheets and assessments. Then the researcher wrote down the pronunciation score results as research data.

RESULT AND DISCUSSION

Data Description

The data for this research are the results of student tests administered to students at SMA Swasta Tamansiswa Pematangsiantar. The researcher utilized two classes: experimental and control. They are in 10th grade at SMA Swasta Tamansiswa Pematangsiantar. Both courses have 34 students each, for a total of 68 students. The first class, XM2, is the experimental class. This lesson uses the Tongue Twister video from YouTube to facilitate the student's teaching and learning process. The second class, XM1, serves as the control class. This lesson does not utilize the Tongue Twister video from YouTube as a teaching and learning tool.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	AAS	75	82
2.	APS	70	88
3.	ASAL	50	86
4.	AARS	71	83
5.	ADP	77	83
6.	CKOP	48	86
7.	CMH	51	84
8.	DLPS	52	86
9.	DAS	50	86
10.	ECS	60	79
11.	EJMS	52	88
12.	GUP	74	83
13.	GAT	39	86
14.	GWS	63	89
15.	GAP	60	85
16.	GTB	83	85
17.	JS	45	64
18.	JWA	52	86
19.	MDES	46	79
20.	MAP	63	82
21.	MS	82	87
22.	NSS	63	86
23.	NLR	41	88
24.	OGDS	75	86
25.	RWWS	71	84
26.	RAM	71	86
27.	SSM	41	61
28.	SAD	74	71
29.	TBP	51	83
30.	TPSS	78	86
31.	TBRP	68	86
32.	ZDS	76	77

33.	AAS	75	86
34.	APS	70	83
Σ		2117	2820

In the experimental class, the highest score in the pre-test of the experimental class was 82 and the lowest score was 39. Meanwhile, in the post-test of the experimental class, the best score was 88 and the lowest score was 64. The overall pre-test score was 2117 points and the average pre-test score was 62,2. After the class was provided the media, the experimental class earned 2820 points and the average post-test score was 82,9.

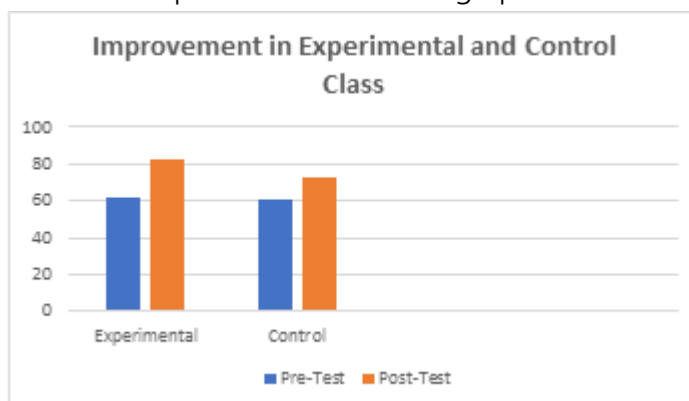


Figure 1. Improvement in Experimental and Control Class

After computing the mean pre-test and post-test scores for both the experimental and control groups, the researcher displayed the combined data on a graph. The chart shows that the students' results improved, especially following therapy. The experimental group, which got training via a Tongue Twister video from YouTube, had a significant rise in scores. Specifically, the mean score for the experimental class rose from 62.2 in the pre-test to 82.9 in the post-test. In contrast, the control class, which employed traditional teaching techniques, showed less progress, with the mean score improving from 60.2 in the pre-test to 72.2 in the post-test. The experimental class increased by 20.7 points, compared to 12 points for the control class. The study discovered that using Video Tongue Twister had a substantial impact on students' speaking abilities, as indicated by the greater improvement seen in the experimental class compared to the control class.

Testing Hypothesis

The researcher completed the data for the t-test calculation above and achieved the conclusion that the t-test value is 3.097 with degrees of freedom $(df) = (n_1 + n_2 - 2) = 66$. The t-table produced the following results: If the t-count is more than the t-table at the t level of 0.05 ($3.097 > 1.668$), H_a is accepted and H_0 is rejected. This shows that the utilization

of tongue twister films improves students' speaking ability in class X SMA Swasta Tamansiswa Pematangsiantar.

Research Findings

The study discovered that using Video Tongue Twister significantly improved students' speaking abilities. This is evident in the results, which include:

1. The researcher found findings to answer the formulation of research problems, in data analysis obtained a t-count value of 3.097 and a t-table value at the 5% level of 1.668. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This is a result that the use of Tongue Twister Video affects the speaking ability of students of Class X of SMA Swasta Tamansiswa Pematangsiantar.
2. The researcher conducted a study to examine the impact of using a Tongue Twister Video on students' speaking ability. The experimental class, which used the video, showed significant improvement in speaking ability. Their average pre-test score was 62.2, which increased to 82.9 in the post-test. None of the students in the experimental class had a decrease or static scores. On the other hand, the control class, which did not use the video, had an average pre-test score of 60.2 and a post-test score of 72.2. Five students in the control class showed a decrease in scores, and one student had a static score. Both classes demonstrated an increase in post-test scores, with the experimental class showing a higher increase (20.8) compared to the control class (12.5). Furthermore, the experimental class had a higher mean post-test score (82.9) compared to the control class (72.2). These findings suggest that using the Tongue Twister Video is beneficial for improving students' speaking ability.
3. The researcher concluded that the use of Video Tongue Twister and not using Video Tongue Twister had an effect on students' speaking skills. However, the experimental class had a more significant effect than the class that did not use Video Tongue Twister on the speaking skills of class X students of SMA Swasta Tamansiswa Pematangsiantar.
4. At the 5% significance level, the hypothesis test results show that t count (3.097) is greater than t table (1.668). The alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected.

Discussion

After conducting research and analyzing data, researchers found various findings that can be used to answer research questions. The purpose of this study is to see whether Tongue Twister Video has an influence on the speaking ability of class X students at SMA

Swasta Tamansiswa Pematangsiantar. The researcher used two classes as samples for this study. Class XM2 is the experimental class, while class XM1 is the control class. The researcher gave an initial test and a final test to the experimental group and the control group. However, in the experimental class, the researcher used Tongue Twister Video as learning media, while the control class used traditional learning methods. In this study, the researcher found that students who learned using the Tongue Twister Video scored better than students who learned using the conventional approach. Tongue Twister Video has an effect on improving students' speaking ability. The researcher found some advantages and disadvantages during the research in teaching using Tongue Twister Video. The advantages of Tongue Twister Video include: students are more active and involved in the learning process, students discuss and exchange opinions with friends, learning becomes more memorable and meaningful. While the disadvantages of Tongue Twister Video include: requiring schools or teachers to have good facilities because to use learning media, students need to have good facilities.

CONCLUSION

The results of this study show that the use of Tongue Twister Video helps students in improving their speaking skills. This is shown by the higher student results in the experimental class compared to the control class, with H_a accepted but H_o rejected. Based on the results of the study and previous research, it can be concluded that the use of Tongue Twister video as media is very successful to improve students' speaking ability in class X at SMA Swasta Tamansiswa Pematangsiantar. The use of media can provide benefits for teachers and students. Media can help teachers communicate subject matter to students more effectively. The media helps students understand what the teacher is discussing. Tongue Twister videos and instructor explanations both have an influence in teaching children to speak, but Tongue Twister videos proved more effective.

REFERENCES

- Agustin, W. O. F. D., Dunifa, L., & Syafitri, N. (2022). THE EFFECTIVENESS OF SHORT ANIMATION VIDEO ON STUDENTS' VOCABUARY MASTERY. *English Education Journal*, 69-77.
- Agustina, I., Kamaruddin, M. J., Mahesa, D., Ramdhani, M., & Harahap, I. M. (2024). The Influence Of Social Media On Employee Mental Health With Incentives As A Moderating Variable. *Innovative: Journal Of Social Science Research*, 4(4), 11450-11462.

- Apriyanto, A. (2020). Language as a communication tool in human life. *Fox Justi: Jurnal Ilmu Hukum*, 10(02), 45-54.
- Astina, N. (2020). The analysis of teaching English pronunciation at young learners. *Inspiring: English Education Journal*, 3(1), 1-16.
- Creswell, J. (2014). Research Design Qualitative, Quantitative, and Mixed Method Approaches by John W. Creswell (z-lib.org).pdf (p. 285).
- Jannah, W. J., & Niati, B. (2022). Students' Difficulties in Speaking English. *JEE (Journal of English Education)*, 8(2), 120-129.
- Kurniadi, W., & Mahaputra, M. R. (2021). Determination of Communication in the Organization: Non Verbal, Oral and Written (Literature Review). *Journal of Law, Politic and Humanities*, 1(4), 164-172.
- Nabilla, S., Budiman, T. C. S., & Lestari, M. Y. W. (2023). Improving English pronunciation skills using tongue twister technique through Twistify application in junior high school. *Jurnal CULTURE (Culture, Language, and Literature Review)*, 10(2), 77-86.
- Parmawati, A., & Inayah, R. (2019). Improving Students' speaking Skill Through English Movie In Scope Of Speaking For General Communication. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 7(2), 43-53.
- Puspita, N., Wachyudi, K., & Hoerniasih, N. (2023). Tongue twister method in teaching pronunciation: A narrative inquiry of pre-service English teacher. *Edukasiana: Jurnal Inovasi Pendidikan*, 2(3), 197-203.
- Sari, R. F., & Wangi, W. (2020). An Analysis of Students' English Oral Communication of English Educational Department, PGRI University of Banyuwangi. In *LUNAR* (Vol. 4, No. 2, pp. 164-176).
- Setiawan, M. R., & Wahyuningsih, S. (2023). The Role of English in the Business World for Import-Export Entrepreneurs: Insight from the Indonesian Furniture Industry. *Scope: Journal of English Language Teaching*, 8(1), 132-138.
- Wulandari, N., Purbohadi, D., & Kurnianti, A. (2022). Desktop Application Development to Practice Pronunciation. *Emerging Information Science and Technology*, 3(2), 42-50.
- Yürük, N. (2020). Using Kahoot as a skill improvement technique in pronunciation. *Journal of Language and Linguistic Studies*, 16(1), 137-153.