

**THE ROLE OF PRONUNCIATION IN ENHANCING SPEAKING FLUENCY FOR
JUNIOR HIGH SCHOOL STUDENTS IN PONDOK PESANTREN ADDABA
DESA SITIBENTAR**

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Abstract - *In this era of global competition, language skills are not only focused on regional and national language skills but also English, especially at the junior high school level. This study uses a qualitative descriptive method based on field observations in Desa Sitibentar, Kebumen. The results of this study analysis found that several junior high school students at the Addaba Islamic Boarding School in Sitibentar Village, Kebumen experienced difficulties and lack of awareness of basic English lessons. By guiding students through pronunciation techniques such as shadowing, songs, tongue twisters, or memorizing English vocabulary, it is easier for students to train their confidence and improve their English knowledge.*

Keywords: *Pronunciation, English, Language, Speaking, Student*

1. INTRODUCTION

In everyday life, humans need something called "communication" how someone connects. Humans are social creatures who need language to communicate. The language used is a fundamental communication tool, both oral and written. Language is a linguistic science that includes language, langue, and parole. Based on (Chaer, 2007), he mentioned that language is the most abstract and universal object of study. Language can emerge with different social contexts so it produces a lot of information about how it works, how language produces social relationships that grow in a community or society, and how they signal several aspects of social identity through the language used (Fadilla, 2018).

Language is a medium or tool for communication with the aim of the listener or interlocutor understanding what is being conveyed. The language taught and used in the school environment aims to make students accustomed to using sentences that they use every day (Sri Wahyuni, 2015). Language conveys everything stored in a person's mind, and they must have good language skills (Idayani et al., 2024). Language also plays an important role in the intellectual, social, and emotional development of students. Speaking means being able to speak, which allows individuals to interact directly with ideas and opinions, information, and needs (Idayani et al., 2024). Therefore, language skills need to be pursued and developed from an early age to adulthood so that communication skills also develop.

Along with the development of the times, good language skills are needed to support life as educated Indonesian students are required to be able to speak Indonesian well. This is a form of self-awareness of the importance of national language. However, in addition to being able to speak Indonesian well, students are required to be able to speak English even though it is only a basic lesson. In this era of global competition, language skills are not only focused on regional and national language skills. However, it also includes foreign language skills, especially the ability to speak English as an international language (Rahayu, 2023). As an international language, English is an important knowledge to master. In Indonesia, English is one of the subjects taught in junior high schools (Frans, 2022). One place where students get English lessons is at school. A school is a place or educational institution that is systematically organized and can guide students following Pancasila and Undang-Undang Dasar 1945 (Amsir, 2018). This requires the effectiveness of the teaching and learning process to take place properly.

Foreign language skills in this modern era and advanced technology are very necessary. Foreign language skills can help upgrade yourself in the world of work or in any field. A teacher is required to be able to master learning methods well. This aims to be able to provide guidance on the material to students (Amsir, 2018). With an effective teaching process, it can raise students' awareness of the importance of learning foreign language skills.

In Indonesia, English is one of the subjects taught in junior high schools (Frans, 2022). Junior high school education in Indonesia has a determination of English learning in accordance with the *Kurikulum Merdeka*. Education in Indonesia

certainly has an *Kurikulum Tingkat Satuan Pendidikan* where the implementation of education in junior high schools in the Depdikbud in 1994 (Amsir, 2018), bertujuan sebagai berikut:

1. Directing students to become complete Indonesian citizens based on Pancasila who can build themselves and be responsible for national development.
2. Providing the skills needed by students to continue their education to a higher level.
3. Providing basic skills with the goal of living in society and being able to develop themselves according to their respective talents.

English subjects at the Junior High School level are adaptive subjects and are included as foreign language learning (Amsir, 2018). At the Junior High School level, English learning is more focused so that students are able to communicate in English with the context of communication materials, both verbally and in writing (Amsir, 2018). While at the Senior High School level, it is focused on being able to reach an informational level because they are prepared to continue their education to college (Amsir, 2018). However, in learning English in class, more emphasis is often placed on reading skills, while other skills receive less attention (Jahrudin, 2018). Speaking skills are the most important skill to develop when learning English.

English has four linguistic aspects, namely listening, speaking, reading, and writing. These linguistic aspects are not easy because they require serious effort to master these skills (Rahayu, 2023). Meanwhile, the components of English have four components, namely structure, pronunciation, vocabulary, and grammar (Amsir, 2018). One of the important skills in English in the aspects of English is speaking because with speaking, students will find it easier to practice or interact directly (Irawati & Nurnaningsih, 2019).

One of the requirements of basic education is being able to understand texts properly and correctly. In junior high school students, schools usually teach students about English lessons that focus on grammar, vocabulary, and verbs. Each has an important value in learning basic English. Pronunciation is one of the most difficult parts of learning English. Pronunciation plays a big role in English. If one vowel or consonant is incorrect in a word, it can cause a difference in meaning or a mistake in meaning. Pronunciation is one of the largest parts of English to communicate with others pronouncing the language because there is a difference between symbols and sounds (Apriyanto et al., 2024).

The researchers are students of group 206 KKN 114 of Universitas Islam Negeri Sunan Kalijaga. This research was conducted because the direct observation was conducted in Desa Sitibentar, Kecamatan Mirit, Kabupaten Kebumen, Jawa Tengah, where the KKN group 206 UIN Sunan Kalijaga Batch 114 went to Pesantren Addaba Desa Sitibentar regarding English language learning for 8th and 9th grade junior high school students. Most of the students there attend MTS 7 Kebumen and SMP 2 Mirit. This research is the result of the success of one of the work programs of the KKN group 206 UIN Sunan Kalijaga batch 114 which is called *Pelatihan Bahasa dan Sastra di Pondok Pesantren Addaba*. The program is one of the superior work

programs of the KKN UIN Sunan Kalijaga batch 114 group 206 which was carried out for 3 weeks. The researchers observed the process of learning foreign languages at the Pondok Pesantren Addaba Desa Sitibentar.

Desa Sitibentar is one of the villages located in Kecamatan Mirit, Kabupaten Kebumen, Central Java. Sitibentar is located near the coast which is quite far from the hustle and bustle of the city. In addition to the coast, the village has many rice fields. Pondok Pesantren Addaba is one of the Islamic boarding schools in Desa Sitibentar which is quite famous and has many students. English is learning there that focuses on learning related to daily activities. The head of Pondok Pesantren Addaba said that the students received English learning, but it was not optimal or not yet effective in the learning process.

There are two foreign languages, namely Arabic and English. However, English in the Islamic boarding school is not yet adequate and effective. Pondok Pesantren Addaba does not yet have professional teachers who can provide English teaching and guidance. In fact, in the modern era and sophisticated technology today, it is undeniable that English is the most basic skill that everyone must have in a foreign language. With this problem, one scientific question is produced, namely How does focused pronunciation training improve speaking fluency among 8th and 9th grade students?

This study discusses English language learning for 8th and 9th-grade students at Pondok Pesantren Addaba bringing up the topic of how influential it is to train and accustom students to pronunciation. The researchers wanted to hone the students' self-confidence to start getting used to using English without having to eliminate their specialty language at the Boarding School, namely Arabic. The students were trained carefully and focused on how to pronounce the vocabulary in English sentences. This study was conducted so that 8th and 9th-grade students could have basic English knowledge that not only focuses on the language but also includes English literature and culture that follows the Merdeka curriculum. With the aim that they are ready for English lessons at a higher level, namely high school. The learning method still follows *Kurikulum Merdeka* and module from Pondok Pesantren Addaba. However, it is slightly modified with the addition of studying pronunciation or English speaking for daily activities.

Several previous studies discuss this research topic, including; Amsir, (2018) in his research on English reading skills said that at the Junior High School (SMP) level, English lessons are adaptive subjects as well as foreign language learning to equip students with English skills both in the context of communication materials, both oral and written.

In the second study, namely Sri Wahyuni, (2015) in her research, namely speaking is one of the main aspects of skills besides reading, writing, and listening. The purpose of this skill aspect is to directly apply the language being learned. Students also tend to adopt their mother tongue more and use Indonesian structures when speaking English which causes some students to unconsciously and not know or even forget their knowledge of English. In addition, lack mastery of vocabulary or

grammar, lack of information about English, not being used to practicing correct language patterns, and being influenced by Indonesian habits or regional languages as their mother tongue.

The next study was written by Idayani et al., (2024) in their research on English listening and speaking application training to improve students' language skills that to improve students' English language skills, English listening and application assistance activities were used. Based on these activities, the results were obtained, namely an increase in understanding of comprehension, vocabulary, pronunciation, and fluency in speaking English.

2. METHOD

The researcher uses qualitative descriptive methods. Qualitative descriptive methods where data can be collected by creating a description of descriptive words, especially from the form of parsipan words related to the object of the researcher, images or not using numbers (Locke et al., 1987; Marshall & Rossman, 2014).

(Carrol, 1990), explains that qualitative descriptive methods refer to;

1. Describing how an object is based on the depiction of dimensional parts.
2. Writing a conversation between submissive people.
3. Taking a subject and writing about it.

The researchers, namely the KKN 206 group, met the head or leader at the Pondok Pesantren Addaba which is Pak Kyai, and then socialized with the young woman, which included an English language and literature training work program in the 8th-9th grade at the junior high school level. Researchers conducted observations and from the observation and socialization results, researchers divided the two groups of students into English classes. The first group is 8th and 9th grade female students while the second group is 8th and 9th grade female students.

The method taught by students follows the existing module in Pondok Addaba Desa Sitibentar and continues to follow the Learning from *Kurikulum Merdeka*. The researchers then backed up a summary of knock modules making it easier for students to study. Among the materials are:

1. It's about pronunciation or how to pronounce the alphabet.
2. Day of the week
3. Month of the year
4. Numbers
5. How to introduce yourself
6. Free expression
7. An expression of certainty
8. Uncertainty expression
9. An expression of liking
10. An expression of dislike
11. A vocabulary
12. Some basic tension

13. The pronunciation of the twister language
14. Comparison degree
15. Superlative degree

Everything students give and teach focuses on how students can pronounce English clearly and understand it well. Students are also trained to read, write, and memorize English vocabulary.

3. RESULTS AND DISCUSSION

The implementation of *Pelatihan Bahasa dan Sastra* at Pondok Pesantren Addaba Sitibentar conducted by KKN UIN Sunan Kalijaga Yogyakarta went smoothly. The weekly meetings are held 2-3 times in a row, namely Tuesday, Wednesday, and Thursday for three weeks. Materials from the implementation of *Pelatihan Bahasa dan Sastra* work program at Pondok Pesantren Addaba include English materials that are applied in everyday life. At each meeting, the material to be studied has been well prepared by the mentors by making the module a reference for learning. There are 5 meetings with different materials aimed at providing students with an understanding of English. Each meeting is held for 30-40 minutes.

The following modules have been prepared by tensors for 8th and 9th-grade English material;

Tabel 1. First Week Module

| THE MODULE | |
|-------------------|--|
| 1 | Alphabets: A-Z (how to pronounce alphabet): A B C D E F G H I J K L M N O P Q R S T U V W X Y Z (Let the student to spell their name one by one.) |
| 2 | <p>Days of week</p> <p>Monday: <i>senin</i> (/ˈmʌn.deɪ/)</p> <p>Tuesday: <i>selasa</i> (/ˈtjuːz.deɪ/ or /ˈtuːz.deɪ/)</p> <p>Wednesday: <i>rabu</i> (/ˈwenz.deɪ/)</p> <p>Thursday: <i>kamis</i> (/ˈθɜːrz.deɪ/)</p> <p>Friday: <i>jumat</i> (/ˈfraɪ.deɪ/)</p> <p>Saturday: <i>sabtu</i> (/ˈsæt.ər.deɪ/)</p> <p>Sunday: <i>minggu</i> (/ˈsʌn.deɪ/)</p> |
| 3 | <p>Months of the year</p> <p>January: /ˈdʒæn.ju.ər.i/</p> <p>February: /ˈfeb.ru.ər.i/</p> <p>March: /mɑːrtʃ/</p> <p>April: /ˈeɪ.prəl/</p> <p>May: /meɪ/</p> <p>June: /dʒuːn/</p> <p>July: /dʒuːlaɪ/</p> |

August: /'ɔː.gəst/
September: /sep'tem.bər/
October: /ɒk'toʊ.bər/
November: /noʊ'vem.bər/
December: /dɪ'sem.bər/

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Numbers: Is divided into two kinds;

Cardinal number: Basic numbers in English. Usually indicates quantity;

used to count objects, people, etc.

E.g. There are 10 books, I have 2 pencils, There is one eraser in the class.

Ordinal number: Represent the position or rank of an object or person.

E.g. 1st, 2nd, 3rd, 4th, 5th, 7th, 8th, 9th, 10th.

Example in sentence:

I am in 7th grade.

They finished studies in the 4th year.

5 **How to introduce ourselves**

Usually we need to say greeting in the beginning of introduction;

Hello

Hi

Good morning

Good afternoon

Good evening

Good night

Several things that we can share:

Name

Place of origin (Asal daerah)

Home address

Age

Hobby

Siblings

In the first week of Pelatihan Bahasa dan Sastra at Pondok Addaba English pronunciation in everyday life was discussed such as alphabetic characters, day names, month names, sequence numbers, and self-introductions. In this implementation, students pay close attention even though they are still having difficulty in pronunciation. Mentors of English training convey the material and then students pay attention and practice the way it is pronounced. The mentor delivered

the material in a fun method to make it easier for students to understand accepting the material.

Tabel 2. Second Week Module

| THE MODULE | |
|-------------------|---|
| 1 | Complimentary Expressions It's beautiful => Cantik/indah sekali! What wonderful work! => Pekerjaan yang luar biasa! What a great job! => Pekerjaan yang hebat! Great! => Hebat! How extraordinary! => Luar biasa sekali! |
| 2 | Expressions of certainty Yes, I am certain => Ya, saya yakin I am sure about it => Saya yakin akan hal itu Of course => Tentu I am absolutely sure => Saya sangat yakin |
| 3 | Expressions of uncertainty I am not sure about it => Saya tidak yakin I doubt it => Saya meragukannya I don't think so => Saya kira tidak begitu I don't know for sure => Saya tidak tahu pasti I don't know yet => Saya belum tahu |
| 4 | Expressions of likes I like... => Saya suka I enjoy... => Saya menikmati I love... => Saya suka 5 Expressions of dislikes I dislike... => Saya tidak suka I don't like...=> Saya tidak suka I hate...=> Saya benci/tidak suka Oh, how awful... = Betapa mengerikannya/jelek/buruk |

Vocabularies about direction

1. Turn left: Belok kiri
2. Turn right: Belok kanan
3. Go straight: Lurus
4. Beside: Di sebelah / di samping
5. Between Diantara
6. Behind: Di belakang
7. In front of: Di depan
8. Across from: Di sebrang

House vocabularies

1. Bedroom: Kamar tidur
2. Living room: ruang tamu
3. Kitchen: Dapur
4. Dining room: Ruang makan
5. Bathroom: Kamar mandi
6. Garage: Garasi
7. Garden: Kebun
8. Attic: Loteng

Get to know about To Be in English

To be: A verb to express a person's condition, identity, or nature.

Functions to connect a subject (person or object) with an adjective or noun that describes the subject.

E.g. She is angry.

I am happy.

| Subject | To Be | |
|-----------|---------|------|
| | Present | Past |
| I | Am | Was |
| You | Are | Were |
| We/they | Are | Were |
| He/she/it | Is | Was |

SIMPLE PRESENT TENSE

The tense form used to express events that occur regularly, routinely, or are usually done in the present. The present tense is used when someone wants to express an event or general fact that is happening at the present time.

The results of learning in the second week of *Pelatihan Bahasa dan Sastra* at Pondok Addaba discuss English pronunciation in everyday life such as expression, additional words, and simple present tense preparation. In this implementation,

students are getting more enthusiastic and easier to accept material. The English training mentor delivers the material and then the student notices, notes, and practices the pronunciation. Mentors convey material using singing methods, or shadowing techniques. English teaching techniques originally used by cognitive psychologists and neuropsychologists aim for methods of improving simultaneous interpretation skills. According to Lambert, (1992), shadowing can require tracking of speech that can sound like parrot sounds, repeating word for word in a language. These methods aim to make the learning process enjoyable. Students can also follow and understand the given material, which is expressed by an improvement in English pronunciation.

Tabel 3. Third & Fourth Week Module

| THE MODULE | |
|-----------------------------|------------------------------------|
| Practice Pronunciation | |
| 1 | Buffet: Prasmanan |
| 2 | Fillet: Cincang |
| 3 | Mischievous: Nakal |
| 4 | Often: Sering |
| 5 | Tomb: Makam |
| 6 | Almond: Kacang almond |
| 7 | Infamous: Terkenal jahat |
| 8 | Preface: Kata pengantar |
| 9 | Flammable: Mudah terbakar |
| TIPS | |
| Say 'ou' as 'a' | |
| 1 | Trouble: Masalah |
| 2 | Couple: Pasangan |
| 3 | Rough: Kasar |
| 4 | Tough: Keras |
| 5 | Touchy: Sensitive |
| 6 | Youngster: Anak muda |
| 7 | Touched: Disentuh |
| Tongue Twister Vocabularies | |
| 1 | Tough: Sulit |
| 2 | Though: Meskipun |
| 3 | Thought: Dipikirkan |
| 4 | Through: Melalui |
| 5 | Thorough: Diteliti |
| 6 | Throughout: Sepanjang waktu |
| 7 | Bear: Beruang |

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- 8 Beer: Bir
 - 9 Bird: Burung
 - 10 Beard: Jenggot

- 11 Our: Kita
- 12 Hour: Jam

- 13 Here: Di sini
- 14 Hear: Mendengar
- 15 Hair: Rambut
- 16 Hare: Kelinci
- 17 Heir: Ahli waris
- 18 Air: Udara
- 19 Her: Dia

Comparative Degree (Kata Banding)

- | | |
|----|-------------------------|
| 1 | Taller - lebih tinggi |
| 2 | Shorter - lebih pendek |
| 3 | Faster - lebih cepat |
| 4 | Slower - lebih lambat |
| 5 | Bigger - lebih besar |
| 6 | Smaller - lebih kecil |
| 7 | Brighter - lebih terang |
| 8 | Darker - lebih gelap |
| 9 | Lighter - lebih ringan |
| 10 | Heavier - lebih berat |
| 11 | Smarter - lebih pintar |
| 12 | Dumber - lebih bodoh |
| 13 | Older - lebih tua |
| 14 | Younger - lebih muda |
| 15 | Stronger - lebih kuat |
| 16 | Weaker - lebih lemah |
| 17 | Fatter - lebih gemuk |
| 18 | Thinner - lebih kurus |
| 19 | Richer - lebih kaya |

20 Poorer - lebih miskin

Superlative Degree (Kata Paling)

1. Tallest - tertinggi
2. Shortest - terpendek
3. Fastest - tercepat
4. Slowest - terlambat
5. Biggest - terbesar
6. Smallest - terkecil
7. Brightest - terterang
8. Darkest - tergelap
9. Lightest - teringan
10. Heaviest - terberat
11. Smartest - terpintar
12. Dumbest - terbodoh
13. Oldest - tertua
14. Youngest - termuda
15. Strongest - terkuat
16. Weakest - terlemah
17. Fattest - tergemuk
18. Thinnest - terkurus
19. Richest - terkaya
20. Poorest - termiskin

The results of the third week of Pelatihan Bahasa dan Sastra at Pondok Addaba discuss English pronunciation in everyday life such as practice pronunciation and English word pronunciation tips. In that implementation, students paid close attention and began to be fluent in English pronunciation even though there were still some wrong words. The English training mentor delivers the material and then the student notices, notes, and practices the pronunciation. Students are already able to follow and understand the given material, which is expressed in the presence of a more fluent English pronunciation than before.

The material is still about homophones, where English words have similar or similar pronunciations, but have different meanings. This is one aspect that is quite difficult or arguably difficult in learning English because small differences in pronunciation can change the meaning of a word. Yang diajarkan Mentor dari materi ini yaitu:

- 1 Listening Skills: This material trains students to distinguish words that sound similar but have different meanings. For example, the words "beer" and "bear" sound very similar, but the meaning differs considerably. Listening and pronunciation exercises can help students to be more sensitive to these differences.

- 2 Context Understanding: Students learn how sentence context affects the understanding of those words. For example, "Hedranka beer" and "Hesawa bear" use words that sound similar, but th
- 3 Correct Pronunciation: Proper pronunciation is taught by giving examples of these words in different sentences. Mentors teach students how to pronounce these words correctly and explain the differences in pronunciation.
- 4 Vocabulary Enrichment (Vocabulary Building): Students enrich their vocabulary by learning the meaning of these similar words. This study helped them to develop their English skills more broadly.
- 5 Spelling and Writing: Students learn about correct spelling and how mistakes in spelling can change the meaning of a word. For example, writing "thought" instead of "thought" can change the meaning of a sentence completely.

Learning activities go very well and interactively. Learning activities begin by introducing words that are often confusing because the pronunciation is similar, such as tough, though, through, and thorough. The mentor wrote these words on the board and asked the students to repeat the pronunciation together. After that, Mentor gave several examples of sentences with these words so that students could understand the context of their use. Next, Mentor performs a listening drill in which mentors recite some sentences that use homophones and ask students to write down the words they hear. For example, the sentences "I can hear the birds singing" and "Please pass me a glass of beer," then students have to write down the words hear and beer. This activity helps students to focus and immediately understand small differences in pronunciation.

In addition, comparative degree and superlative degree material in English, are used to compare two or more things based on a quality or quality. It is an important concept in English grammar that helps us to describe and compare objects, people, or situations. What the mentor taught me about this material was:

1. Comparative and Superlative Usage Differences: Students are taught by mentors about the difference between comparative (to compare two things) and superlative (to show the highest quality among three or more things). For example, a "taller" is used to compare two people, while a "tallest" is used to show the highest among some.
2. This material gives the basic rule of how we add "-er" to comparative and "-est" to superlatives to adjectives with one syllable. This will help students understand the general pattern of word formation.
3. For adjectives with two or more syllables, students are taught the use of "more" for comparative and "most" for superlatives. For example, "more expensive" and "most expensive".
4. Combining Adverb in Comparison: This material also explains the use of comparative and superlative with adverbs, which is important to show how an action is performed with a clear comparison. For example, she speaks more fluently to show that she speaks more fluently than anyone else.

5. Practical Exercise: Mentors provide examples such as those in the material so that students can practice making their sentences using comparative and superlative.

Learning activities go well, and students seem very enthusiastic in understanding this concept of comparison. Mentors begin the lesson by briefly explaining what comparative and superlative degrees are. Then to attract students' attention, mentors use some examples that are close to their lives, such as comparing height between them and classmates. Some students initially seem confused with this concept, but after the learning takes place they begin to show increased understanding, and they can use comparative and superlative with more confidence. Today's learning not only increases their knowledge but also improves their ability to make comparisons effectively in English.

After the mentor explains all the material in the module, the things the student can learn are:

1. Literature and Word Pronunciation in English: Students learn how to pronounce the letters of the A-Z alphabet correctly. This includes day and month pronunciation exercises, as well as some English words that are often mispronounced, such as buffets, fillets, and mischievous.
2. Students understand the difference between the cardinal numbers (such as 1, 2, 3) used to calculate, and the ordinal numbers (such as 1st, 2nd, 3rd) used to indicate order or rank.
3. Self-Recognition in English: Students learn how to introduce themselves using simple and effective sentences. They learn to name, origin, address, age, hobbies, and other basic information in English.
4. Expression in English: Students learn various expressions to give praise, express certainty or uncertainty, and also express their likes or dislikes of something. This helps them to communicate more expressively and confidently.
5. Vocabulary on Directions and Home Sections: Students add vocabulary related to directions (such as turn left, turn right, go straight) and parts of the house (such as bedrooms, kitchen, garage). This adds to their ability to give clues and describe their surroundings.
6. Use of To Be and Simple Present Tense: Students learn how to use to be verbs (such as is, am, are) in simple sentences, as well as how to form and use simple present tense to state current or routine events.
7. Using Comparative and Superlative Degree: Students learn how to compare two things by using comparative degrees (such as taller or more expensive) and display the highest quality with superlative degrees (such as tallest or most expensive). This helps them to make comparisons in various contexts.

Overall, students get important basics in English, such as how to speak, introduce themselves, and use vocabulary in everyday situations. This helps them to be more confident and ready to learn more.

4. CONCLUSION

This study is the result of observation and analysis at Pondok Pesantren Addaba Desa Sitibentar, Mirit, Kebumen, Central Java, which is one of the leading work programs of the 206 KKN group, batch 114, Universitas Islam Negeri Sunan Kalijaga Yogyakarta. The work program is called "Pelatihan Bahasa dan Sastra di Pondok Pesantren Addaba". The head of their boarding school said that the students received English learning, but it was not optimal or not yet effective in the learning process.

There are two foreign languages, namely Arabic and English. However, English in the Islamic boarding school is not yet adequate and effective. The Addaba Islamic Boarding School does not yet have professional teachers who can provide English teaching and guidance. In fact, in the modern era and sophisticated technology today, it is undeniable that English is the most basic skill that everyone must have in a foreign language. By carrying out this work program, it can help students at Pondok Pesantren Addaba to be more effective and maximized. Students can develop their talents in speaking English and their self-confidence. By guiding students through pronunciation techniques such as shadowing, songs, tongue twisters, or memorizing English vocabulary, it is easier for students to train their confidence and improve their English knowledge. Pronunciation is a very important aspect of learning English. In this study, students were required to be able to pronounce English vocabulary and sentences slowly to increase their confidence and help them to know English more widely.

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