


THE EFFECT OF STATION ROTATION MODEL ON STUDENTS' ENGLISH PRONUNCIATION

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 09 July 2023 Revised: 20 July 2023 Accepted: 16 August 2023 Published: 30 August 2023</p> <p>Keywords: Pronunciation, Station, Rotation Model, Stress, Intonation.</p>	<p>The objective of this study were to investigate (1) how is the effect of station rotation model on students' Stress in pronouncing words at the eight grade of SMP Muhammadiyah Limbung and (2) how is the effect of station rotation model on students' Intonation at the eight grade of SMP Muhammadiyah Limbung. The writer used pre-experimental research design with one group pre-test and post-test. The sample of this research was 20 students which was taken by purposive sampling technique. The data was analyzed using SPSS 28.00. The findings of the research proved that implementation of Station Rotation Model has a good effect on students' English pronunciation in term stress and intonation. It could be seen from the students mean score between stress and intonation before and after using Station Rotation Model was pre-test on stress was 37.50 and post-test 64.50. While the students' mean score of intonation was pre-tes 10.00 and post-test was 54.00. From the result of data analysis, it was indicated that the-test value of stress (9.423) was higher than t-table (1.729). While the t-test of intonation (6.242) was higher than t-table (1.729). Therefore, the study rejected the null hypothesis (H0) and accepted the alternative hypothesis (H1). After analyzing the data, it proved that the station rotation model has a good effect on students' English pronunciation.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Pronunciation is a part of speaking, because when we speak up with others, we will produce the sounds of mouth. This sound will bring a meaning and code language for its listener. In learning English, we need to pay attention element of pronunciation. Element Pronunciation are identified segmental and suprasegmental. Segmental consist of vowel, consonant, and diphthong, while suprasegmental consist of stress, intonation, pause, and rhythm (Haryani, Jos E. Ohoiwutun, 2016). These elements are very important for English communication ability. So, if people can pronounce words or sentences clearly and well, the

people can know the meaning and there is no miscommunication between speaker and listener.

When students have better pronunciation skills, they will have more confidence to communicate with many people internationally. According to Yangklang (2013, p. 445) defined that the foundation of effective spoken communication is good pronunciation. In this case, the students have to study pronunciation correctly, because pronunciation can influence communication (Isnani et al., 2016, p. 2). The purposes of learning pronunciation is to help the students getting English pronunciation accurately and correctly in order to be understand by the listener.

There are four aspects in English Pronunciation; accuracy, fluency, intonation, and stress. However, intonation and stress are rarely taught even not at all. Intonation and stress are suprasegmental feature is essential part that needs to be taught in learning pronunciation because in English, pronouncing words or sentences with appropriate stress and intonation is needs to be taught in speaking. Not only that, stress and intonation also plays an important role in the production of spoken language. For the reasons, learning stress and intonation pronunciation is very important in English.

As a foreign language, there are many difficulties will be faced by the students. One of the difficulties is they do not know to pronounce stress and intonation correctly. In Indonesia, many students does incorrect stress and intonation when pronouncing the words or sentences, for example in stress, the word stress /present/ will be noun if apostrophe is placed in beginning of letter /'present/, and will be verb if apostrophe is placed in middle of letter /pre'sent/. While on students' intonation sometimes they cannot difference rising and falling intonation. In this case, the student should be seriously for learn it.

However, now the atmosphere is different because pandemic. This situation makes students doing online learning. It causes the students is less interest in taking learning English because they are difficulties to understand, if don't be explained directly by the teacher. So that, as a teacher need to has a learning method is interesting for students to build students' enthusiasm. In this situation, learning model that suitable is blended learning. Blended learning is a method in learning process. According to Dwickly Putra Nugraha (2020, p. 517) blended learning is combines learning forms, such as online or face-to-face learning. Blended learning aims to combine the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences (Nisa & Mubarok, 2018, p. 3). So that, blended learning can be the best learning experiences for students . With implementation this model, it can make atmosphere in classroom is different than usual.

There are many models of blended learning exist, but there are 4 models of blended learning that accepted and it has been adopted by educators such as Station Rotation Model, Lab Rotation Model, Flipped Classroom Model, and the last Flex Model (Nisa & Mubarok, 2018, p. 3). From the these four models of blended learning, the writer select the Station Rotation Model. According to Nisa and Mubarok (2018, p.3) stated that the

rotation include at least one for online learning and others station may include activities such as doing discussion or face-to-face learning by the teacher, and another is small- group or group projects. The station rotation model have three station; online learning station, the teacher-led intruction station, and the collaborative activities station. All of the stations have time that set by the teacher.

Based on the experience of the writer when was doing P2K at the SMP Muhammadiyah Limbung, when students were given task to pronounce words by the teacher, turns out, they did not know how to pronounce the English words or sentences correctly. They pronounced the words or sentences by using incorrect stress and intonation is incorrect. They have many difficulties in pronouncing stress and intonation, especially in stress is two-syllable word between noun and verb. While in sentence is rising intonation. This is occured because the students lack of practice when pronouncing English words or sentences. On the other hand, they were not active on English learning process because they have no enthusiasm on learning English during online class applied. They just attended on the online class without asking a question to the teacher. Their teacher just gave the material without practicing. Therefore, the teacher needed to provide a learning model to build students' enthusiasm in learning process. The learning model can help students feeling atmosphere in learning process be enjoyable, fun and interesting. As the effect, students have better pronunciation skill.

So, The writer try to investigate that how is the effect of station rotation model on students' English pronunciation in term stress, especially two-syllable word noun and verb and in term intonation, especially rising intonation. Based on the explanation above, the writer will investigate about "The Effect of Station Rotation Model on Students' English Pronunciation".

RESEARCH METHOD

This research used a quantitative method for analysing the data. This research used a pre-experimental research design which pre-test and post-test to measure students' skill in English pronunciation. Then, the writer used pronunciation test in the first and last meeting to investigate the Effect of station rotation model on students' English pronunciation in terms stress and intonation. The subject of this research was eighth grade of SMP Muhammadiyah Limbung.

The population of this research was class VIII.2 consists of 33 students. The research used purposive sampling technique to select the sample. The sample of this research was 20 students because 20 students of class VIII.2 have a low pronunciation than other classes. Then, the data analyzed using SPSS 28.00.

The research procedure of this research is; the first the writer asked permission to English Teacher. The second the writer visited the class to give the pre-test to investigate prior knowledge of the students. The third the writer applied treatment with giving Station

Rotation Model. The last, writer gave the post-test to investigate how is the effect of station rotation model on students' English pronunciation.

This research used a pronunciation test about stress in two-syllable word of verb and noun and intonation in rising intonation. The stress test contained 20 item consist of verb and noun. While the intonation test contained 5 item of rising intonation. The result of test were got on students' pre-test and post-test. Pre-test aimed to investigate the students' prior knowledge about English pronunciation in term stress and intonation before being given treatment and post-test aimed to investigate English pronunciation in term stress and intonation after being given treatment.

RESULT

The result of data findings found that there was an effect of station rotation model on students' English pronunciation at the eighth grade of SMP Muhammadiyah Limbung. It is a good effect because there was significant improvement between mean score stress and mean score intonation after giving the treatment. The results were describe as follows:

1. Students' t-test value and mean score in stressing

Table 1. The t-test value of students' English pronunciation in stressing

Variable	T-Test	T-Table	Stressing	Classification
Pronunciation in Stress	9.423	1.729	T-test>T-table	Significantly different

The table shows that t-test value for students on English pronunciation skill focuses in stress which the t-test value was $9.423 > 1.729$. it is proved with the results of t-test value in all variables and indicator is higher than t-table value. It means that there is a significant difference between the results of the pre-test and post-test in stressing.

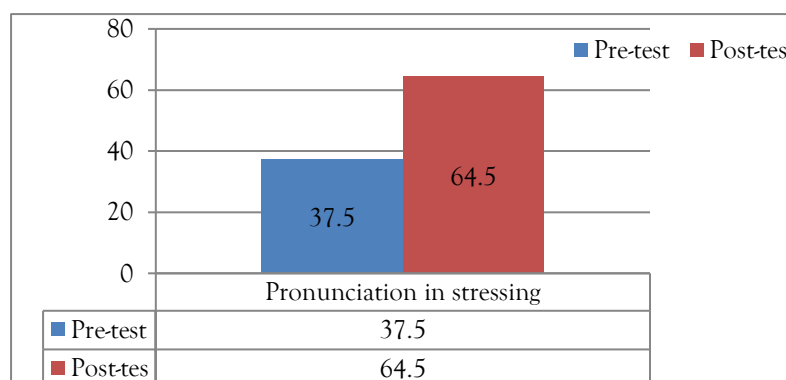


Figure 1. The students' mean score pre-test and post-test in stressing

Figure 1 shows the mean score of the students in pre-test was 37.50 and in post-test was 64.50. The students' mean score between pre-test and post-test is different after treatment applied. It means that students' mean score of post-test is higher than pre-test ($64.50 > 37.50$).

2. Students' t-test and mean score in intonation

Table.2 the t-test value of students' English pronunciation in intonation

Variable	T-Test	T-Table	Intonation	Classification
Pronunciation in Intonation	6.242	1.729	T-test>T-table	Significantly different

The table shows that t-test value for students on English pronunciation skill focused in intonation which the t-test value was $6.242 > 1.729$. It is proved with the results of t-test value in all variables and indicator is higher than t-table value. It means that there is a significant difference between the results of the pre-test and post-test in intonation.

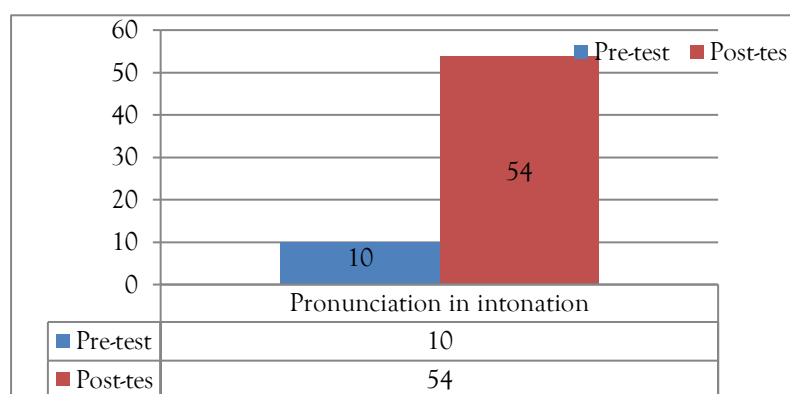


Figure.2 The students' mean score pre-test and post-test in intonation

The writer find that the mean score of the students' pre-test in Intonation was 10.00 and in students' post-test is 54.00. It means that the students' mean score of post-test is higher than pre-test ($54.00 > 10.00$). So that, the students' mean score between pre-test and post-test is different after being given the treatment.

DISCUSSION

From the result of this research, in implementation of station rotation model has an effect on students' English pronunciation in term stress and intonation at the eight grade of SMP Muhammadiyah Limbung. It can be seen as follows:

1. The effect of station rotation model on students' stress

Based on the findings, it shows that students' mean score in pre-test are lower than the students' mean score in post-tests. This is caused the students' lack confidence about their ability and the lack of practicing English Pronunciation in term stress. many students are still less in pronouncing English words with in correct stressing. It is caused because they are less practicing to pronounce the word stress well. Since the pandemic, they do not practice again, they just look their book without practice about how to pronounce word stress well. When I ask them to pronounce words correctly, they were still wrong, when I give the question for them, they answer, but they do not know and do not self-confident to pronounce words. So, students got low scores in stressing.

After implementation the treatment, the writer give the students post-test, and find that the students can understand how to pronounce word stress two syllable word of noun and verb well. It is proved with students' mean score pre-test and post-test which post-test is higher than pre-test. The students' score is gotten from the writer ask the students to pronounce English word correctly used tool recorder. When student pronounce English word is wrong, they did not get score. To get good score, the student is asked to watch vidio in youtube thought online learning station in order to help students pronouncing English word in correct stressing. With this station, they use technology such as computer or mobile phone. This research use mobile phone in order to be easy for students in following the learning process. Then, they can be active and anthusiasm to increase their pronunciation skills and can encourage them to be independent. In fact, with implementation Station Rotation Model, the students are participate actively and they also have a independence in learning process.

2. The effect of station rotation model on students' intonation

Based on findings, It shows that the results of the mean score in pre-test are lower than the results of the mean score in post-tests. This is because the students lack of motivation to develop their skill, lack of self-confidence to build their skill and the lack of use of media and technology that exist. So, the students get low scores in intonation pronunciation. However, there is an increasing after being given treatment, especially in using technology. After being given some learning videos of using technology, they are active and able to increase their pronunciation skills, especially in their intonation. There are significant difference in intonation between pre-test and post-test in this research after being given treatment, so the implementation of Station Rotation Model has a good effect on students' English pronunciation skill in intonation especially rise intonation.

CONCLUSIONS

Based on findings of this research at the eight grade of SMP Muhammadiyah Limbung, it can be concluded Station Rotation Model has an effect on students' English Pronunciation Skill in term stress and intonation. It was proved of the students' mean score pre-test and post-test in stress and intonation. In stress, mean score of pre-test was 37.50, pre-test was 64.50 and t-test value was higher (9.423) than t-table (1.729). in intonation, mean score of pre-test was 10.00, pre-test was 54.00 and the t-test value was higher (6.242) than the t-table (1.729). So that, the result between stress and intonation there was significant difference between the students' English pronunciation before and after using Station Rotation Model.

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