

Submitted : 17-02-2024	Accepted : 05-05-2024
Revised : 19-03-2024	Published : 20-06-2024

Improving English Pronunciation Throught Word Pattern in MI Al-Hidayah Mangli

Cholidatul Ulfa Ulumiyah¹, Nafis Wardani², Balqis Nazilia Qur'ani³

^{1,2,3}Universitas Islam Negri Kiai Haji Achmad Siddiq, Jember, East Java, Indonesia

¹cholidatululfa2002@gmail.com, ²nafiswardani64@gmail.com,

³naziliabalqis19@gmail.com

Abstract

English learning in Indonesia still has various problems, namely English is still as a foreign language where the pronunciation and pronunciation methods are quite difficult, so many students feel difficult to pronounce English words. The difficulties caused the students were not interested in learning pronunciation. The purpose of this study was to improve students' pronunciation skills using word pattern strategy because this strategy was an effective strategy to increase students' pronunciation in MI Alhidayah. This study used classroom action research which consisted of four stages: planning, action, observation, and reflection. The data were obtained from research observations taken from third grade consisting of 24 students. The results showed that pre-test data was the average of 56 and the average of post-test was 78. The conclusion of this study was that using word pattern strategy improved pronunciation skills in third grade students of MI Al-Hidayah. Learning pronunciation frequently by using word patterns, students develop sensitivity to English sounds and intonation.

Keywords: Pronunciation, Word Pattern, Student

A. Introduction

English is one of the compulsory subjects taught at school, many aspects are expected to be considered carefully and wisely. One of them is speaking, speaking is a productive and imitative skill that allows students to practice the language using communication patterns (Becker and Roos 2016). Pronunciation is the first thing that native speakers will aware of along the conversation, they can perceive that a person is bad in English simply because they have poor pronunciation (Sudarmaji and Yusuf 2021). In addition, many problems are found in learning speaking one of which is pronunciation. Many students are still confused in pronouncing some words, they have difficulty in pronouncing the words given by the teacher. When they feel difficult, they will be afraid of making mistakes in pronunciation and this will make them lazy to learn pronunciation again.

The aspects to be learned in mastering English pronunciation are very diverse. Herlina 2015 states that pronunciation is related to speech rate, tone, pause patterns, intonation, and even gestures to convey the overall message. In addition, the most serious problem is actually because pronunciation receives less attention from teachers. As we know, most teachers only ask their students to read texts and learn grammar. English grammar study emphasized the importance of speaking with the correct grammar (Panou 2013). In other words, teachers give too much reading and grammar practice rather than pronunciation practice. This makes students' pronunciation less good and there are many misunderstandings between students and each other when speaking.

Pronunciation is an important thing that must be mastered by students studying English at school (Husni Hasibuan 2019). English pronunciation is very important to master if you don't master pronunciation properly and correctly then there will be misunderstandings, when someone makes a mistake in their English pronunciation then it will be directly known or

detected by people who listen because language is not only about written words, but also how we convey messages orally (Sholeh and Muhaji 2015). So when someone mispronounces one consonant letter or the vowels in a word can make a difference words that will result in errors in meaning (Hidayati and Rosyid 2020).

In the context of English language learning, good pronunciation provides a strong foundation for comprehension and effective communication. Clear pronunciation helps learners interact more fluently with native speakers, increases confidence in speaking, and allows them to be better understood. In addition, good pronunciation also affects understanding of social and cultural contexts. In an increasingly connected world, the ability to express oneself clearly and accurately can open doors to employment opportunities, further education, and cross-cultural interactions.

The use of effective teaching strategies in improving students' pronunciation in educational settings is a major challenge in the learning process. In this context, developing teaching strategies that can improve students' pronunciation is very important. The level of understanding and mastery of pronunciation is very important to help correct pronunciation so that it can help students recognize and pronounce words more accurately, especially for those who are learning English at the primary school level.

One of the proposed strategies is word pattern strategy. According to Bedell and Schott in Sinaga and Miranda word pattern is defined as a set of strategies that help students in pronunciation and using as a strategy or a combination of techniques to recognize and master the meaning of new words when needed (Sinaga 2022). By focusing on word patterns, pronunciation learning can become more structured and can be learned more easily, especially at the elementary school level. This provides a solid foundation for students to build good pronunciation from an early age, which will help them overall in their English learning journey.

By focusing on word patterns, pronunciation learning can become more structured and can be learned more easily, especially at the elementary school level.

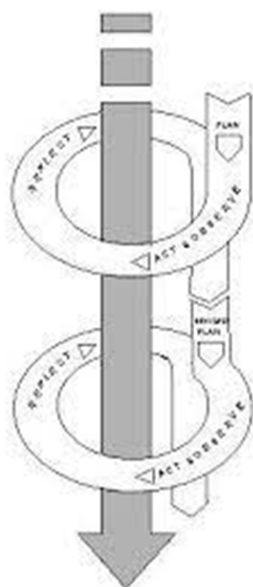
B. Research Method

This research uses classroom action research using the Kemish and Mc Taggart model which consists of planning, implementation, observation and reflection. Classroom action research is designed to address real problems experienced by students. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching (Mettetal 2012). In this case, the researcher as a teacher conducted this research to solve and face English language learning problems in the classroom. Classroom action research focuses on the teaching and learning processes that occur in the classroom to improve the quality of learning practices. The aim is to determine changes and progress in the actions implemented during learning activities. Following are the steps used:

1. At the planning stage (planning) At the planning stage the researcher does 1) make material about nouns, 2) Collecting noun pattern material, (word pattern) noun, 3) Arranging Exercises (exercise) or providing treatment (treartment), 4) preparing pre-test and post-test scores (designing pre tests) then (designing post tests), 5) assessment (making assessment formats) with Likert scale models.
2. In the acting stage, the researcher implements the entire plan with the word pattern strategy.
3. The observation stage includes recording and observing the development and ability of the student learning process in class.
4. The reflection stage includes assessment by analyzing the shortcomings or advantages during the learning process based on the success criteria, namely 75% of the number of students in the class (for example, 24

students we must succeed in getting 75%, namely 18 students who are able to improve their pronunciation) This research is considered successful if 75% of the total number of students reach a score of 70.

Classroom action research developed and carried out by teachers in schools today are generally based on the Kemmis and Mc Taggar car model. The chart of research according to (Prihantoro and Hidayat 2019)



C. Results And Discussion

In this chapter the researcher shows the results of research that has been carried out at MI Al-Hidayah where this research is taken from pre-test and post-test data given to grade 3 students. At the pre-test stage the teacher asks students to read vocabulary related to parts of the body, then the teacher provides material to students vocabulary using the word pattern strategy. Then the researcher gave a post test to reassess the students' abilities. The results of the pretest and post test can be seen in the following table:

Table 1. Pre-Test And Post Test Results Of Students’ Pronunciation Skills

No.	Students Name	Pre-Test Score	Post-Test Score
1	AL	50	70
2	BQ	52	68
3	NZ	54	76
4	UL	50	78
5	NF	56	82
6	DY	58	84
7	AN	50	74
8	YH	58	76
9	KR	60	80
10	MR	70	86
11	ZY	58	80
12	NM	50	70
13	QE	68	78
14	SK	54	80
15	TA	54	84
16	CS	62	82
17	UI	56	74
18	AA	54	78
19	WR	62	78
20	JK	60	86
21	THV	52	76
22	RYZ	58	82
23	RFT	44	70
24	GF	52	84
Total		1.342	1.876
Mean		56	78

Table 2. Pre-Test Result

No.	Students	Score
1.	5	44-50
2.	15	52-60
3.	4	62-70
24		

From the table above, it can be describe that there were 5 students who got scores in the rank (44 to 50), 15 students got scores in the rank of (52 to 60), and 4 students got scores in the rank (62 to 70). This showed that the ability to pronounce English vocabulary of students was still low average or lacking.

Furthermore, researchers provide treatment by applying word pattern strategies to teach word pronunciation. Then the researcher gave a post test to the students. The post test results can be seen in the following table

Table II Post-Test Result

No.	Students	Score
1.	4	68-70
2.	9	72-78
3.	11	80-86
24		

From the table above, it can be describe that there were 4 students who got scores in the rank (68 to 70), 9 students got scores in the rank of (72 to 78), and 11 students got scores in the rank (80 to 86). This showed that the ability to pronounce English vocabulary of students was still low average or lacking.

Some things that are notes on increasing students' ability in pronunciation are 1) pronunciation learning is carried out using songs and movements, (Andrea Nicoleta 2015) in her research also said songs can be an affective tool that reduces stress and anxiety and can increase students' confidence in the ability to pronounce words in English 2.) Learning is carried out together which makes students enthusiastic and enthusiastic in participating in learning, 3.) teachers strive to develop student pronounsiation by providing motivation and reward (Fauziah et al. 2018) 4) teachers provide examples and students imitate repeatedly, which the results of this study are in line with research (Prayogo, Negeri, and Jember 2022) which says that the learning drill method aims to make students fast and careful in solving

problems and remembering an oral activity that requires memorization, 5) Vellutino and Scanlon in Kumara state that Yang skills are semantic-based (vocabulary and general knowledge) child) affects the child's ability to read words and phonological skills have a greater role, this has a relationship with the similarity of spelling patterns or word patterns that make it easier for students to remember pronunciation (Amitya Kumara, A. Jayantin Wulansari, and L. Gayatri Yosef 2014).

From the data analysis using pre-test and post-test, it showed that there is a significant difference between students' ability before and after the application of word patterns . The overall improvement can be seen from various aspects of the evaluation that has been done, among others, students can understand word patterns in English which is evident from the increase in the number of words with the correct pattern identified in the test that has been done, students pronounce pronunciation more precisely and clearly which is evidenced from the results of audio recordings and observations and finally there is an increase in students' awareness of phonology in English such as syllables and consonants which affects students to recognize and produce sounds in words more accurately.

However, it is important to remember that each of these changes may vary from one student to another, but in general the application of word patterns has a positive impact on students in improving students' pronunciation skills in English.

D. Reference

- Becker, Carmen, and Jana Roos. 2016. "An Approach to Creative Speaking Activities in the Young Learners' Classroom." *Education Inquiry* 7 (1). <https://doi.org/10.3402/edui.v7.27613>.
- Herlina. 2015. "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo." *Jurnal Ilmiah Visi Pptk Paudni* 10 (2).
- Hidayati, Poppy Sofia, and Abdul Rosyid. 2020. "Pembelajaran English Pronunciation Melalui Mobile Assisted Language Learning (Mall): Potensi Dan Hambatan." *Jurnal Ilmiah Pendidikan* 04: 61–66. <http://journal.unpak.ac.id/index.php/pedagonal>.
- Husni Hasibuan, Selamat. 2019. "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU." *Journal of English Education and Teaching*. Vol. 3.
- Mettetal, Gwynn. 2012. "Improving Teaching Through Classroom Action Research." <https://www.researchgate.net/publication/266439787>.
- Panou, Despoina. 2013. "Equivalence in Translation Theories: A Critical Evaluation." *Theory and Practice in Language Studies* 3 (1): 1–6. <https://doi.org/10.4304/tpls.3.1.1-6>.
- Prihantoro, Agung, and Fattah Hidayat. 2019. "Ulumuddin: Jurnal Ilmu-Ilmu Keislaman Melakukan Penelitian Tindakan Kelas." https://jurnal.ucy.ac.id/index.php/agama_islam/index.
- Sholeh, Agus, and Uun Muhaji. 2015. "Pronunciation Difficulties Encountered By Efl Students In Indonesia: Sebuah Studi Kasus Pada Mahasiswa Kelas Integrated Course Semester 1 Fkip Bahasa Inggris Universitas Kanjuruhan Malang."
- Sinaga, Febiola Miranda. 2022. "The Effect of Word Attack Strategy towards the Students' Comprehension in Reading Descriptive Text of Eight Grade at SMP Negeri 2 Nainggolan."

- Sudarmaji, Imam, and Danu Yusuf. 2021. “*Jetal: Journal Of English Teaching & Applied Linguistics The Effect of Minecraft Video Game on Students’ English Vocabulary Mastery.*”
- Wulandari, D. (2021). Improving Students’pronunciation Through English Song. *UG Journal*, 15(4).
- Dalilah, W. K., & Sya, M. F. (2022). Problematika Berbicara Bahasa Inggris pada Anak Sekolah Dasar. *KARIMAH TAUHID*, 1(4), 474-480.
- Elsa, R. (2023). The Effect of Word Attack Strategy toward Students' Reading Comprehension Skill on Recount Text at Tenth Grade of Senior High School Maarif 04 Perintis Tempurejo in Academic Year of 2022/2023 (*Doctoral dissertation*, UIN KH Achmad Siddiq Jember).
- Alipanahi, F. (2014). Technology and English language pronunciation. *Indian Journal of Fundamental and Applied Life Sciences*, 4(3), 461-465.
- Susanthi, I. G. A. A. D. (2020). Kendala dalam belajar bahasa Inggris dan cara mengatasinya. *Linguistic Community Services Journal*, 1(2), 64-70.
- Guſti, I., Agung, A., & Susanthi, D. (n.d.). Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya. *Linguistic Community Service Journal* | , 1(2), 2021. <https://doi.org/10.22225/licosjournal.v1i2.2658>
- Prihantoro, A., & Hidayat, F. (2019). Melakukan penelitian tindakan kelas. *Ulumuddin: Jurnal Ilmu-ilmu Keislaman*, 9(1), 49-60.