SHADOWING TECHNIQUE FOR PRONUNCIATION DEVELOPMENT

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ABSTRACT

Teaching English in Indonesia, students are expected to able to communicate in English as an international language; good pronunciation; English words well. Then, the monotonous technique employed by the teacher in teaching English became the problem too. As the result, the students have low motivation and haven't been given enough exercises on pronunciation. That is why the aim of this research was to find out the effectiveness of the shadowing technique (as alternative pronunciation learning) on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo. This research applied quantitative approach and quasi-experimental study. The data were obtained using a pre-test and a post-test. The data of the pre-test and post-test of both groups were analyzed by using inferential statistics (T-test) that is calculated by using SPSS. The number of the sample in this research was 51 students. From the result of computation, in which the value t-test of is higher than t-table (10.82 > 2.009). Therefore, Ha was accepted and H0 was rejected. As can be seen, it can be concluded that shadowing technique is effective in developing the pronunciation of the tenth-grade students of SMAN 1 Jetis Ponorogo.
Keywords: i: shadowing technique, pronunciation, and senior high school

INTRODUCTION

In Indonesia, Teaching English is concentrated on the student's communicative skills.[1] Students are expected to able to communicate in English as an international language, it can be in oral and written forms. The capacity to successfully speak orally does not abolish the requirement for writing. Conversely, effective writing does not abolish the essential for correct oral communication abilities. Oral communication is the base on which written skills are constructed.[2]

In oral communication, English as a tool to interact directly with people from different countries. To evade misunderstanding between the speaker and the listener, mastering pronunciation is needed. Because by pronouncing the words correctly, the listener can receive the main context that the speaker desires to convey.

Pronunciation can additionally be defined as the method of producing certain sounds meaningfully and accurately to be understood by others in communication.[3] One key to achievement in mastering to speak a foreign language is the correct pronunciation. To achieve learning especially in pronunciation, someone must learn and practice pronunciation continuously in a very certain period because language mastery is a matter of habit. It means that if they do not use it frequently, they will feel

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[1] Permendikbud No 59, "Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah," Jakarta: Kemendikbud (59AD).

[2] Harvey Wallace, Cliff Roberson, and Craig Steckler, Written and Interpersonal Communication Methods for Law Enforcement (Prentice Hall, 2001), 14.

[3] Richards, J. C., & Richard, S, Longman Dictionary of Language Teaching and Applied Linguistics, (UK: Pearson Education Limited, 2002), 469.

difficulty to master the foreign language (English).[4] Pronunciation learning and practice should be accompanied by a competent native speaker. However, in Indonesia teaching pronunciation is considered difficult because English is a foreign language, it requires linguistic mastery and cultural competence on the part of the teacher. It becomes a huge challenge for English teachers to teach English.[5]

In a preliminary study in October 2019, the researcher found that the tenth-grade students of SMAN 1 Jetis Ponorogo face many difficulties to pronounce each word well. They cannot distinguish how to pronounce one word with another. Thus, when the researcher tries to request them to read aloud an English text, only some students who were able to pronounce it loudly and correctly voice, while the other students always read in a whisper. They said that the pronunciation of English is difficult because they are Javanese, who are from childhood used their mother tongue (Javanese).[6] Having a growth mindset might predispose students to orient in the direction of acquiring new knowledge or abilities, students are more likely to persist and try new strategies when faced with a difficulty or setback.[7]

In the teaching-learning English process at SMAN 1 Jetis Ponorogo, the students seldom receive the exercise about pronunciation. Based on interview with the English teacher of SMAN 1 Jetis Ponorogo, she said that the exercise about pronunciation takes long time and it becomes a huge challenge for an English teacher whose first language is not English. Therefore, the teacher just discloses the material, and requests students to read and answer the question in an individual without disclosing how to pronounce it well. Thus, not all of the students took part actively in this teaching-learning process; they receive bored because they always receive the same instructions from the teacher. The students were less motivated in learning. Therefore, many passive students in the classroom as long as the process of teaching and learning. They did not enjoy the English teaching and learning process. They considered that the technique utilized by the teacher was monotonous. That is why teachers should be a good manager in managing the activities and the technique to make the students enthusiastic in the English teaching and learning process.[8]

Students' skills in pronouncing words were low. The first factor deals with the lack of getting exercise about pronunciation. The second factor deals with the lack of interest in learning because the teaching and learning process was monotonous. Teachers think that they require an excessive amount of to do and pronunciation coaching just wastes their time. Some teachers accept as true with their students can analyze correct pronunciation autodidact. However, an English teacher should examine the students' difficulty in pronouncing difficult phonemes and try to correct their way of articulating. The teacher should make the classroom session efficient by focusing on improving the students' pronunciation. Therefore the teacher requires finding a suitable technique for the students' requirements and context to improve students' pronunciation. There are many techniques to improve students' pronunciation. One of them is the shadowing technique.

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[4] Nur Hidayati, "An Error Analysis in Pronunciation English Vowels," (Thesis, STAIN, Ponorogo, 2015), 2.

[5] Rohmi Yuhani'ah, "Improving Pronunciation In Speaking Skill Through Drill Method at the Second Grade Students of Islamic Junior High School Thoriqul Huda", (Thesis, STAIN, Ponorogo, 2011).1.

[6] Student interview, at SMA Negeri 1 Jetis, 30 September 2019.

[7] Anindito Aditomo, "Students' Response to Academic Setback:" Growth Mindset" as a Buffer against Demotivation.," International Journal of Educational Psychology 4, no. 2 (2015): 202–213.

[8] Observation, at SMA Negeri 1 Jetis, September-October 2019.

Shadowing is a technique of language learning was popularized in Japan.[9] It's a bit like listening and repeating the practice, except instead of making the learners listen to a sample speaker and then repeating what they have learned afterward, the learners are expected to imitate the speaker as closely as possible in just a very short time.[10] In applying this technique, the teacher must use audio-lingual media such as video, CD, or MP3; this is useful in helping the teacher provide examples of correct pronunciation to students from native speaker. So by using shadowing techniques students not only improve their pronunciation skills however additionally practice listening skills.

Considering the background above, it can be stated that the shadowing technique can help students to practice pronouncing English word through the fun process. A fun learning atmosphere will make learners more motivated to learn. If the individual has a high learning motivation, then the individual will achieve a good achievement. Achievement learners who learn will be better if have high motivation. Therefore, the shadowing technique was claimed as an effective way to problem-solve at SMAN 1 Jetis Ponorogo that is pronunciation.

This is the reason why the researcher proposed research entitled "The Effectiveness of Shadowing Technique on Students' Pronunciation at The Tenth-Grade Students of SMAN 1 Jetis Ponorogo". The researcher desires to know the change of scores on pronunciation for the students who are taught by the shadowing technique. Therefore, the researcher additionally finds out the effectiveness of the shadowing technique on students' pronunciation at the tenth grade students of SMAN 1 Jetis Ponorogo.

METHODS

In this research, the researcher applied a quantitative research design to measure the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo. Based on the nature of the investigation, research designs in quantitative research can be classified as experimental, non-experimental, and quasi- or semi-experimental.[11] The researcher employed a quasi-experimental for this research. Quasi-experimental designs are used when the researcher does not have control over the assignment of individuals to conditions however can randomly assign whole groups to different treatments.[12] It identifies a comparison group (treatment versus no treatment) that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics.[13] In this research, quasi-experiment research using two classes. There are class control and class experiment. There are four types of quasi-experiment design: nonrandomized control group, pretest posttest, counterbalanced, one-group time-series, and control group time-series design.[14] From this statement, the researcher uses a control group, pretest-posttest design. Because in many situations in educational research is not possible to randomly assign subjects to treatment groups.

[9] Xiaolin Wang, "The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students," in 2017 World Conference on Management Science and Human Social Development (MSHSD 2017) (Atlantis Press, 2017), 195.

[10] Jennifer A. Foote and Kim McDonough, "Using Shadowing with Mobile Technology to Improve L2 Pronunciation," Journal of Second Language Pronunciation 3, no. 1 (2017): 35.

[11] Ranjit Kumar, Research Methodology: A Step-by-Step Guide for Beginners (Sage Publications Limited, 2019), 37–38.

[12] Marguerite G Lodico, Dean T Spaulding, and Katherine H Voegtle, Methods in Educational Research: From Theory to Practice, vol. 28 (John Wiley & Sons, 2010), 32.

[13] Howard White and Shagun Sabarwal, Quasi-Experimental Design and Methods, (Italy: United Nations Children's Fund (UNICEF), 2014), 1.

[14] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Introduction to Research in Education eighth edition, (Canada: Wadsworth, 2010), 316-322.

In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. Therefore, the researcher uses groups already organized into classes or other preexisting groups.

This research uses test instruments in data collection. Test additionally referred to assessments, an instrument that is designed to assess what participants or does physically and or mentally.[15] The researcher applied a set of tests: pre-test and post-test. Here, a pretest was given before teaching pronunciation by using the shadowing technique, and the post-test was given after doing treatment (teaching pronunciation by using the shadowing technique). The test additionally used to analyze whether any significant distinction in students taught shadowing strategies on pronunciation ability and students taught except through shadowing technique on pronunciation in SMAN 1 Jetis Ponorogo. To find out the quality of the instrument, the researcher must measure the test validity and reliability.

The data analysis technique uses statistics. Statistics are the physique of mathematical techniques or methods for gathering, describing organizing, and decoding numerical data.[16] The statistics have got a special position in research because they provide answers to the problems. There are two types of statistics: descriptive statistics and inferential statistics.[17] The researcher used inferential statistics to realize the objectives of the analysis. The use of inferential statistical analysis when the researcher was trying to understand a relationship and either generalize or predict based on this understanding. The inferential statistics may be in the analysis of variance. The z or t-tests are used to determine whether there was any significant distinction between the means of two random samples.[18] The technique of data analysis in this research is the t-test.

FINDINGS

The researcher findings in the research are explained bellow:

Table 1. The Result of Mean Scores of one group pretest post-test

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
POSTTEST	MIPA 1	25	84.64	3.807	.761
	MIPA 2	26	75.00	2.433	.477

From the calculation using SPSS 21 version for windows above, it can be seen that the mean from the post-test of MIPA 1 class (using shadowing technique) is 84.64, and the mean from the post-test of MIPA 2 class (without using shadowing technique) is 75. It means that the shadowing technique gives a high value to students (effective).

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[15] Fred L Perry, Joe D. Nichols, Understanding Research In Education: Become a Discerning Consumer, (New York: Routledge, 2015), 131.

[16] Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International Publishers, 2006), 224.

[17] Stuart MacDonald & Nicola Headlam, Research Methods Handbook: Introductory guide to research methods for social research, 24.

[18] Prabhat Pandey and Meenu Mishra Pandey, Research Methodology: tools and techniques, (Bridge Center, 2015), 73.

Table 2. The Result of T-test Calculation of Independents Sample T-test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTTEST	Equal variances assumed	7.728	.008	10.820	49	.000	9.640	.891	7.850	11.430
	Equal variances not assumed			10.729	40.552	.000	9.640	.898	7.825	11.455

Based on the table above, it can be seen that the result of the t-test was 10.82, and t table 2.009. Since the result of t-test is higher than t-table (t-test 10.82 > t-table 2.009). Then, the result of the significant value of 2 tailed = 0.000 was smaller than 0.05. It means that H0 is rejected and Ha is accepted. Therefore shadowing technique is effective in students' pronunciation.

DISCUSSION

This research is conducted to find an effective teaching technique, especially in teaching pronunciation. From the calculation above, it was demonstrated that the differential coefficient of student's pronunciation taught by using the shadowing technique and taught without using the shadowing technique is 10.82. It was used to find out whether the different coefficient was a significant coefficient or not, and it could be used as a basic generate the population.

From the data description above, the researcher concluded that the hypothesis test (t0) at 10.82 from the table above would be compared to the "t" index (tt) with the condition state below:

1. If the $t_0 \geq t_t$ Ha was accepted. It means that the mean difference between both variables was significant.
2. If the $t_0 \leq t_t$ Ha was rejected. It means that there was no meaningful difference between those variables. It means that, the mean difference that was happened by accident as a result of error sampling.

To determine the by verifying db and consulted with scores:

Db = (N1+N2)-2

$\quad$ = (30+30)-2

$\quad$ = 58

From the db scores, the researcher could know that at 5% significant level t0 = 10.82 and tt = 2.009.

Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on

this statement, the researcher interprets that the students who are taught 71 pronunciation using the shadowing technique show better achievement than those who are taught without using the shadowing technique.

The result of the research was stating that applying the shadowing technique in teaching pronunciation is effective. It was proved by the significant difference in students' pronunciation who taught by the shadowing technique. This finding was consistent with Jennifer A. Foote statements that shadowing demonstrates promise as ways to assist learners to improve their pronunciation and fluency. And interviews with participants indicate that learners enjoyed shadowing and saw it as an effective way to improve their pronunciation.[19] Kun-Ting Hsieh additionally states that shadowing assists learners adapt to the flow of English sentences and the shadowing technique contributed to better overall pronunciation performance than the repetition technique, which denotes that the use of the shadowing technique in pronunciation instruction is effective.[20]

CONCLUSION

After conducting the research and calculating the data, the researcher concluded that the shadowing technique was proven to be effective on tenth-grade students of SMAN 1 Jetis Ponorogo. It could be seen from the average scores of post-test in experiment class(the students who are taught by using shadowing technique) is 84.64, and the average scores of post-test in control class (the students who are not taught by using shadowing technique) is 75. Statistically, it was proven that in significance degree of 5% is 2.009 < 10.82. It meant that t0 (t-observation/ t-hypothesis) was higher that tt (t-table). Therefore, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. The answer of research problem was answered by the calculated data that there was effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo, where there is a significant difference in students' pronunciation taught using shadowing technique and students' pronunciation taught without using it. Students of experimental class got higher score than the control class since they taught by shadowing technique that was proven improving their pronunciation by creating more practice opportunities to them.

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