PKM TONGUE TWISTER TRAINING FOR MTS MAMBAUL ULUM PAITON PROBOLINGGO STUDENTS

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Abstrak
The ability to speak English is an essential skill in the era of globalization. However, students at MTs Mambaul Ulum Paiton still experience difficulties in pronouncing English words. This happens, one of the reasons, because the lack of practice in pronouncing English words in everyday life. This training program aims to improve the ability to pronounce English words correctly through tongue twister training method. The implementation of the method includes theory-based and practice-based training sessions. The training is carried out in 5 (five) meetings which is weighted 105 minutes in each meeting. Pre-test and post-test were carried out to evaluate the effectiveness of the training.
Keywords: Tongue Twister, Pronounciation, Madrasah Tsanawiyah

Abstract
Kemampuan berbicara bahasa Inggris merupakan keterampilan penting di era globalisasi. Namun, para siswa di MTs Mambaul Ulum Paiton masih mengalami kesulitan dalam mengucapkan kata-kata bahasa Inggris. Hal ini terjadi, salah satu penyebabnya, adalah karena kurangnya latihan dalam mengucapkan bahasa Inggris dalam kehidupan sehari-hari. Program pelatihan ini bertujuan untuk meningkatkan kemampuan pengucapan kata-kata bahasa Inggris dengan benar melalui metode pelatihan tongue twister. Metode implementasi meliputi sesi pelatihan berbasis teori dan praktik. Pelatihan dilaksanakan dalam 5 (lima) pertemuan dengan durasi 105 menit pada setiap pertemuan. Evaluasi dilakukan dengan diselenggarakannya pre-test dan post-test.
Keywords:Pembelit Lidah, Pengucapan, Madrasah Tsanawiyah

INTRODUCTION

The partner in this service is MTs Mambaul Ulum Paiton Probolinggo which is located in Dusun Mega, Desa Sukodai, Kecamatan Paiton, Probolinggo. The students of this madrasah still have difficulty in correctly pronouncing the words that are arranged in tongue twister sentences which are used as measuring tools. This is common among junior high school students due to the minimal portion of pronunciation learning in junior high schools.

In other words, the ability to speak English that is understood together is an important skill in today's global world, but students Junior high school students have difficulty pronouncing words in English correctly. This condition also occurs in students of MTs Mambaul Ulum Paiton Probolinggo.

Theoretically, the difficulty in correctly pronouncing English words in this madrasa is caused by various factors, some of which are lack of practice.
This could be the cause of pronunciation difficulties as in the study by Handayani and Hikmawati (Handayani & Hikmawati, 2018), also by Ungu (Ungu, 2018). Another difficulty is due to difficulty in recognizing English phonetic patterns. This is in line with the results of research by Priyanto (Priyanto, 2020), also (Awista et al., n.d.). Another cause is due to a lack of confidence when speaking in public ((Nurhasanah & Zainil, 2018); (A.R., Nirwana; Mukadar, Suraya; Badu, 2020); and (Lutfiani, Dewi; Astutik, 2017)).

The purpose of this service is to train students of MTs Mambaul Ulum Paiton to pronounce English consonants and vowels correctly when they become words in tongue twisters. For the students, it will provide a fun learning experience in honing phonetic skills, as well as strengthening the courage and fluency of speaking English. The purpose of this service is to train students of MTs Mambaul Ulum Paiton to pronounce English consonants and vowels correctly when they become words in tongue twisters.

METHOD

The service is arranged as the followings. Firstly, we took coordination with MTs Mambaul Ulum Paiton Probolinggo regarding the plan for service implementation. This coordination aims to obtain approval from MTs Mambaul Ulum which is evidenced by the issuance of a letter of approval by the madrasah.

Secondly, after the coordination, we developed training materials that include pronunciation theory, tongue twister examples, and speaking practice strategies. The training was carried out in five meetings where each session consists of warm-up, theory teaching, practical exercises, simulations and evaluations.

At warm-up session, the students were given breathing and articulation exercises to prepare the speech muscles. After the warm up, the students were given lecture and understanding of the importance of pronunciation and how tongue twisters help improve speaking skills. Immediately after the theoretical explanation, practical exercise was conducted. In this step the students are given various tongue twisters with gradual levels of difficulty. After the practical exercises, simulation and evaluation were conducted. Practice and feedback from tutors where the students were asked to practice tongue twisters in front of the class and received feedback from the facilitator, were the next step. The last, feedbacks from students were collected regarding the effectiveness of the training.

In addition, in terms of lesson plan format, it can be reported that the format was designed in two phases, namely preparation phase and the real teaching phase. Preparation phase consists of two activities, namely creating a learning plan, and practice teaching with peers.

Learning Plan was constructed on May 27, 2025 where the service team and teachers held a discussion about the use of tongue twisters as a warm-up activity in English classes. The purpose of this activity is to improve pronunciation skills, as well as self-confidence. The team agreed to design the teaching based on Before-During-After framework.

"Before the practice" means tongue twisters are introduced and practiced gradually to ensure clarity. In this early stage of the training, the students were given practice in recognizing phoneme sounds in English. The tutors immediately taught/introduced how to differentiate phonetics in the words "the" /ð/: voiced dental fricative, and "think" (/θ/). After that, the tutors asked the students "do they think learning how to differentiate phonetics is difficult/easy?"

"During the practice" means under the teacher's guidance students practice repeating the tongue twisters in pairs, gradually increasing the speed of pronunciation. After that each students were invited to practice in front of the class.

The last is "After the practice" which means students reflect on which sounds were most difficult for them and what strategies helped for better pronunciation. In case a word or a sentence needs to be trained once again, the teacher guides it for the students.

Next, at the same day the team also conducted practice teaching with peers. In this phase the team established the construction of the lesson plan. It is agreed that the 105-minute learning process construction is: 10 minutes for ice breaking, 30 minutes for phoneme practice, 50 minutes for recitation practice, and 15 minutes for reflection.

In the above-mentioned steps, the role and duties of each member are the followings. Tirmidi as team leader is responsible for compiling proposals, leading the preparation of materials, preparing implementation, and leading the preparation of reports. Farihatul Qomariyah acts as a liaison with cooperation partners because the location of the service is the same location where the person concerned lives (boarding school). Lailatut Tarwiyah acted as the training implementation coordinator. Nabila Annisa' acts as a tutor. Riska Binti Fatatin Azizah acts as a companion teacher.

RESULTS AND DISCUSSIONS

The activity was carried out in five sessions, namely on May 28, 2025, June 4, 2025, June 11, 2025, June 18, 2025, June 25, 2025. In each session, five learning steps as mentioned above were carried out.

In the first step, there is warm-up. The teacher provided an orientation regarding the material that will be studied at the meeting. When teaching how to differentiate phonetics in the words "the" /ð/: voiced dental fricative, and "think" (/θ/: voiceless dental fricative, for example, the teacher trained students to pronounce the phonetics. Therefore, in the warm-up session, words with consonant and vowel bases as well as diphthongs as listed below were practiced. This step was allotted in 10 minutes.

The consonants, vowels, and diphthongs are as follows.
- /p/: voiceless bilabial plosive (as in pat)

- /b/: voiced bilabial plosive (as in bat)
- /t/: voiceless alveolar plosive (as in top)
- /d/: voiced alveolar plosive (as in dog)
- /k/: voiceless velar plosive (as in cat)
- /g/: voiced velar plosive (as in go)
- /f/: voiceless labiodental fricative (as in fish)
- /v/: voiced labiodental fricative (as in vase)
- /θ/: voiceless dental fricative (as in thought)
- /ð/: voiced dental fricative (as in this)
- /s/: voiceless alveolar fricative (as in sun)
- /z/: voiced alveolar fricative (as in zoo)
- /ʃ/: voiceless palatoalveolar fricative (as in shoe)
- /ʒ/: voiced palatoalveolar fricative (as in measure)
- /tʃ/: voiceless palatoalveolar affricate (as in chicken)
- /dʒ/: voiced palatoalveolar affricate (as in judge)
- /m/: bilabial nasal (as in man)
- /n/: alveolar nasal (as in nose)
- /ŋ/: velar nasal (as in sing)
- /l/: lateral alveolar approximant (as in lip)
- /r/: alveolar approximant (as in red)
- /w/: bilabial glide (as in water)
- /j/: palatal glide (as in yes)

Vowels:
- /iː/: close front unrounded vowel (as in see)
- /ɪ/: near-close near-front unrounded vowel (as in sit)
- /e/: close-mid front unrounded vowel (as in bed)
- /æ/: near-open front unrounded vowel (as in cat)
- /ɑː/: open back unrounded vowel (as in father)
- /ɒ/: open back rounded vowel (as in dog in British English)
- /ɔː/: open-mid back rounded vowel (as in law)
- /ʊ/: near-close near-back rounded vowel (as in book)
- /uː/: close back rounded vowel (as in blue)
- /ʌ/: open-mid back unrounded vowel (as in cup)
- /ə/: schwa, mid-central vowel (as in sofa)

The next step is theoretical explanation. In this step the teacher explained and demonstrate how to pronounce words that had been arranged in a sentence. This step was allotted in 30 minutes. The following list is the tongue twister mentioned.

Next, students will be guided to pronounce the words in the picture above. It should be explained that in each meeting, no more than 5 sentences will be practiced. This is done so that each student has enough opportunity to practice.

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Next is the simulation and evaluation stage. At this stage, students will be asked to come forward one by one to pronounce the sentences in the tongue twister in front of the teacher. At this stage, the teacher will have the opportunity to correct pronunciation errors made by students.

In this step, each tutor took a turn to lead the activity. On peer feedback and peer discussion after the class, it is found that the use of visual aids and clear lip movements were very helpful for students to imitate and to pronounce the words and sentences.

For the next 50 minutes, the students were invited to learn and try various tongue twister sentences gradually from easy to complex. The team observed that some students had difficulty with speed in repetition. To overcome this problem, the teacher formed small groups and gave students the opportunity to take turns before they read the story as a group. This activity reflects the exploration and elaboration stages where students not only imitate but also recite in groups and individually. The sentences used include:
- "She sells seashells by the seashore."
- "Think this through thoroughly, then thank them."
- "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

It is found that with the choral repetition and individual challenge approaches, students experienced better pronunciation skills and began to feel confident in speaking in front of the class.

Continued with guessing game, that students look enthusiastic and active, and the learning atmosphere becomes more relaxed with laughter and acceptance of mistakes, and students begin to make corrections to themselves and challenge each other.

In accordance with the confirmation steps in the RPP, the final session is feedback session. In this 15-minute activity, the teacher observed the students' pronunciation and provided direct feedback. Several students who initially had difficulty pronouncing /ʃ/, /ʧ/, and /θ/, for example, showed improvement in pronunciation after several exercises. This evaluation also helped students knowing their progress.

The next is evaluation of the implementation of the program solution and the sustainability of the program in the field after the PKM activity has been completed. Based on observations and post-test results, the tongue twister training program was proven to be successful in improving students' pronunciation skills. The most striking aspect is the increase in students' confidence and ability to distinguish phonemes phonetically. This shows that the learning objectives listed in the RPP, such as increasing confidence and cooperation when practicing pronunciation, have been achieved. However, it was found that intensive training needs to be continued outside the PKM program so that the results obtained can be more optimal. Time constraints are the main challenge in honing these skills thoroughly.

CONCLUSION

Sessions with tongue twister training have shown a positive impact on improving students' pronunciation skills at MTsN Mambaul Ulum. The use of phonetic approaches and repetitive practice strategies encourage students to recognize and produce sounds that were previously difficult for them to pronounce. In addition, the use of choral repetition methods, individual simulations, and role plays act as triggers for activity and increase student confidence.

The results of the pre-test and post-test show that most of the students make progress, especially in distinguishing the phonemes /θ/, /ʃ/, and /ʧ/. Non-cognitive aspects such as speaking confidence and group cooperation also improved significantly. Thus, this training not only solves phonetic problems but also creates a communicative and enjoyable learning environment.

Community service program in the form of tongue twister training held at MTsN Mambaul Ulum Paiton also shows a positive impact on students' pronunciation skills. By using a basic phonetic approach and fun learning methods, students are not only able to recognize various sounds in English, but also experience progress in their courage to speak in public and cooperation in groups.

Moreover, the impact of this activity shows that practical pronunciation training, such as tongue twisters, is effective to be implemented at the junior high school level, especially in madrasahs. With the right strategy, pronunciation material that has been considered complicated can be delivered in a fun and easy-to-understand way for students. However, the limited time and frequency of practice during the program are challenges in optimizing the results.

Therefore, it is recommended that madrasahs continue this program independently by integrating it into daily learning. In addition, similar training can be further developed by utilizing digital technology to increase the reach and effectiveness of the learning process. This recommendation is addressed to teachers, madrasah principals, and related parties so that this activity can continue and provide long-term benefits.

SUGGESTIONS

Based on the results of the tongue twister training implementation at MTs Mambaul Ulum Paiton, several suggestions for follow-up activities are proposed. Firstly, the school is advised to continue this program regularly through activities such as a Pronunciation Club or Fun Speaking Session. Secondly, teachers can develop digital learning media such as videos or tongue twister practice applications so that students can practice independently. Thirdly, further training is needed for teachers on phonetics and pronunciation teaching techniques. Fourthly, future research could analyze the effectiveness of the tongue twister method and its impact on students' confidence and fluency. Finally, schools and universities are expected to continue collaborating in developing a sustainable phonetic training program.

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