

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

Abdul Aziz

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: azisabdu322@gmail.com

Abstract

The purpose of this study was to improve students' pronunciation skills by using a website-based tongue twister learning model as an alternative medium in online English learning in the pandemic era. The research subjects were 108 students of class II majoring in science at SMAN 3 Banjarmasin. This type of research is "R&D". The learning model developed using the ADDIE research and development model and data collection techniques are questionnaires (Google Form) and tests (pre-posttest) through a website connected to WhatsApp. The data were analyzed and interpreted through the calculation of the Guttman scale. The results showed that most of the second grade science students majoring in pronunciation skills at SMAN 3 Banjarmasin experienced an increase in pronunciation skills with an average score on 4 aspects of pronunciation was 51 and the overall score of answers was 58 with a percentage of 58.8% in the pre-test while at posttest from the aspect of pronunciation the average value of correct is 78 with a percentage of 78.4% so that the increase in success before and after students use learning media is 20%. So this study shows that the use of a website-based tongue-twister learning model can improve pronunciation skills.

Keywords: Tongue-twister, pronunciation, website.

INTRODUCTION

The ability to use English is an obligation in the current era of technological progress, especially as a communication tool that connects all people. Therefore, mastery of English at the middle class level needs to be emphasized, especially at SMAN 3 Banjarmasin. And with a good mastery

of English, it is hoped that the students of SMAN 3 Banjarmasin can become individuals who are ready to play an active role in global competition later. Teaching English subjects at this school covers 4 aspects, namely speaking, reading, writing and listening. Other language elements are also taught, including grammar, vocabulary and pronunciation in accordance with the

achievement indicator grid on the learning objectives of the four 4 language skills learning tools, the learning of speaking skills related to pronunciation is not working properly. One of the most important skills is pronunciation.

However, the reality is that students at this school are still weak in terms of pronunciation which is obtained from the pretest data conducted by the. In this case, the researcher found many students' mistakes in pronouncing vocabulary correctly. For example, when students say food (foot), shine into (sin), zoom into (zom) and others. Students' pronunciation is strongly influenced by the pronunciation of their mother tongue, which is a thick regional language (Banjaris). So that the influence of the mother tongue greatly affects the mastery of a foreign language or a second language. As we know, English is one of the foreign languages that is inconsistent in the pronunciation of a word. Learning at SMAN 3 Banjarmasin should be able to put more emphasis on aspects of English as a communication tool, so that students at SMAN 3 Banjarmasin not only learn the rules of English, but can also use English as communication. In fact, students still find it difficult to use English as a communication tool, at least they can use it in learning English, but this is very difficult to do because of the various reasons they gave. 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 an important form of learning in teaching English. In contrast to Indonesian, teaching English has phonemes (sounds of words) and pronunciation which are rather difficult to teach to children.

So that teachers who in fact act as models and facilitators in the teaching and learning process must be able to use various teaching strategies to improve students' pronunciation skills. To overcome the problem above, the researcher tried to apply an alternative teaching technique called tongue-twister. This technique is interesting and fun not only for students but also for students and even for parents, says Smith (2012) Tongue Twister consists of several sound words that are similar but often have different meanings. This method is fun to do for students because it is unique to say.

In addition to being interesting, tongue twister exercises can also stretch and strengthen the muscles involved when speaking. This is very important to do because every language has a unique sound and also in English there are certain sounds that need to be trained because our mouths have never made that position before in pronouncing it. And also with tongue twisters, it creates clearer pronunciation and speech

patterns, and helps correct some of the most difficult sounds to pronounce.

With tongue twister sentences that sound unique, this will make the learning atmosphere more fun. Even practicing tongue twisters can recognize which sounds are difficult to handle by sound pronunciation, for example students have difficulty with sounds E and A. So with this the students can know that they have difficulty with these sounds so they can focus on practicing. For example, practice by saying "red truck, yellow truck, red blood. Through Tongue Twister, it is hoped that students will more easily imitate English phonemes that match the sound of the original language. So in this study, researchers will develop a tongue twister technique in the form of website-based e-learning multimedia.

This is because the current development of new technology, especially multimedia, which is increasingly playing an important role in the learning process can change the learning situation to be fun. A fun learning process will be the right choice for educators.

The development of information and communication technology is growing rapidly in accordance with the times. And also the presence of technology greatly affects human life to obtain and disseminate information so that it has a positive impact in the world of education. As students and teachers are familiar with the internet as well as computer and smartphone devices with

sophisticated applications that make it easier to convey and receive information. However, this has not been used optimally by teachers and students in schools. Learning resources that are often used are YouTube and Google. In the world of education, it is expected that the presence of information and communication technology can be an alternative source of learning besides textbooks.

Shyamlee (2012) in his research said that multimedia technology in English learning can increase students' interest in learning, improve students' communication skills, enrich students' 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, teachers can use learning media in the learning process.

Because the development of science and technology has brought changes to learning materials. The selection of the right material according to the specified media is an important first step and allows students to achieve a level of mastery independently (Universitas Terbuka, 2006). At this time quite a lot of students are more interested in finding information from the internet than other media such as textbooks. Likewise, information related to learning materials is due to the limited availability of learning media in schools so that it makes students more interested in using the internet, one of which is the website.

According to Sibero (2013:11) "the web is a system related to documents that are used as media to display text, images, multimedia, and others on the internet network". Web-based learning known as e-learning can be interpreted as the application of web technology in the world of education. In simple terms, this can be said as all learning carried out by utilizing internet technology in the learning process, so this activity can be called website-based learning. The advantages it offers are the speed of time and unlimited places to access information. So that learning activities can be easily carried out by students anytime and anywhere. So the boundaries of distance, time and space are no longer a complicated problem to solve.

Especially during the current Covid-19 pandemic which requires an online learning process. According to Ma'rufa and Mustofa (2021) In Indonesia, the number of COVID-19 cases is increasing from time to time. Therefore, the Indonesian government issued several regulations to prevent its spread, including in the field of education. Regulation of the Minister of Education and Culture of the Republic of Indonesia concerning Circular Letter Number 15 of 2020 concerning the Implementation of Educational Policies in Emergency Situations of the Spread of the Corona Virus (Covid-19). And all types of activities including education must be done online or known as work by home. So in this situation, schools need online

learning media. As a consequence, online learning is completely dependent on technological devices and Internet connection. Teachers and students can use social media such as WhatsApp telegram, Instagram, zoom applications or other media such as websites as learning media. In this way, teachers can ensure that their students take part in learning at the same time, even in different places. Based on the problems described above, the researchers intend to develop interactive multimedia-based mathematics learning media. The development research conducted by this researcher was entitled "website-based tongue twister learning model to improve student pronunciation at Senior High School 3 (SMAN 3) Banjarmasin during the pandemic".

METHODE

The research conducted is research and development (Research & Development) or R&D. Research and development methods are research methods used to produce certain products and test the effectiveness of these products (Sugiyono, 2009: 297). In this study, researchers seek to develop good and effective learning multimedia products in the form of learning materials and media by producing a product produced in the form of teaching materials as an alternative learning media in the form of a website.

The model used is ADDIE research and development. The ADDIE

model is an easy-to-implement model where the process used is effective, creative, and efficient. Molenda, in Fatmawati (2015) "The ADDIE model is an online learning design model or simple framework that is useful in

designing learning where the process can be applied in various settings because of its general structure. This model has five stages: Analysis, Design, Development, Implementation, Evaluation".

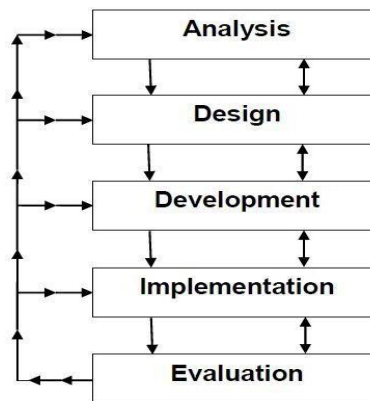


Table 1: ADDIE analysis

Source: Januszewski & Molenda (2008)

Development Procedure

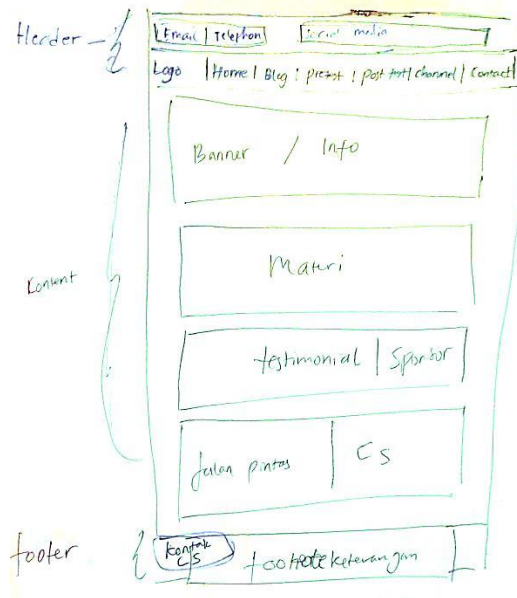
Analysis

In this analysis process, the researcher analyzed a problem that occurred at SMAN 3 Banjarmasin in grade 2 science, namely the students' pronunciation ability was still weak, it was evidenced by the average score obtained from the pretest scores conducted by researchers and teachers. And also besides this problem there is another problem, namely all learning processes at school must be done online so that in pronunciation material, teachers need learning media that can be used online so that they can be accessed anywhere and anytime. After

analyzing this, the researchers planned a website-based learning media by utilizing a tongue-twister which was made in the form of a website aimed at improving students' pronunciation skills.

Design

In the design process, in this study, the researcher designs in the form of a board, namely a raw image or sketch. This becomes a reference in the development stage of the model into a virtual form. And also at this stage, the researcher designed the required shape and navigation according to the previous analysis.



Picture 1: board design

Development

At this stage, the design of the board form is applied in the form of code which serves as an important stage of product manufacture. Here, the model is developed from a basic form into a form of coding and then will produce a product that can be viewed in

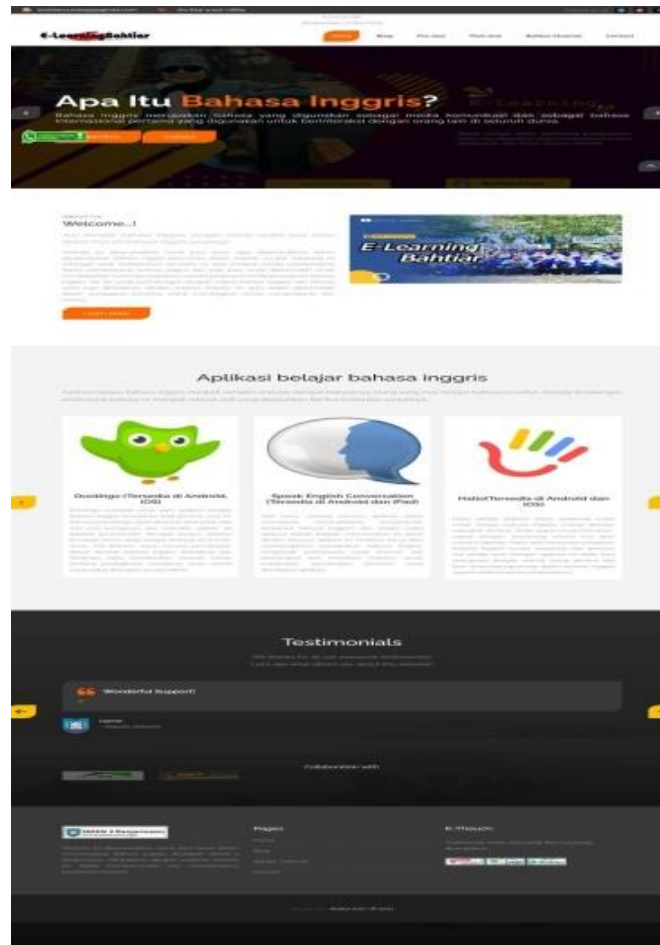
a virtual form such as a website but cannot be accessed online. As well as this process, there is such a thing as a website display adjustment process that must be responsive to all screen shapes and even browser types.

```

1 <!DOCTYPE html>
2 <html lang="en">
3
4 <!-- Basic -->
5 <meta charset="utf-8">
6 <meta http-equiv="X-UA-Compatible" content="IE=edge">
7 <!-- link rel="shortcut icon" href="images/logo.jpeg">
8 -->
9 <!-- Mobile Meta -->
10 <meta name="viewport" content="width=device-width, minimum-scale=1.0, maximum-scale=1.0, user-scalable=no">
11
12 <!-- Site Meta -->
13 <title>Home page</title>
14 <meta name="keywords" content="">
15 <meta name="description" content="">
16 <meta name="author" content="">
17
18 <!-- Site Icons -->
19 <link rel="shortcut icon" href="images/logo.jpeg" />
20 <!-- link rel="apple-touch-icon" href="images/logo.jpeg">
21 -->
22 <!-- Bootstrap CSS -->
23 <link rel="stylesheet" href="css/bootstrap.min.css">
24 <!-- Site CSS -->
25 <link rel="stylesheet" href="style.css">
26 <!-- Responsive CSS -->
27 <link rel="stylesheet" href="css/responsive.css">
28 <!-- Custom CSS -->
29 <link rel="stylesheet" href="css/custom.css">
30
31 <!-- Modernizer for Portfolio -->
32 <script src="js/modernizer.js"></script>
33
34 <!-- If IE 9 -->
35 <script src="https://oss.maxcdn.com/libs/html5shiv/3.7.0/html5shiv.js"></script>
36 <script src="https://oss.maxcdn.com/libs/respond.js/1.4.2/respond.min.js"></script>
37 </endIf -->
38
39 </head>
40 <body>
41
42 <!-- LOADER -->

```

Picture 2: coding using sublime-text



Picture 3: Display of the website

Implementation

This stage is carried out by making finished products accessible via computers and smartphones. So that it can be accessed by everyone, both teachers, researchers and students. And the way is registering a website to hosting and a domain. And be a model that can be accessed with the domain: blessingkaryatulis.my.id or elearningbahtiar.com.

Evaluation

At this stage, the evaluation is carried out after the assessment of several experts, namely media experts,

language materials and also the results of feedback by students. Model evaluation is very important because at this stage there will be product refinement after validation from several experts and feedback from students.

Expert

Before being tested in the field, it is necessary to evaluate the learning media developed. The evaluation was carried out in the form of material, product and language validation. The purpose of validation is to determine the feasibility of website-based learning media developed before the media is

generally used. The results of this activity are input for improving website-based learning media. After the product development has been completed, this stage is to test whether the product is valid or not to a validator who is competent with the learning media. The validity test is given to expert validators, namely teaching materials experts and field practitioners, namely English teachers, media experts, namely teachers of informatics engineering subjects and language experts, namely English lecturers. Product validation is done by giving hardcopy questionnaires to material and media experts and softcopy to linguists via google form.

Types of Data

The type of data obtained in this study is quantitative data. Quantitative data in the form of the average value from the validation sheet, distributing questionnaires and from the pretest and posttest. Qualitative data in the form of suggestions, criticism and responses from the validator are used as a

consideration in making revisions to the product being developed.

Data Collection and Analysis Instruments

The data collection techniques used in developing this website-based learning media are in the form of questionnaires and tests.

Questionnaire

The questionnaire is a data collection technique that uses written questions which are then answered and written by respondents and this is used to determine the feasibility of a learning media developed by researchers and also student questionnaires that researchers will distribute to students who have received learning treatment using this website-based learning media. The needs analysis questionnaire data will be analyzed by calculating the percentage of each questionnaire answer by following the following formula;

$$\text{Percentage} = \frac{\text{Scored obtained}}{\text{Highest score}} \times 100$$

Adopted from Masitoh & Bachri (2018: 500)

Expert assessment of material, design (product), language and student feedback regarding the feasibility, practicality and application of website-based electronic learning materials for teaching mentions through tongue

twister material will be assessed based on the Guttman scale with the following value ranges: Yes = 1 and No = 0 (adopted from Masitoh & Bachri (2018: 501)). The Guttman scale is made in the form of a checklist with the

highest score of 1 (if there is no need for revision) and the lowest score of 0 (if there is a need for revision).

The comment data; Student comments and expert comments on website-based learning media with

tongue twister material will be displayed in the table and given a percentage based on indicators according to Riduwan's criteria (in Masitoh & Bachri (2018: 500) as follows:

Interval of percentage	Categories
0% -20%	very bad (very unfeasible)
21% -40%	bad (not feasible)
41% -60%	enough (decent enough)
61% -80%	good (feasible)
81% -100%	very good (very feasible)

Table 2: Percentage of the result of questionnaire

In the validation of materials, products and also for students questioner using Indonesian language to avoid misunderstanding of meaning, including a questionnaire for students except for

the validation of linguists written in English. For material, media, linguist expert and also students' feedback used this rubric:

Interval	Categories	Interpretation
81%-100%	Very worth	The material, media (included installation testing), linguist expert, students feedback stated that website-based learning media is very suitable to be used as a learning medium without the need for improvement.
61%-80%	worthy	The material, media (included installation testing), linguist expert, students feedback stated that the website-based learning media was feasible to be used as a learning medium with a little improvement.
41%-60%	Worthy enough	The material, media (included installation testing), linguist expert, students feedback stated that the website-based learning media was quite feasible to be used as a learning medium with many improvements.

21%-40%	Not Worthy	The material, media (included installation testing), linguist expert, students feedback stated that website-based learning media was not suitable for use as a learning medium and needed total improvement.
0%-20%	Very Unworthy	The material, media (included installation testing), linguist expert, students feedback stated that website-based learning media were not suitable for use as learning media and needed total improvement.

Table 3: Rubric of the result of material expert validation questionnaire percentage

Material expert validation

In the material expert validation consisting of questions and assessments using the Guttman Scale made in the form of a checklist with the highest

score 1= 20 (if no revision is needed) and the lowest score 0 = 0 (if necessary revision). Material expert validation grid, can be seen from the following table:

NO	Observed aspects	Score	
		Yes	No
1	Is the website media (tongue twister) used in accordance with the subject matter?		
2	Is the website media (tongue twister) used in accordance with the learning objectives?		
3	Is the use of website media (tongue twister) in accordance with Basic Competencies?		
4	Can the use of website media help teachers in the online teaching process?		
5	Can the use of website media (tongue twisters) help students get the subject matter?		
score			

Table 4: Material expert validation grid

Media expert validation

In the expert validation, the material consists of questions and assessments using the Guttman scale adaptation made in the form of a

checklist with the highest score of 1 = 10 (if no revision is needed) and the lowest score is 0 = 0 (if necessary revision).

NO	Observed Aspects	Score	
		Yes	No
1	Is the display page / website page responsive in all screen sizes?		
2	Is the menu easy to access?		
3	Is the use of an interesting typeface?		
4	Can the audio be easily downloaded?		
5	Is the audio easy to hear and clear?		
6	Are the colors used attractive?		
7	Is the loading display attractive when moving the page?		
8	Do media appearances attract the attention?		
9	Is the link submitting an easily accessible answer?		
10	Is access to the website address easily accessible?		
score			

Table 5: Media expert validation grid

Linguist Validation

In the validation of linguists consisting of questions and assessments using the Guttman scale adaptation made in the form of a checklist with the

highest score of 1 = 20 (if there is no need for revision) and the lowest score 0 = 0 (if necessary revision).

NO	Observed Aspects	Score	
		Yes	No
1	Is the writing of the title on the website according to the proper writing standards?		

2	Is the text on the website developed in correct English grammar?		
3	Is the text on the website developed with the appropriate vocabulary?		
4	Do the language used easy to understand by students?		
5	Do the materials represent cohesiveness and coherence in every unit, paragraph, and sentences?		
score			

Table 6: Media expert validation grid

Student Questionnaire/ feedback

In the validation of linguists consisting of questions and assessments using the Guttman scale adaptation made in the form of a checklist with the

highest score of 1 = 20 (if there is no need for revision) and the lowest score 0 = 0 (if necessary revision).

NO	Observed Aspects	Score	
		Yes	No
1	Is this website very easy to use?		
2	Does this website have an attractive appearance?		
3	Are files and audios very easy to download on this website?		
4	Can this website help in your English learning process?		
5	Does this website make it easier to find material about pronunciation (tongue-twister)?		
score			

Table 7: Student questionnaire grid

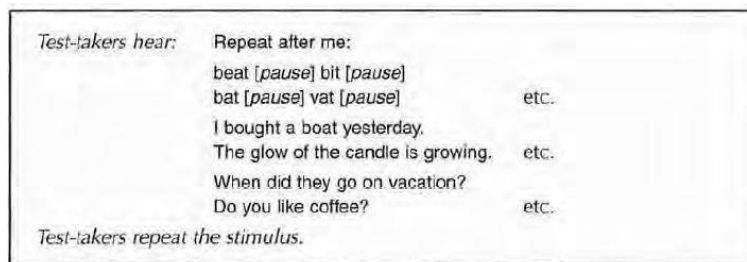
Installation / Launch Testing

Installation testing on website-based learning media for berkahkaryatulis.my.id is carried out on the website by testing it in various types of browsers and different devices (computers and mobile-phones). Then observe component functionality when the web is run on a different browser or device.

Test

A test is a question or task that must be answered or must be chosen/answered by the person being tested (tester) which aims to measure a

certain object (behavior) both against a group of individuals. The tests used by researchers in developing these teaching materials were in the form of pre-test and post-test which were assessed directly by 2 people, namely the teacher and the researcher. This test method is used to determine the level of students' understanding of the learning that has been done with website-based learning media. In collecting test data, the researcher adopted the assessment design from his book Brown namely *Imitative Speaking* (2000: 144).



Picture 4: Word Repetition Task

Adopted by Brown(2000).

So for the assessment students will imitate what they have heard previously on the material and the researcher first conducts a pretest of 10 words which must be recorded by students with the aim of knowing the students' initial pronunciation ability. Second, after the pretest, the researcher will provide treatment with the material that has been prepared through the help of the teacher who directly distributes

the learning link for the previous treatment and pretest. Third, after several treatments, the researcher will again conduct a posttest on the students' pronunciation ability. In the pretest and posttest, four aspects of pronunciation will be assessed. As stated by Ali Mustadi (2013: 35), "aspects that are assessed in pronunciation are spelling and pronunciation fluency, spelling accuracy, emphasis, and

intonation”.

Based on that observed, the data can be presented categories propensity

participants speaking skill score can be seen in this table below:

No	Category	Interval	Score
1	Low	0-25%	1=25
2	Enough	26%-50%	2=50
3	Good	51%-75%	3=75
4	Very good	>75%	4=100

Table 8: Categories Propensity Participants Score Categories Propensity Participants Score

For questions in the recorded form, the words that will be used as questions are all taken from the material that has been previously distributed so that students will try to follow the pronunciation that has been previously learned in the treatment. Here the researcher is still adapting the Guttman

Source: Reflianto and etc (2018). scale where for 1 aspect you get a score of 1 = with a value of 25 and a score of 0 with a value of 0 (zero / no value). And also for a total of 10 questions, each question has a score of 1 with a value of 10 if the student's pronunciation is correct and 0 if it is wrong.

No	Pretest	Posttest
1	Heart	Chicken
2	Hospital	Butter
3	Care	Bottle
4	Cheese	Bought
5	Black	Understand
6	Hotdog	Watch
7	Ice cream	Write
8	Tall	Shine
9	Doctor	Sandwich
10	Zoom	Horse

Table 9: the pretest and posttest questions

So the scores obtained by students will be added up to find out the total score of the students. The total score is

the value obtained by students. Then the class average value will be calculated using the following formula:

$$\text{Mean} = \frac{\sum x}{n}$$

Explanation:

Mean = average value

$\sum x$ = the total value of all students

N = total students

Source: Sari (2016).

After getting the total score of the students, the researcher will compare the average score of both the total questions and the aspects between the pretest and posttest. So that later you will find the results of the difference in scores before and after using learning media.

RESEARCH RESULTS AND DISCUSSION

In this section, the data from the research as well as the discussion will be presented which describes the results of expert validation and also the test results of the 2nd grade students of SMAN 3 Banjarmasin who became respondents and also samples of website-based learning applications in English learning. The results of the analysis can be seen in the following explanation.

The Results of The Material Expert's Response to The Questionnaire for Web-Based Applications in Tongue-Twister Learning

Material expert validation was carried out to determine the quality of instructional media from the aspect of learning design. The material expert is an English teacher. Served at SMA N 3 Banjarmasin and at the same time was also a non-permanent lecturer at the Faculty of English Education at the Islamic University of Kalimantan, namely Bahtiar, M.Pd. After expert validation, improvements were made according to suggestions and comments from material experts. The results of material validation can be seen in the following table:

Questions	Yes	No
1	<input checked="" type="checkbox"/>	-
2	<input checked="" type="checkbox"/>	-
3	<input checked="" type="checkbox"/>	-
4	<input checked="" type="checkbox"/>	-
5	<input checked="" type="checkbox"/>	-
score	100	

Table 10: Material expert testing results data

The Results of The Media Expert's Response to The Questionnaire for Web-Based Applications in Tongue-Twister Learning

Validation by media experts was carried out to test aspects of usability, functionality and aspects of visual communication. At this stage, the validation of the learning media testing was carried out by a media expert,

namely Aulia Marendra Setiawan, S.Kom. ICT subject teacher. Served at SMA N 3 Banjarmasin. After expert validation, improvements were made in accordance with suggestions and comments from media experts. The results of the Media validation can be seen in the following table:

Questions	Yes	No
1	<input checked="" type="checkbox"/>	-
2	<input checked="" type="checkbox"/>	-
3	<input checked="" type="checkbox"/>	-
4	<input checked="" type="checkbox"/>	-
5	<input checked="" type="checkbox"/>	-
6	<input checked="" type="checkbox"/>	-
7	<input checked="" type="checkbox"/>	-
8	<input checked="" type="checkbox"/>	-
9	<input checked="" type="checkbox"/>	-

10	<input checked="" type="checkbox"/>	-
score	100	

Table 11: Material expert testing results data

The Results of The Linguist Expert's Response to The Questionnaire for Web-Based Applications in Tongue-Twister Learning

The linguist validation was carried out to determine the quality of the learning media from the aspects of language and communication. A linguist is an English lecturer at the English language education program Faculty of Teacher Training and Education in Islamic University of Muhammad Arsyad

Al Banjari Kalimantan, namely Yudha Apriani, M.Pd. In this stage, special researchers distribute questionnaires via google form to linguists and validation. After expert validation, improvements were made in accordance with suggestions and comments from linguists. The results of the Media validation could be seen in the following table:

Questions	Yes	No
1	<input checked="" type="checkbox"/>	-
2	<input checked="" type="checkbox"/>	-
3	<input checked="" type="checkbox"/>	-
4	<input checked="" type="checkbox"/>	-
5	<input checked="" type="checkbox"/>	-
score	100	

Table 12: Linguist expert testing results data

The Results of The Students Response to The Questionnaire for Web-Based Applications in Tongue-Twister Learning

Beta testing was carried out to test the quality of the learning media from the usability aspect. Students opened and used learning media then provide an assessment by filling out a

questionnaire. The questionnaire used is an online questionnaire using google form. This questionnaire was filled via the respondent's smartphone or computer. The results of beta testing data tabulation that were tested on students can be seen in the following appendix:

Questions	Yes	No
1	<input checked="" type="checkbox"/>	-
2	<input checked="" type="checkbox"/>	-
3	<input checked="" type="checkbox"/>	-
4	<input checked="" type="checkbox"/>	-
5	<input checked="" type="checkbox"/>	-
score	100	

Table 13: students response/feedback results data

The Results of The installation testing for Web-Based Applications in Tongue-Twister Learning

Launch testing used three kinds of desktop-based browsers, namely Internet Explorer, Mozilla Firefox and

two kinds of mobile-based web browsers, namely Opera Mini and Google Chrome for Mobile. The results of this test are:

Browser	Clear	No
Internet Explorer (Desktop)	<input checked="" type="checkbox"/>	-
Mozilla Firefox (Desktop)	<input checked="" type="checkbox"/>	-
Google Chrome (Mobile)	<input checked="" type="checkbox"/>	-
Opera Mini (Mobile)	<input checked="" type="checkbox"/>	-
score	100	

Table 14: Installations testing results data

The Results of Pretest and Posttest Data

In this test, it was divided into 2 parts, the first was the pretest and the second was the posttest and the calculation uses 4 aspects (fluency,

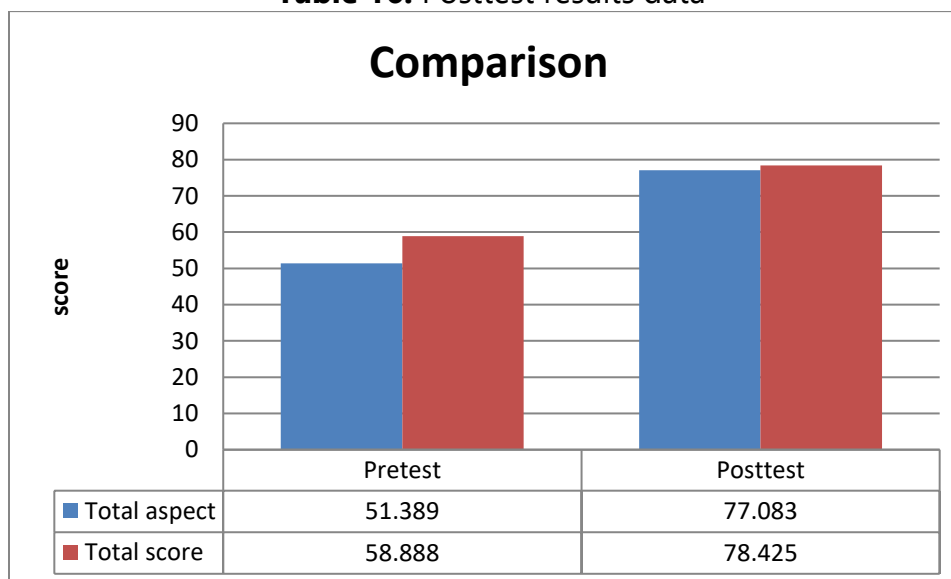
accuracy, stressing and intonation) for each student and a total score of 10 questions. The following were the results of the pretest and posttest which were attached in the following table:

Total of students	ASPECTS				Total	PRETEST
	F	A	S	I		
108	104	29	30	60	5550	6360
score					50	60
AVERAGE	0,96	0,27	0,28	0,56	51,389	58,88889
%	1	0	0	1	51,389	58,88889
TOTAL	2=50 >>>Enough					

Table 15: Pretest results data

Total of students	ASPECTS				Total	POSTEST
	F	A	S	I		
108	108	63	79	80	8325	8470
score					80	80
AVERAGE	1	0,58	0,73	0,74	77,083	78,426
%	1	1	1	1	77,0833	78,42593
TOTAL	4=100 >>>Very god					

Table 16: Posttest results data



Bar Chart 1: Average Pretest And Posttest Comparison Scores

Based on the presentation of the data above, it can be explained that the results of the validation of material, media, language experts and also feedback from students all get a score of 100. So for the validity of this product it is at the Very worth level. So it can be said that website-based learning media is "very suitable to be used as a learning medium without the need for improvement".

And also, the results of the average increase in student learning outcomes found in the pre-test, with an average score of all aspects of pronunciation is 51 and an average score of 58 where from the aspect of pronunciation 2 people get a score of zero, 14 people get a score of 25, 66 people get a value of 50, 24 people get a value of 75 and 1 person gets a value of 100 and from the number of correct questions 3 people get a value of 10, 1 person gets a value of 20, 4 people get a value of 30, 8 people get a value of 40, 9 people get a value of 50, 56 people got a score of 60, 12 people got a score of 70, 13 people got a score of 80, and finally 2 people got a score of 90 so it can be categorized as "Enough" with a percentage of 51% while in the posttest, from the aspect of pronunciation 2 people get a score of 25, 17 people get a score of 50, 59 people get a score of 75 and 30 people get a score of 100 and from the number of correct questions, 2 people get a score of 40, 6 people ng got a score of 50, 11 people got a score

of 60, 17 people got a score of 70, 38 people got a score of 80, 18 people got a score of 90 and 16 people got a value of 100 then got an average score of 77 in all aspects of pronunciation and an average score the average is 78 in the "Good" category with a percentage of 77%.

So the increase in student success from before and after using learning media is 20%. And for this increase we can see in the bar graph 1. So, based on the data that has been presented, it can be concluded that there is an increase in students' pronunciation skills in learning outcomes using website-based learning media.

CONCLUSION

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".

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