

Bilingual Virtual Toolkit Let's Twist as a Tool to Improve Pronunciation: A Case of Al-Saadah Complex

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ABSTRAK

This study examined how well the Bilingual Virtual Toolkit (BVT) Let's Twist tool, used in an online Moodle learning environment, addressed pronunciation issues among English and Malay second language learners at Al-Saadah Complex. 18 students' pronunciation abilities were evaluated using a pre-test/post-test design; via qualitative action research utilizing pre-test and post-test. The findings showed that the provided pronunciation variations demonstrated a range of phonological errors and substitutions deemed common among second-language learners of English. Each variation reflected unique challenges influenced by the learners' native dialects and phonetic patterns. 15 of the participants had improved their pronunciation of challenging English sounds like [s] and [t]. Three pupils, however, persisted in having problems, which might be related to underlying speech impediments. The BVT Let's Twist program has shown potential as a useful instrument for enhancing pronunciation, highlighting the significance of incorporating interactive, learner-centered techniques into digital language learning platforms for second language learners.

Kata kunci: Bilingual, virtual toolkit, tongue twister, speaking skills, pronunciation

INTRODUCTION

Verbal and written communication are both essential components of effective communication. In both professional and casual settings, verbal communication is common in daily life. A key component of effective communication is the receiver's comprehension of the transmitter's message, and language is essential to this process (Hadijah & Azlan, 2020).

Effective language acquisition requires the use of practical language skills including speaking, writing, listening, and reading. However, the emphasis on academic achievement that characterizes many Asian societies frequently eclipses them (Lee, 2017). Despite being essential to clear communication, pronunciation is frequently disregarded. Pronouncing words incorrectly can cause pain

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and misconceptions, which lowers confidence and discourages speaking English (Deterding, 2015). The Second Shift of the Malaysian Education Blueprint 2013–2025 emphasizes the value of language competency, particularly in Malay and English, in order to overcome these issues. However, Malaysian students frequently find it difficult to use the language in real-world situations, prioritizing exam performance above less important language learning components like speaking abilities, particularly pronunciation (Lee, 2017). The ability to understand words, or intelligence, is essential for good communication.

For English teachers in Malaysia, the absence of a standardized approach to teaching pronunciation is a problem. Because pronunciation is sometimes seen as a less popular subject in the classroom, English is not used practically enough, especially when it comes to pronunciation (Deterding, 2015). In order to improve the quality of education, the Ministry launched the Kurikulum Standard Sekolah Rendah (KSSR) in 2011. However, there are still issues with how English is actually used in practice, especially when it comes to pronunciation.

Given this context, the study aimed to utilize Bilingual Virtual Toolkit (BVT) Let's Twist, a tongue twister kit designed to enhance pronunciation. Generally, tongue twisters are a sequence of words, short phrases, or short stories that repeat problem sounds or the same group of sounds, making them difficult to pronounce when speaking quickly. Tongue twisters are a fun way to help children improve their articulation and pronunciation. In this view, Bilingual Virtual Toolkit (BVT) Let's Twist which is a bilingual tongue twister kit, both in English and the Malay Language is produced in assisting to improve pronunciation.

This tool has been used among pupils in a primary school in Negeri Sembilan and also at a special needs secondary school in Selangor, showing positive results for both normal and special needs pupils. Hence, based on the positive result, the researcher decided to leverage this tool to improve pronunciation among second language learners in Al-Saadah Complex, Seremban, Negeri Sembilan.

LITERATURE REVIEW

Previous Studies

Numerous linguistic and pedagogical factors contribute to the difficulty of pronunciation, according to research on English pronunciation issues among secondary school students in Malaysia. Yamaguchi (2014) claims that this pair of TH sounds (/ð/ and /θ/) is absent from the sound inventory of the language of Malay.

Furthermore, many Malaysian pupils have trouble with English vowels and consonant clusters, according to a 2021 systematic evaluation of speech research conducted in Malaysia. The effect of Malay and other local languages like Tamil, Chinese and indigineous, which alter English sound production through language transfer—the process by which foreign English sounds are modified to conform to the phonetic standards of the students' first language—often makes these pronunciation issues worse. According to the review, classroom education frequently pays little attention to teaching pronunciation, even if awareness of the issue is expanding (Jayapalan & Pillai, 2011; Harper, 2021).

Numerous pronunciation issues affect Chinese learners of English, such as issues with vowel differences, consonant clusters, and particular phonemes like /r/ and /l/ (Utami, 2020). Additionally, problematic is suprasegmental elements including prominence, intonation, and word stress (Utami, 2020).

Adding or deleting sounds, mistaking vowels for consonants, and having trouble with suprasegmental phonemes are common problems. Communication and comprehension may be severely impacted by these issues. According to research, most Chinese non-majoring in English have a negative opinion of their own English pronunciation, with most assessing it as average or poor. Teaching word stress, consonant clusters, intonation, and particular troublesome sounds should be given top priority in order to overcome these difficulties (Utami, 2020). In order to overcome these problems, appropriate teaching strategies are required, as pronunciation is essential for language acquisition and should be completely learned.

Few studies were conducted to determine the types of error that learners commonly make in terms of pronunciation for English for second language learners. Siew Fang (2022) analysed common errors made by Chinese speaking students when learning English. 200 words that cover all 24 consonant sounds and 20 vowel sounds in the English language were individually read by students. Voiced vs. voicing consonants, fricative consonants, short monophthongs, plosive consonants, and final consonant deletion are the most frequent pronunciation faults, based on articulatory types. The results showed that mother tongue interference, a lack of exposure to and use of the English language, and a lack of focus on the pronunciation component in the classroom are the primary likely causes of students' pronunciation problems. Given that this study identifies typical pronunciation faults made by students, teachers can concentrate a great deal on areas that will make their pronunciation instruction more effective and definitive in order to lower students' pronunciation errors and enhance their language speaking skills.

Similarly, a comparative study of pronunciation among Chinese learners of English from Malaysia and China is conducted by Hamzah *et al.* (2017). Two segmental sounds in English were chosen for comparison: (1) voiceless dental fricatives /θ/ and (2) alveolar liquids /r/; these sounds are known to be problematic features for the respondents.

In a nutshell, in order to improve students' English pronunciation, these studies collectively highlight the necessity of more thorough teacher preparation, curriculum integration of phonetics, and interactive speaking activities.

Numerous studies have looked at innovative methods for integrating technology into language instruction. Zhu Zhang and Irwin (2023), for example, conducted a meta-analytic study to examine the effects of digital gadget use on ESL students. The findings demonstrated that computer-mediated glosses had a considerable impact on ESL learners' incidental vocabulary acquisition and pronunciation. Freynik *et al.* (2012) also examined a number of technologies and their effectiveness in EFL classes. The researchers concluded in their review that technology-assisted pronunciation instruction improves EFL learners' pronunciation and interaction. Consistent with these investigations, Evers and Chen's (2020) study looked at how an automatic speech recognition (ASR) system with peer feedback affected adult pronunciation training. The Speech Notes ASR was used in this study, which involved Taiwanese working people.

For irregular English verbs, gamified apps like as Quizizz can enhance learning results and user engagement (Anak Yunus & Hua, 2021). In higher education contexts, websites like ESL-lab.com and Youglish.com have been shown to help English Foundation students improve their speaking, listening, and pronunciation abilities (Amjed Ayyat & Asma Al-Aufi, 2021). These interactive resources give students interesting, real-world language practice scenarios, which enhances their communicative abilities.

Pronunciation is viewed as a sub-skill of speaking. Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns, and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English and Malay language teaching. In this study, the researchers use BVT Let's Twist through an

online learning platform to overcome problems in pronunciation among second language learners in English and Malay language.

Most actors, politicians, and motivational speakers are using tongue twisters as a warm-up exercise for the muscles in their mouth, enabling clearer pronunciation, overall clearer speech patterns, and an easier time pronouncing previously difficult syllables. Children can use tongue twisters as a learning exercise too. The tongue twister should be spoken slowly, in order to give the child time to speak it correctly with accurate pronunciation and articulation (Celce-Murcia *et al.* 1996). After that, the rapidity can be increased until the child is able to say the tongue twister at various speeds without “tripping” up their tongue. Celce-Murcia *et al.* (1996) also found that just one week of speech therapy can help reorganize brain connectivity and reduce stuttering and other speech-related issues. Prosic-Santovac (2009) said that we should not automatically exclude tongue twisters from our classes because without risks and mistakes, we could not learn anything.

BVT Let's Twist

Tongue twisters are a sequence of words, short phrases, and short stories that repeat problem sounds or the same group of sounds to make them difficult to pronounce when you say them quickly (Albertson, 2017). The benefits of the use of BVT Let's Twist are that it improves one's speaking skills, helps with inaccurate pronunciation, assists in speaking clearly and with ease can be used for all language skills and language components, is suitable for all proficiency levels, increases one's confidence, learning takes place in a non-threatening environment, gives variety to teaching strategies and adds ideas as to how texts can be presented and used. Therefore, BVT Let's Twist provides different hands-on Twists or is able to assist in writing one's very own Twist from three different categories of sources which are accessing online and offline materials and adopting or adapting online and offline materials as depicted in Figure 1.

OFFLine	ONLine
<ul style="list-style-type: none"> • Collection of Tongue Twisters • Videos on how Tongue Twisters are Used • TwiST Scripts Written by PISMP Semester 5 TESL Students from ITE Raja Melewar Campus • Videos of TwiST by PISMP Semester 5 & 7 TESL Students from ITE RMC • Videos of TwiST used in a School • Audios of TwiST • How to create your own TwiST • How to share your TwiST 	<ul style="list-style-type: none"> • Collection of Tongue Twisters • Videos on Different Ways of Using Tongue Twisters • Schoology to share ideas & TwiST • Padlet to pen your feedback and share ideas

Figure 1 Tool Used to Form the BVT Let's Twist

BVT Let's Twist consists of tongue twisters audio, video, and scripts compiled in DVDs to be used on personal computers and desktops. This tool is also available online in moodle (username - pengguna01, password - 1234) and a blog created by the researcher at <https://inovasibbm.blogspot.com/> since 2018 where there is a step-by-step usage guidelines for users as in Figure 2.



Figure 2 BVT Let's Twist Blog

Therefore, with BVT 'Let's Twist', learners and educators alike can be challenged both physically and mentally. A study on the benefits of BVT 'Let's Twist' was carried out on TESL semester 5 and TESL semester 4 undergraduates from Institute of Teacher Education Raja Melewar Campus, Seremban (ITE RMC) as well as in both primary and secondary schools namely SKTSP, a primary school in Senawang, Seremban, Negeri Sembilan involving Year 3 pupils, Year 1 pupils from SKSP, Seremban, Negeri Sembilan, Year 3 pupils from SKKGV, Seremban, Negeri Sembilan, Year 3 pupils from SKCJ, Cheras, Selangor, Year 2 pupils, SKB (1), Kuala Lumpur and Secondary 4 and 5 students from SMPKV, Shah Alam, Selangor (Faridah Nazir *et al.* 2018). Before using BVT 'Let's Twist', the teachers noticed that pupils had difficulties in word and phrase pronunciations especially involving similar consonants and consonant clusters. Apart from pronunciation, the pupils also have demonstrated difficulties in using the correct intonation and lack fluency when speaking. The positive results after the use of BVT Let's Twist, which has materials suitable for any Twist activity in and outside a classroom, are as follows:

- a. 90% of the pupils were able to pronounce words, phrases, and sentences correctly with minimal errors.
- b. The teachers also noticed that the pupils were able to speak and use phrases and sentences using correct intonation, although they were asked to speak fast.
- c. Teachers of Year 3 pupils loved the Twist activity carried out (Nurul Huda, WhatsApp message, November 23, 2017).
- d. Teachers of Year 2 pupils wanted more Twist activities in the classroom as they had fun with Twist (Varshini, WhatsApp message, March 3, 2018).
- e. Most teachers are interested in using TwiSTs for upper primary classes (Varshini, WhatsApp message, March 3, 2018).
- f. Positive feedback was given by all undergraduates who had created their own Twist's and shared them via Schoology.

- g. All TESL undergraduates said they learned from each other when they shared their Twist via Schoology.

Furthermore, teachers and future teachers, as well as their learners, did become more creative in their classrooms after the use of BVT 'Let's Twist'. Gan (Faridah Nazir *et al.* 2018) wrote in her Schoology post, 'I was inspired by the ideas and creativity which could help me in my upcoming practicum'. BVT 'Let's Twist' can be utilized by not only undergraduates, educators, and teachers, but also anyone who is interested in ideas to create fun, active learning texts to be used in their classes/halls regardless of group size, proficiency levels, language skills and for a variety of topics.

BVT Let's Twist is user-friendly as anyone can utilize it in tongue twister activities and as a tool to improve one's pronunciation. This kit provides the users with various types of materials for tongue twister activities which includes online and offline materials. Hence, this kit will not only enable users to be involved in a fun speaking activity but will also help them to create fun, and interesting tongue twisters' texts any time in a fun, non-threatening, and positive learning environment. As fun learning is always a look for the method in teaching, the researchers have decided that BVT Let's Twist will assist second language learners with their pronunciation in both Malay and English language. In view of the current pandemic and online learning practiced by schools, higher learning institutions, and training centers, the researchers will place BVT Let's Twist in an online learning platform created by the Digital Maker Movement (DMM). The use of BVT Let's Twist and the online learning platform will be delivered via training to the Al-Saadah Complex administrator and lecturers by DMM consultants

Al-Saadah Complex

Al-Saadah Complex or Kompleks Al-Saadah (KS) also better known as Negeri Sembilan New Brotherhood Center has been operating since March 2011 on a 1.78-acre tract of land. Construction of KS started in early 2008 and was completed in 2011. This beautifully built building provides new teaching and learning facilities in Negeri Sembilan apart from being a headquarters with a focus on managing the needs of new relatives in Negeri Sembilan (<http://www.alsaadah.net/>). New Brotherhood Management in Negeri Sembilan or Pengurusan Saudara Baharu Negeri Sembilan saw a new era when the Al-Saadah Complex (KS) (Figure 3) with design and architecture inspired by the Xian Mosque in Shaanxi province of China was set up with an allocation of RM4,500,000.00 Waqaf and Hajj Department (JAWHAR) amounting to RM 3,266,269.70 from the provisions of the Negeri Sembilan Islamic Religious Council (MAINS).



Figure 3 Al-Saadah Complex

The management of the Complex also involves Non-Governmental Organizations such as the Chinese Negeri Sembilan Muslim Branch (MACMA) and the Muslim Revert Association (MRA) which each have administrative offices here and also take an active part in the management of new brothers. Chinese missionaries and priests have also furthered their preaching activities specially to meet the needs of Chinese relatives. Their presence is an added value of preaching to spark the understanding of the Chinese community especially since Islam is a religion for the whole of humankind. KS Management continues to strengthen its role through clear roles and functions as follows:

- a. KS as a Preaching Tool to the Chinese Community
- b. KS As Muallaf and Community Science Center.
- c. Knowledge Improvement and Faith Purification Programs to Muallaf
- d. Counseling and Counseling Services in Muallaf Welfare Affairs.
- e. Provide Transit Hostel Facilities to Muallaf. In realizing its vision and mission, 17 programs are being implemented to meet current needs that include new members, non-Muslims, and local and Muslim communities. Some of the major programs implemented are as follows:
 - i. MAINS Certification Program.
 - ii. Talk to New Brother figures.
 - iii. *Taichi* and Salam Al-Saadah in FM State Radio Station.

Research Objectives

The objectives of this study were to:

- (a) Identify the types of pronunciation problems among second language learners in Malay and English language at Al-Saadah Complex, Seremban Negeri Sembilan using a diagnostic test/pre-test through BVT Let's Twist activity in an online learning platform created by DMM.

- (b) Improve all types of pronunciation problems among second language learners in Malay and English language at Al-Saadah Complex, Seremban Negeri Sembilan using BVT Let's Twist through an online learning platform created by DMM.

Research Questions

The research questions of this research are as stated below:

- (a) What are the types of pronunciation problems among second language learners in Malay and English language at Al-Saadah Complex using a diagnostic test/pre-test through the BVT Let's Twist activity in an online learning platform created by DMM?
- (b) How efficient is BVT Let's Twist through an online learning platform created by DMM in improving all types of pronunciation problems among second language learners in Malay and the English language at Al-Saadah Complex?

Theoretical Framework

Sociocultural Theory and Contrastive Analysis Theory, which both highlight language acquisition as a socially affected and context-dependent process, particularly in multilingual environments like Malaysia, are integrated into the theoretical framework that is appropriate for this study. Furthermore, the study's emphasis on actual pronouncing skills aligns with the concepts of Communicative Language Teaching (CLT), which makes the framework comprehensive in addressing pedagogy, language, and cognition.

METHODOLOGY

With participatory observation serving as the main method of data collection, this study falls under the category of qualitative action research. According to Pathak, Jena, and Kalra (2013), the qualitative research approach is effective for learning about people's experiences, attitudes, behaviors, and interactions. Below is a summary of every element:

Qualitative Method

In order to better understand pronunciation issues among second-language learners in an educational context, this study uses qualitative methodologies, concentrating on descriptive data and subjective experiences. In line with qualitative data's emphasis on descriptions and context, non-numerical data (such as audio/video recordings, observations, and diagnostic tests) were used to evaluate the different kinds of pronunciation problems and response improvements.

Action Research

Because it attempted to address a particular issue—pronunciation problems among second-language learners—by evaluating an intervention, the "BVT Let's Twist" activity, in real time, this study was

employing action research. Action research seeks to achieve real-world results, like better pronunciation, and requires cooperation with educators. Feedback from the diagnostic pre-tests and post-tests guided any necessary modifications to instructional strategies or resources through an iterative approach, promoting ongoing development.

Participatory Observation

Participatory observation was conducted since the researcher recorded and examined participant responses in addition to closely monitoring how participants engaged with the activity and online platform. This method captured subtleties that were useful in qualitative research and enabled in-depth insights into learner behaviour, difficulties, and advancements when they participated in pronunciation exercises.

Mixed Tools for Data Collection:

The data gathering method was given an organized yet adaptable component by the utilization of audio and video recordings, diagnostic tests (pre- and post-tests), and activity logs from the Digital Maker Movement (DMM) online platform. The researcher, then, could triangulate data with these methods, enhancing dependability by cross-checking results from several sources.

By putting targeted educational interventions into practice in a collaborative context and making sure the approach is inclusive, practical, and focused on long-term learning results, this methodology fits in nicely with SDG Goal 4 on Quality Education. The methods used for this study is illustrated in Figure 4.

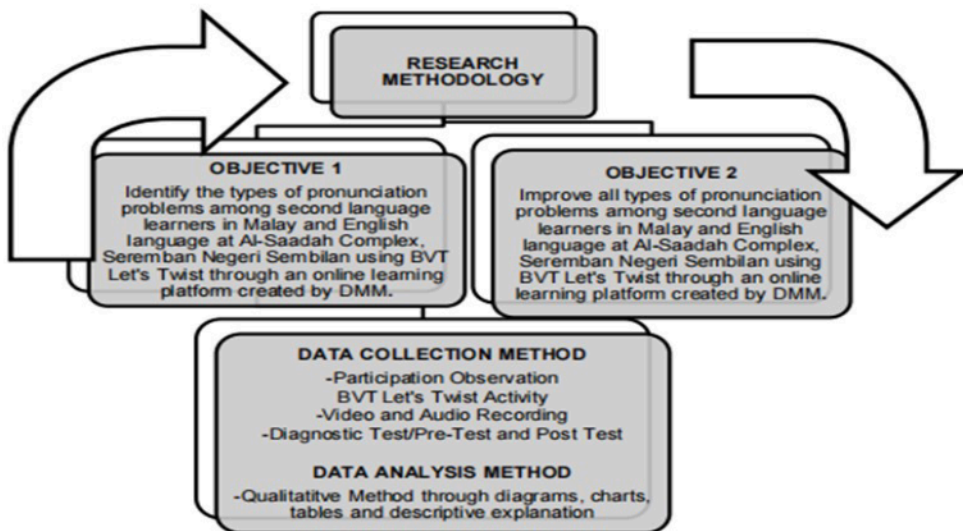


Figure 4 Research Methodology

After completing the data collection and report writing, the researcher introduced the online learning platform created by DMM and the BVT Let's Twist by developing booklets. These booklets can be used for training purposes. As the BVT Let's Twist has been granted Intellectual Property Rights (IPR) through the International Islamic University Malaysia (IIUM) in 2019.

Samples

Ten male and eight female second-language learners made up the sample of 18 respondents chosen for this study using purposive sampling procedures. This sampling technique was selected to guarantee that participants fulfilled particular requirements essential to the study's goals: all responders were second-language learners of Malay and English and actively enrolled in Al-Saadah Complex's Islamic certification program. The necessity for respondents who would probably have pronunciation issues pertinent to the study—given that they were second-language learners with different linguistic backgrounds—led to the deliberate selection process.

Due to variations in their backgrounds and English-learning experiences, each participant in our sample presented a distinct collection of phonological difficulties. This variation was crucial for offering thorough insights into the different kinds of pronunciation issues encountered and how successfully the "BVT Let's Twist" exercise addressed them.

A thorough, customized approach is also made possible by the comparatively small sample size, enabling the careful monitoring and evaluation of each participant's development using qualitative instruments like pre- and post-tests and audio and video recordings. A more sophisticated understanding of how gender and learning experiences affect second language pronunciation can be obtained by analysing gender differences within this sample in order to spot patterns or trends in pronunciation difficulties that might be specific to one group.

Despite its small size, the diversity of this sample offers a useful cross-section for investigating the use of digital tools in language acquisition, which is in line with SDG Goal 4's more general educational objectives of offering inclusive, high-quality education that is adapted to each student's unique learning needs.

FINDINGS AND DISCUSSION

In this section, the findings and discussion of the survey will be explained further. This section is divided into two parts which are, the types of pronunciation problems among second language learners in Malay and also English Language. The data were taken from samples of 10 males and 8 females of Chinese learners. Observations of the pronunciations before and after practicing BVT Let's Twist through an online learning platform by the second language learning students were made and recorded. Table 1 is the types of pronunciation problems among second language learners in the Malay Language. Any pronunciation problems the students made during the pre-test were recorded to ensure the problems do not reoccur during the post-test. Through critical listening for the pronunciation mistake by BVT Let's Twist, students may use it to their advantage to improve their pronunciation and speaking skills.

Pre-Test and Post- test Pronunciation Problems Malay Language

Table 1 shows the results of the pre-test and post test of Malay Language Pronunciation.

Table 1 Types of Pronunciation Problems Among Second Language Learners in the Malay Language

Respondent	Pre-Test Pronunciation Problems Malay Language	Post-Test Pronunciation Problems Malay Language
1	Ihlas (Ikhlas)	-Students are very good at using Malay vocabulary. -The use of BVT tools benefits student pronunciation.
2	Kewarga (Keluarga)	Students have very good pronunciation in Malay.
3	Rramesh (Ramesh) Gurru (Guru) Dengarr (Dengar) Drrama (Drama) Orrang (Orang) Rrumah (Rumah)	Dengarr (Dengar) -The use of BVT helps a student with a twisted tongue.
4	Selango (Selangor) Mengaja (Mengajar) Pembesih (Pembersih) Koto (Kotor) Isti (Isteri)	-Students have a good Malay vocabulary command. -The use of BVT tools benefits students' pronunciation.
5	Seghemban (Seremban) Aska (Askar) Katon (Kartun) Haghi Potter (Harry Potter) Belaja (Belajar) Aggh (R) Ghumah Sendhigi (Rumah Sendiri)	Aska (Askar) Potte (Potter) Ahh (R) -Student has limited usage of vocabulary to express her answer. -The use of BVT helps students twist tongues.
6	Silalu (Selalu)	Students have very good pronunciation in Malay.
7	Silangor (Selangor) Luri (Lori) Kimas (Kemas) Mikah (Mekah)	Students show good improvement in using Malay vocabulary after an attempt using BVT tools.
8	Annwar (Anwar) Nnak (Nak) Minnat (Minat) Bekahwin (Berkahwin)	Students have very good pronunciation in Malay.
9	Nu (Nur) Dokto (Doktor) Oghang (Orang) Belaja (Belajar) Isteghi (Isteri)	The student shows good improvement in using Malay vocabulary after an attempt to use BVT tools.
10	Peghak (Perak) Pengegak (Pengerak)	Student have very good pronunciation in Malay.
11	No Mistake Pronunciation	Good improvement using BVT tools.
12	No Mistake Pronunciation	Good improvement using BVT tools.
13	No Mistake Pronunciation	Good improvement using BVT tools.
14	No Mistake Pronunciation	Good improvement using BVT tools.
15	No Mistake Pronunciation	Good improvement using BVT tools.
16	No Mistake Pronunciation	Good improvement using BVT tools.
17	No Mistake Pronunciation	Good improvement using BVT tools.
18	No Mistake Pronunciation	Good improvement using BVT tools.

The given pronunciation variants show a variety of phonological faults and substitutions that are typical of English or Malay second-language learners. Every variant represents distinct difficulties impacted by the native dialects and phonetic patterns of the learners. An examination of these instances, arranged according to the kind of phonetic change, is provided below:

CONSONANT SUBSTITUTIONS AND ADDITIONS

Ihlas (Ikhlas), Rramesh (Ramesh), Gurru (Guru): Consonants like /r/ and /g/ may be doubled or added in an effort to highlight or make the sound clearer, but this might result in pronunciations that are not standard.

Dengarr (Dengar), Drrama (Drama), Orrang (Orang): Learners frequently introduce additional consonants (such as /r/) when they are attempting to articulate sounds that are not part of their native phonetic inventory.

Isteghi (Isteri), Peghak (Perak): A merging of well-known sounds from their home tongue is indicated by substitutions using the /r/ sound or related phonemes.

VOWEL ALTERATIONS

Selango (Selangor), Silangor (Selangor), Koto (Kotor), Luri (Lori): Dialectal differences or speech simplifications are reflected in vowel substitution or omission, such as lowering the final /r/ or changing the vowel quality.

SYLLABLE AND PHONEME DELETIONS

Mikah (Mekah), Nuak (Nak): Syllables and consonants are frequently omitted in spoken Malay to make pronunciation easier. This is seen in Mikah, for example.

Bekahwin (Berkahwin), Minnat (Minat): Speech may be streamlined by truncating sounds, although accuracy or clarity may be lost as a result.

PHONEME MISPLACEMENT OR INSERTION

Ghumah Sendhigi (Rumah Sendiri): Here, attempts to phonetically adapt to English sounds or local dialects may have affected the introduction of sounds, leading to notable changes from the original terms.

Aggh (R): Word recognition may become difficult when reduced to a single consonant or sound, especially when dealing with consonants that are absent from Malay.

DIALECTAL VARIATIONS

Silalu (Selalu), Penggegak (Pengerak):

These differences could be a sign of regional dialects or accents that have a big impact on pronunciation. Word recognition and meaning might change as new vowel sounds are introduced.

Pre-Test and Post- Test Pronunciation Problems Malay Language

Table 2 indicates the results of pre-test and post-test of pronunciation problems when using English.

Table 2 Types of Pronunciation Problems Among Second Language Learners in the English Language

Respondent	Pre-Test Pronunciation Problems English Language	Post-Test Pronunciation Problems English Language
1	No Mistake Pronunciation	-Students are very good at using English vocabulary. -The use of BVT tools benefits student pronunciation.
2	I am to be because My hobbies Bandar Raya Sejarah	-Students need a wide range of English word usage. -Other answers are acceptable. -Need more training on BVT tools usage.
3	Cartoon Malacca Novel Bold	-Students have limited usage of vocabulary to express their answers. -The use of BVT helps students to twist their tongues.
4	Pilot	-Students came out with reasonable answers with good English pronunciation.
5	Traveling	Students show good improvement in using English vocabulary after attempting BVT tools.
6	Comic	-Students have a good English vocabulary command. -The use of BVT tools benefits students' pronunciation.
7	Sympathy Entrepreneur	Students have a very good pronunciation of English.
8	Police Fishing Sample	-Students need improvement. -Have difficulty using the "s" alphabet. -The word "Sample" is pronounced wrongly.
9	Romantic	-Students need more practice on "BVT tools". -Students have difficulty using the "t" alphabet. -Students still have (Romantic) difficulty with good English words)
10	Tailor Village Comedy Study Buying New Home	After several attempts to learn BVT. The student shows some good improvement.
11	Kindergarten Teacher Headmaster Defeat	No more difficulty in "d" pronunciation.
12	Happiness Family	Good improvement using BVT tools.
13	Stay Watch Movie	Students show some good improvement with the help of BVT tools.
14	No Mistake Pronunciation	Good improvement using BVT tools.

Respondent	Pre-Test Pronunciation Problems English Language	Post-Test Pronunciation Problems English Language
15	Pendakwah	Good improvement using BVT tools.
16	Beach Heroes The	Students show some improvement after some attempts to learn BVT tools.
17	Although Army/ Soldier	Students show some improvement in pronouncing the “t” alphabet after several training with BVT tools.
18	Designer Strengths Art Works	-The word height is pronounced incompletely (eight) -Culture pronounced incompletely (culture) -Strength pronounced (steng) incompletely.

Based on the findings it was found that there are few pronunciation problems among second language learners in the English language during the pre-test. Three out of 18 students had trouble pronouncing [s] and [t] sounds in the post-test result which may be due to their speech impairment. However, the rest of the respondents show positive changes in their pronunciation abilities with the help of the BVT test. In sum, it can be concluded that the Let's Twist activity in an online Moodle Learning is efficient in overcoming and improving pronunciation problems among second language learners in Malay and English language of Al-Saadah Complex.

DISCUSSION

The differences in pronunciation among second-language learners in Malaysia are indicative of common difficulties that have been identified in a number of studies. Studies looking at Malaysian ESL situations often reports problems such syllable omissions, vowel reductions, and phonological substitutions, deletion or substitution of sounds that are not part of their native phonetic inventory. (Utami, 2020), which is similar to the current findings. For instance, learners frequently struggled with the English /θ/ and /ð/ sounds, which resulted in the substitution of /t/ and /d/, respectively. This is similar to the phonetic adjustments described in Orrang (Orang) and Gurru (Guru), where learners change consonants according to what they know. Additionally, learners frequently exhibit a tendency to hypercorrect or simplify their speech due to the effect of regional dialects, which frequently makes these pronunciation issues worse. This is consistent with the differences observed in Selango (Selangor) and Aggh (R), indicating that learners' pronunciations of Malay and English are influenced by local dialects. All things considered, these results highlight the necessity of focused pronunciation interventions to meet the unique difficulties learners encounter in developing precise pronunciation.

Post-test results for Malay language indicated that most of the students benefitted from using the BVT tools. Two out of 18 respondents had trouble pronouncing R due to their speech impairment which is the inability to roll the tongue to clearly pronounce the [r] sound. However, the rest of the students had shown significant improvement in terms of articulation during the post-test.

The study's results on pronunciation problems in English language are consistent with earlier studies showing that second language learners frequently struggle with pronunciation, especially in Malaysian

classrooms. Three out of eighteen students had trouble pronouncing the [s] and [t] sounds in the post-test results points to a possible connection to speech impairments.

Furthermore, the BVT Let's Twist activity helped most respondents improve their pronunciation skills overall, which is consistent with Anak Yunus & Hua, (2021) and Amjed Ayyat & Asma Al-Aufi, (2021) studies which use interactive devices like ESL-lab.com and Youglish.com to help English Foundation students improve their pronunciation abilities. These interactive resources give students interesting, real-world language. According to their research, learners' pronunciation skills are greatly enhanced by interactive and captivating language tools. They underlined that learners' confidence and fluency are improved by regular practice and exposure to the target sounds in a fun environment. Students' positive comments on the Let's Twist exercise in this current study lend credence to the notion that interesting digital resources can assist second language learners in resolving frequent pronunciation problems.

These findings highlight the value of engaging and encouraging learning environments and adds to the larger conversation on pronunciation development in language acquisition. The BVT Let's Twist program shows great promise for improving second language learners' pronunciation, especially in a multilingual and multicultural setting like Al-Saadah Complex.

Theoretical Contribution

These findings reflect upon theoretical frameworks employed in this study. Some theories used are Sociocultural Theory, Contrastive Analysis and Communicative Language Teaching (CLT).

Sociocultural Theory (Vygotsky, 1978)

According to sociocultural theory, language acquisition is a socially mediated process in which social and cultural interactions help learners. According to Vygotsky's idea of the Zone of Proximal Development (ZPD), second-language learners of English participate in pronunciation exercises in this study with the help of resources like "BVT Let's Twist" and guidance from teachers in a group setting. This area symbolizes the learner's potential growth under supervision, which is in this instance made possible by teacher collaboration and the Digital Maker Movement (DMM) platform.

Contrastive Analysis Theory

By comparing the phonological features of the learners' original language (Malay) with English, Contrastive Analysis Theory helps explain pronunciation issues by forecasting regions of anticipated inaccuracy owing to linguistic transfer. For instance, certain English consonants, such /θ/ and /ð/, are absent in Malay, which frequently leads to mispronunciations and substitutes. Understanding the root causes of pronunciation errors and creating focused interventions, including phonetic exercises and resources to assist learners in resolving language transfer problems, depend heavily on this theoretical framework.

Communicative Language Teaching (CLT)

CLT prioritizes practical communication and fluency over memorization by emphasizing real-world language use. In order to increase fluency and intelligibility, the study's interactive approach of employing "BVT Let's Twist" through an online platform encourages learners to practice pronunciation in a

communicative situation, which is consistent with CLT principles. This paradigm increases the practical impact of learning by enabling learners to use pronunciation abilities dynamically, just as they would in natural conversation. When combined, these theories offer a thorough framework for comprehending the pedagogical, social, and linguistic components of learning pronunciation in a second language. This connection supports the study's goal of enhancing pronunciation by focused, context-sensitive interventions, which is in line with SDG Goal 4's objectives of advancing high-quality education through inclusive, cooperative, and productive learning methods.

CONCLUSION

For students, particularly those learning English and Malay as second languages, it is clear that a learner's first language significantly influences their production and learning of a second language. Both the L1 and L2 sound systems are unintentionally processed in the learner's linguistic understanding. Changes are made when a certain sound is either nonexistent or only infrequently heard in the L1. The BVT Let's Twist program has greatly improved their educational experience. With the aid of this user-friendly application, students can enhance their speaking abilities by correcting mispronounced words and communicating with assurance and clarity. Because of its adaptability, learners of all skill levels can utilize it with a variety of language abilities and components. Interactive learning resources like BVT Let's Twist can help students become more motivated and engaged, both of which are critical for language acquisition. The program helps students overcome pronunciation issues and increases their general speaking confidence by using a methodical yet adaptable approach. Therefore, it is anticipated that the benefits of BVT Let's Twist will enable notable enhancements in second-language learners' communication and pronunciation abilities.

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CONFLICTS OF INTEREST

The author(s) declare(s) that there is no conflict of interest regarding the publication of this paper.

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