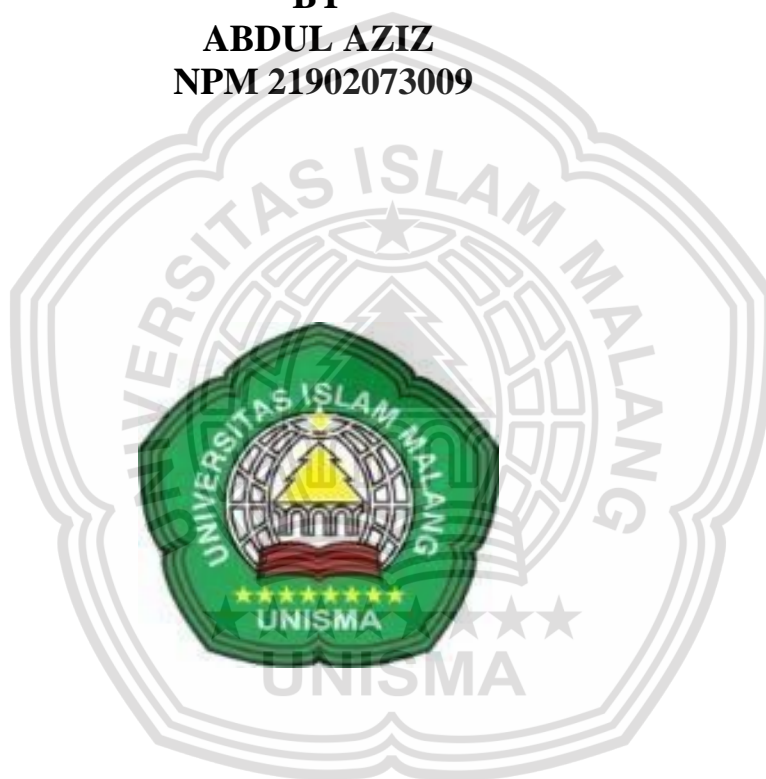




**A WEBSITE-BASED TONGUE TWISTER LEARNING MODEL  
TO IMPROVE STUDENT'S PRONUNCIATION IN SENIOR HIGH  
SCHOOL 3 BANJARMASIN DURING PANDEMIC**

**THESIS**

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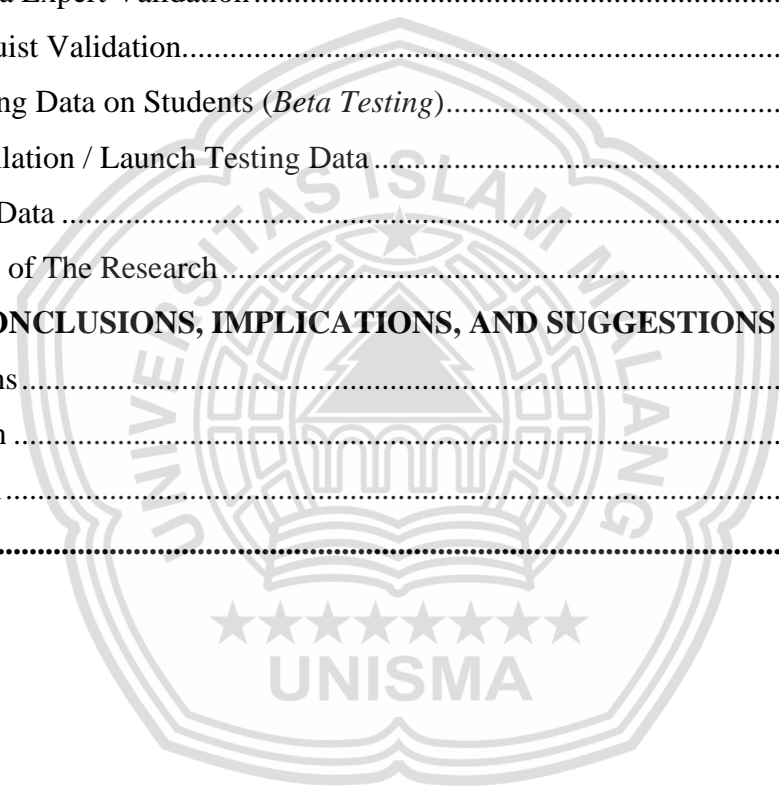
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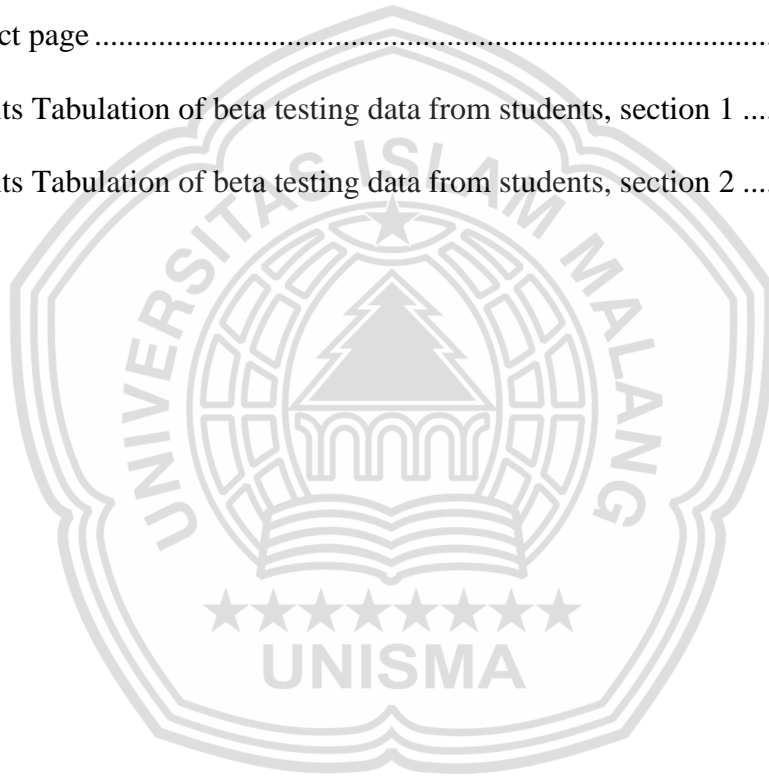


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## CHAPTER I INTRODUCTION

In this chapter, the researcher describes several points related to this research. This includes research background, development purpose, product specifications, development benefits, research scope and limitations, and definitions of key terms.

### 1.1 Background of Study

The ability to use English is a must in today's global era as a means of communication. Therefore, mastery of English at the middle class level is emphasized, especially SMAN 3 Banjarmasin. It is hoped that with good command of English, SMAN 3 Banjarmasin students can become individuals who are ready to play an active role in global competition later. Teaching English subjects at this school still includes 4 main things, namely Listening, Speaking, Reading and Writing. Other elements of language are also taught, including Vocabulary (vocabulary), grammar (grammar) and Pronunciation (pronunciation) in accordance with the indicator achievement grid in the learning goal achievement tool of the four 4 language skills, learning speaking skills related to pronunciation was not working properly. In reality, students are still weak in terms of pronunciation that data got from pretest that was done by the researcher (look appendix 9). In this case, the researcher found that there were many mistakes of students in pronouncing a vocabulary correctly. For example, when students pronounce food (foot), shine becomes (sin), zoom becomes (zom) and there are many other examples. The students' pronunciation is heavily influenced by the pronunciation of their mother tongue, which is Indonesian. It is not surprising that the influence of the mother tongue (L1) affects the mastery of a foreign or second language (L2). As we

know, English is a foreign language that is very inconsistent in the pronunciation of a vocabulary. Learning at SMAN 3 Banjarmasin should be able to put more emphasis on aspects of English as a means of communication, so SMAN 3 Banjarmasin students not only learn English rules, but students must be able to use English as a communication tool. In fact, students still find it difficult to use English as a means of communication, at least they can use it in learning English, but this is also very difficult to do for all kinds of reasons they give. According to Setyowati, Ambarsari and Muthoharoh (2017), pronunciation is one of the most difficult parts of learning English. Mispronunciation can make the meaning of a sentence different. Thus, teaching common words can be used to teach new vocabulary, such as pronouncing names and pictures. Pronunciation is a form of learning that is important in teaching English. In contrast to Indonesian, English teaching has phonemes (sound of words) and pronunciation that are a little difficult to teach children.

So that teachers as facilitators and models in the teaching and learning process, teachers must be able to use various teaching techniques or strategies to improve students' pronunciation skills. To solve the above problem, the researcher tried to apply an alternative teaching technique called a tongue twister. Tongue twisters have been used by teachers in several countries where English is the second language of their citizens. This method is also popular because it is fun and interesting not only for young students but also for adult learners, said Smith (2012) in his research, Purnama (2019). Tongue Twister consists of several sounds of words that are similar but often have different meanings. This method is fun to do for students because it is unique to say.

As well as being fun, the tongue twister exercises can also strengthen and stretch the muscles involved during speech, which can be very helpful in learning how to position the mouth when speaking. This is very important to do because each language has its own unique sound and there are likely certain sounds in English that need to be practiced because our mouths have never made that position before to pronounce these sounds. And also with a tongue twister, it will create clearer pronunciation, clearer speech patterns, and help correct some of the most difficult sounds to pronounce.

With tongue twisters sentences that often sound funny and unique, this will make learning English pronunciation more fun. Even practicing tongue twisters can identify which sound the pronunciation of the sound is struggling to deal with, for example students have difficulty with the l and r sounds. So, the students already know that they have difficulty with these sounds so they have to focus on practicing with these sounds, for example practicing by saying "red lorry, yellow lorry, red blood. This can increase student motivation in learning pronunciation. Through Tongue Twister, students are expected to find it easy to imitate and remember English phonemes. And in this study, researchers will develop a tongue twister technique in the form of multimedia e-learning.

This is due to the development of new technologies today, especially multimedia, which has an increasingly important role in the learning process. Multimedia can change the learning situation from learning with effort to learning with fun.

A learning process that is fun, creative, not boring will be the right choice for educators. The learning system that has been carried out so far, namely the conventional learning system (faculty teaching), is thick with an instructional atmosphere and is deemed not in accordance with the dynamics of the rapid development of science and technology. The conventional learning system is less flexible in accommodating the development of competency material because educators must intensively adjust teaching materials with the latest technological developments. Now, Indonesia is entering the information age, which is an era marked by the increasing number of information mediums, the spread of information that is increasingly widespread and instantaneous, and information in various forms is presented in a fast manner. Presentation of messages in this information age will always use media, both electronic and non-electronic.

The development of information and communication technology is growing rapidly in line with the times. The presence of technology significantly affects human life to obtain and disseminate information. The great influence of the presence of technology in the aspects of life is also positively felt in the world of education. Students and teachers are familiar with the internet and devices such as computers and cell phones with sophisticated applications that make it easy to convey and receive information. However, this is not utilized to the fullest by teachers and students in schools. The learning resources that are often used are google and YouTube. In other words, English teachers have not used a variety of ICT as a medium and a source of learning. The presence of information and communication technology in education is expected to be an alternative source of learning besides textbooks.

Brainford (in Sutherland, Robertson & John, 2009: 3) states that technology is not only a source of information but significantly increases the user's ability and proficiency in social interactions. This needs to be understood by teachers, that there are many positive impacts obtained by teachers and students when integrating technology in teaching and learning activities.

Shyamlee (2012) in his research, said that multimedia technology in learning English can increase student interest in learning, improve student communication skills, enrich student knowledge in understanding Western culture, increase interaction between teachers and students, creating a conducive and fun learning atmosphere and providing flexibility in the delivery of material. Based on this, the teacher can take advantage of learning media in the learning process.

Because the development of science and technology has brought changes to learning materials or learning materials. Selection of appropriate material according to the specified media is an important first step, in addition to easily digestible exposure, and allows students to achieve mastery levels independently (Open University, 2006). And also currently there are quite a lot of students who are more interested in finding information from the internet than other media. Likewise information relating to learning materials. The limited availability of learning media in schools makes students more interested in using the internet as a learning resource, one of which is the website.

According to Sibero (2013: 11) "the web is a system related to documents used as a medium for displaying text, images, multimedia, and others on the internet network". Web-based learning which is popularly known as Web- Based Education (WBE) or sometimes called e-learning (electronic learning) can be defined as the



application of web technology in the world of learning for an educational process. In simple terms it can be said that all learning is carried out by utilizing internet technology and as long as the learning process is felt to occur by those who follow it, this activity can be called web-based learning. Then what this technology offers is the speed and unlimited time and place to access information. Learning activities can be easily carried out by students anytime and anywhere these students feel safe. The boundaries of space, distance and time are no longer a complicated problem to solve.

Realizing web-based learning is not just putting learning material on the web for later access via a web computer, but it is also used only as an alternative media to replace paper for storing various documentation and information. The web is used to get the superior side that was previously revealed. An advantage that hackers or other media don't have. Many parties try to use web technology for learning by placing learning materials online, then assigning students to get (downloading) the learning material as a reading task. After that they were asked to submit written reports, assignments, etc. If this is done, of course it will not lead to an optimal learning process.

We can imagine the atmosphere in the classroom when a learning process is taking place. How many of the learners are actively involved in discussions and question-and-answer sessions? What are they doing in class?

And of course there are many other questions that we already know the answer to. One thing to remember is how this web technology can help the learning process.

Especially in the current Covid-19 pandemic, which requires an online learning process. This is in accordance with the Regulation of the Minister of Education and

Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning the Implementation of Education Policies in Emergency Situations of the Spread of Corona Virus (COVID-19).

The learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Teachers can learn together at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media.

This way, the teacher can ensure that their students take part in learning at the same time, even in different places. Based on the above problems that have been described, the researcher intends to develop interactive multimedia-based mathematics learning media. The development research carried out by this researcher is entitled “A Website-Based Tongue Twister Learning Model To Improve Student's Pronunciation In Public Senior High School 3 Banjarmasin During Pandemic.”

## 1.2 Scope of Study

Based on the problems that have been identified above, problem limitation is carried out so that research is more focused. This research and development will be focused on developing web-based learning media with tongue-twister material for Class XI of the Natural Science Department at State Senior High School 3 Banjarmasin.

### 1.3 Research Problem

Based on the limitation of these problems, this study focuses on the development of learning media with the formulation of the following problems:

1. How is the process of developing web-based learning media on database material for Class XI Department of Natural Sciences at Senior High School 3 Banjarmasin?
2. How is the feasibility of web-based learning media on database material developed for database learning in Class XI of the Department of Natural Sciences at State Senior High School 3 Banjarmasin?
3. How to know the improvement of the students' pronunciation skills by using web-based learning media on the tongue twister material developed in Class XI of the Department of Natural Sciences at State Senior High School 3 Banjarmasin?

### 1.4 Research Purposes

This research Purposes of this research are:

1. Developing web-based learning media products on tongue twister material for Class XI of the Natural Science Department at State Senior High School 3 Banjarmasin.
2. Obtain information about the feasibility of web-based learning media products on database material used as support in learning English in Class XI of the Department of Natural Sciences at State Senior High School 3 Banjarmasin.

3. Knowing the increase in students between before and after using web- based learning media on tongue twister material developed in Class XI of the Department of Natural Sciences at State Senior High School 3 Banjarmasin.

## **1.5 Benefits of The Research**

### **1.5.1 Teoretical**

This research and development is an attempt to find out the benefits of web-based tongue twister learning media as well as a reference and source of secondary information/data for similar development research.

### **1.5.2 Practical**

For teachers, this research is an alternative choice of learning resources for the subject database so that learning activities become more varied and so for students to obtain new learning resources that are easy to understand and easily accessible.

## **1.6 Specifications of Product**

The specifications of instructional media products to improve student abilities are:

1. The developed media format can be run using smartphones and computers on all operating systems such as Android OS, Windows and IOS using a browser, opera-mini, chrome and in this material there is audio that can be played directly and even audio files can be directly downloaded .
2. Purpose: As a medium for learning English.
3. Material review: Tongue Twister.

4. Level of media users: SMA / MA class XI.

### 1.7 Definitions of Terms

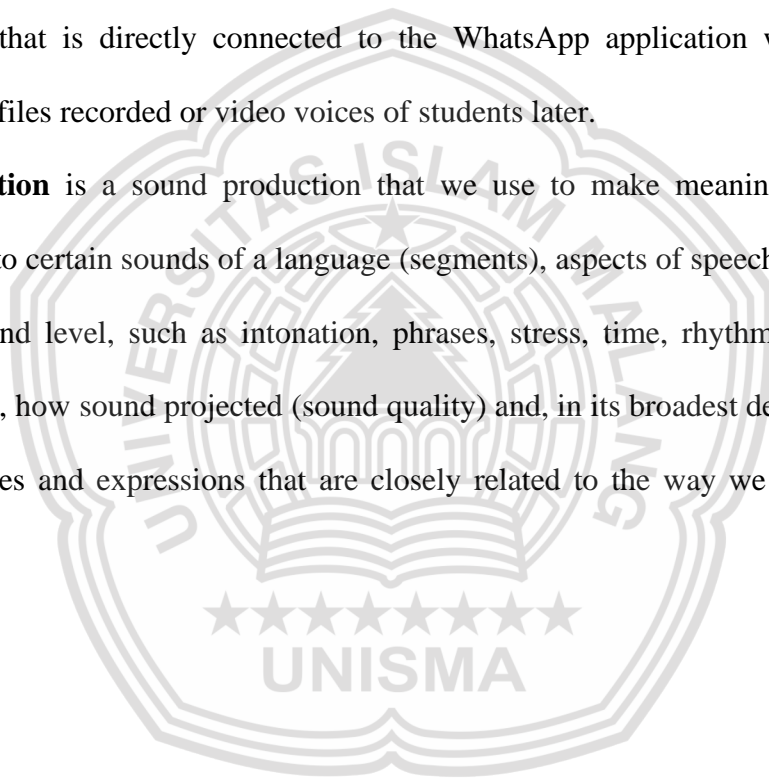
To avoid errors in the interpretation of terms in this study, the authors include the following definitions of terms:

**Website-based tongue-twister learning** is a learning experience using the internet network to communicate using a tongue-twister website as a learning media at SMAN 3 Banjarmasin. Where Tongue Twister is a phrase or sentence that is difficult to pronounce because there are similar sounds but provides a fun activity for students in pronunciation practice. So, Tongue twister means twisting or exercising the tongue with the same similar sound and repeated over and over and sometimes must be repeated correctly with increasing speed. Tongue twisters are words or sentences that are arranged in such a way as to train the tongue, especially in learning certain languages such as English, in order to facilitate fluency in pronouncing a correct sentence in accordance with the original language. Tongue Twister is a great way to practice and improve pronunciation of English words. It can also help improve accent through alliteration or repetition of one sound. This game is not only for kids but can also be used for adults. So, Tongue twister means twisting or exercising the tongue with the same similar sound and repeated over and over and sometimes must be repeated correctly with increasing speed. Tongue twisters are words or sentences that are arranged in such a way as to train the tongue, especially in learning certain languages such as English, in order to facilitate fluency in pronouncing a correct sentence in accordance with the original language. Tongue Twister is a great way to practice and improve pronunciation of English words. It can also help improve accent

through alliteration or repetition of one sound. This game is not only for kids but can also be used for adults. And in this study, tongue twisters were used in the form of a website that could be accessed as a learning media.

**Tongue twister media** is a website that contains tongue twister material that can train students' pronunciation skills. The contents of the learning media include learning materials, downloading tongue twister audio files and including a question explanation page that is directly connected to the WhatsApp application which is useful for sending files recorded or video voices of students later.

**Pronunciation** is a sound production that we use to make meaning which includes attention to certain sounds of a language (segments), aspects of speech outside the individual sound level, such as intonation, phrases, stress, time, rhythm (supra-segmental aspects), how sound projected (sound quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.



## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the researcher presents the research results which consist of conclusions, implications, and suggestions. The first section presents the conclusions obtained from the research study, the second section presents the implications, and the last section presents suggestions for teachers of other researchers, materials developers and English departments.

#### 5.1 Conclusions

Based on the results of the analysis of the questionnaire data given to the experts, students and the results of the pre-posttest of the 2nd grade science majors at SMAN 3 Banjarmasin, it was concluded that the development of a website-based tongue-twister learning application to improve students' pronunciation skills is very important to do, considering that currently English teachers still rarely integrate information and communication technology in the learning process, especially in the era of the pandemic which requires all learning processes to be carried out online.

The results of the questionnaire showed that those aimed at students getting feedback that students will be more motivated and enthusiastic in learning and can make it easier for them to obtain subject matter, especially in pronunciation material and also for teachers, this becomes a medium as an interactive and interesting learning resource that is integrated in a Web-based learning application that can be accessed anytime and anywhere. Most of the students also got an increase in their pronunciation skills after the application of the Website-based tongue-twister learning application during the pretest and posttest.

Meanwhile, the results of the questionnaire on media, language and material experts showed very positive results. They give an average of 100 points in each validation stage so that the product can be used directly for students because learning media is very much needed in learning, especially in the work by home era. This is in accordance with previous research by Puluhulawa, Saud, and Abas (2019), "Most students also stated that the application of Website-based English learning applications can also significantly improve their ability to master English, especially in the four basic skills in English. , namely listening, speaking, reading and writing. Meanwhile, the results of interviews with English teachers in high schools throughout Gorontalo Regency showed very positive results".

So in conclusion, the use of website-based tongue-twister learning media can "improve students' pronunciation skills".

## 5.2 Implication

Based on the results of the study, it is shown that the website is one of the good media to improve the pronunciation of second grade students. The implications of website-based tongue-twister learning media in improving students' pronunciation skills are presented below.

1. This product is easy to use and looks attractive. Therefore it will increase the interest of the students. And also this product can help teachers in maintaining the focus of students.
2. This product makes it easy to find audio pronunciation files, especially for the purpose of listening and downloading audio files.



3. This product makes it easier for students to understand pronunciation lessons because this product facilitates students in practicing pronunciation so that their abilities will increase.
4. This product is very appropriate to be used as a medium to teach pronunciation because it can help students to understand lessons more easily and can be an effective learning medium when learning from home rules for students.

### 5.3 Suggestion

Based on the conclusions and implications, some suggestions can be directed at English teachers, other researchers, material developers and the English department. The suggestions are as follows:

#### 1. Advice for English Teachers

This product is very suitable for teaching English, especially in terms of improving students' pronunciation skills and is appropriate to use when implementing online-based learning, so it is recommended for English teachers, especially English teachers at SMAN 3 Banjarmasin to teach pronunciation using this product. Furthermore, the teacher must understand how to use the media before using it. Then, it is hoped that the media can stimulate the innovation of English teachers in creating and developing pronunciation teaching media.

#### 2. Suggestions for other researchers

Website-based learning media must be improved continuously to motivate students to learn. Website-based tongue-twister learning media is a new innovation in terms of designing teaching media. Because it is useful, it is hoped that other

researchers will develop the same product in various other techniques, and for other schools. In addition, product testing is important to identify the effectiveness of a teaching media.

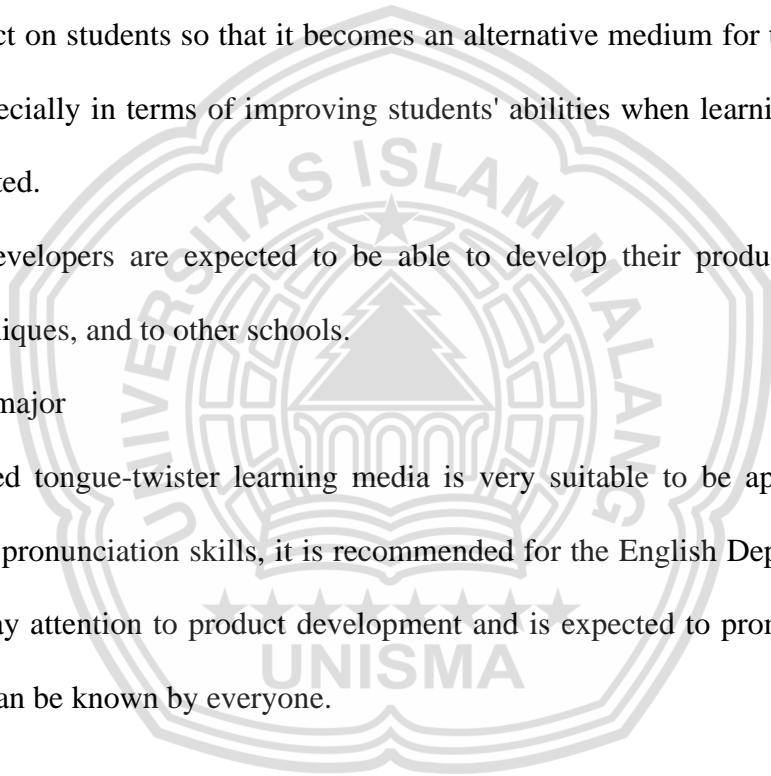
### 3. Material Developer

Given the need to develop appropriate activities and materials, the development of website-based tongue-twister learning media is highly recommended. The product has a positive effect on students so that it becomes an alternative medium for teaching pronunciation, especially in terms of improving students' abilities when learning from home is implemented.

Material developers are expected to be able to develop their products with various other techniques, and to other schools.

### 4. English major

Website-based tongue-twister learning media is very suitable to be applied in practicing English pronunciation skills, it is recommended for the English Department Super Vision to pay attention to product development and is expected to promote the product so that it can be known by everyone.



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