

USING SHADOWING TECHNIQUE IN IMPROVING STUDENTS PRONUNCIATION ABILITY

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ABSTRACT

This research aims to determine the effectiveness of using Shadowing Technique in improving pronunciation ability of grade seven students of SMP Negeri 3 Palu. The research employed a quasi-experimental design, involving an experimental group and a control group, with a total of 62 students from each group (VII G and VII I). Cluster random sampling technique was used to obtain the sample. A Pronunciation test was used as the instrument of the research. The data were analyzed using a paired sample t-test with the assistance of SPSS 24. The data indicated that Shadowing Technique was effective in improving the pronunciation abilities of grade seven students. This was supported by the significant difference in learning outcomes between the pre-test and the post-test, and evidenced by a paired sample t-test with a value significance (2-tailed) of $0.00 < 0.05$.

Keywords: *Improving, Pronunciation, Shadowing Technique*

INTRODUCTION

Pronouncing is produces sound in speaking. Since there are variances between the sound and symbols in English, pronunciation is one of the most crucial parts of the language for interpersonal communication. When communicating with other people, the speaker should not only have a good vocabulary collection, they should be able to pronounce words very clearly. Clear pronunciation allows the speaker to communicate with confidence and be understood when they communicate with others (Zaigham, 2011), while making mistakes in pronunciation can lead to misunderstandings between speakers and listeners. The primary objectives of teaching English as a foreign language are threefold: facilitate understanding, to enhance students' confidence in speaking, and to provide them in opportunity to modify their speech in response to input from those around them. This demonstrates the importance of pronunciation in teaching English to non-native speakers, as it plays a crucial role in effective communication and overall language learning success.

One of the competencies that will be mastered in learning English is pronunciation. The main purpose of learning pronunciation is aimed to improving students' skills in communicating English well. Curriculum Merdeka

(Kemendikbud Ristek, 2022) states; during phase D, students engage in English conversations, sharing ideas and experiences, with some repetition and rephrasing and they comprehend the essential points and relevant information from discussions or presentations on various general topics. To indicate how pronunciation place an important role in the curriculum—the students are necessary in order to be capable of to accurately pronounce English words. Therefore, language classes at secondary school levels needs some created use creative and effective pronunciation teaching techniques.

Indonesian learners faces another problems in pronouncing English words. That sound system is different between English and that of Indonesian. Some English vowel and consonant sounds are unique to English and not found in Indonesian, such /θ/, /ð/, /ʃ/, /tʃ/, /dʒ/, /i:/, /u:/, /ɔ:/, /ɑ:/, and /ʌ/. This has difficulties in pronunciation due to one important factor why the students have difficulties is that they never learn English in the elementary school level. If this happens continuously, it adversely affects the quality of their English pronunciation ability. In order to overcome this problem, it is suggested that English language pronunciation be taught using Shadowing Techniques.

Shadowing technique involves students listening audio and then repeating it afterward. In the 1970, it was first introduced in Japan. Shadowing Technique is a listening exercise that involves students repeating spoken words as accurately as possible while paying close attention to upcoming information, (Tamai,1997; Yajiima, 1988). The technique is hearing to a native speaker and immediately repeating their words after they say, trying to match their pronunciation as closely as possible. Sugiarto, Prihantoro & Edy (2020) found that students' pronunciation of English was significantly improved by using the Shadowing Technique.

In implementation of the techniques, the teacher is suggested to use of audio-lingual media like video, CD or MP3. Moreover, the MP3 ca be helpful for enhancing students' English pronunciation. The technique is more valuable to help teachers offering examples of correct pronunciation from native speakers can assist students in improving their English pronunciation, which ultimately inspired the researcher to carry out this research using the same technique to see if the Shadowing Technique can improve students' pronunciation ability.

MATERIALS AND METHOD

A. Materials

1. Definition of Pronunciation

Pronunciation is one of the five crucial elements in the ability to speak effectively: it is about how to produce the sounds, how to use sound, and how to differentiate one sound from the others. Richard and Schmidt (2002) pronunciation refers to the process of creating specific sounds in a language. It is the act of producing sounds in a language, which are often judged based on their correctness or incorrect. It is the act or result of creating sounds that convey meaning in communication. Students who pronounce words correctly will be easy to understand even if they make mistakes in other parts of their speech. Due to this, without the ability to pronounce correctly, speech messages can easily be misinterpreted.

2. Elements of Pronunciation

Pronunciation consists of two segments: segmental features and suprasegmental features. (Ramelan,1985:22). The sounds that contain vowels, consonants, and diphthongs are known as a segmental feature system. Suprasegmental feature refers to such features as stress, intonation, rhythm, and other features that always accompany the production of speech.

3. Consonants Sounds

English was determined to be the first foreign language taught in Indonesia, according to Trysnawati, Mulyani, & Syam (2020), The pronunciation of English words, particularly those with consonants, can be challenging for many Indonesians. Consonants are classified based on three major dimensions, which are: place of articulation, manner of articulation, and state of glottis.

4. Definition of Shadowing Technique

Using shadowing technique should aid students in pronouncing words correctly and enhance students' oral competency, accuracy, fluency, and ability pronounce words correctly when reading aloud.as oral Shadowing techniques are considered to help students in getting past their challenges pronouncing words correctly.

Shiota (2012: 78), states that Shadowing Technique is one of the training techniques used to improve interpreting abilities. Furthermore, although shadowing

was originally intended to train interpreters, Hamada (2015: 5) it has also proven effective in improving pronunciation and comprehension skills in non-interpreters.

In this study, the researcher adapted a procedure that was inspired from the lesson plan used in the Shadowing Technique by Sugiarto et al., (2020) as cited in Hayakawa (2004).

B. Method

During the research process, a quasi-experimental design was employed in this research, presenting of groups: experimental and control. Sugiyono (2010) states, quasi-experimental method is difficult to do. Both groups are administered for pre and post-test. The group was split into two groups, with each part representing the research sample, one group was designated as experimental group in this research, while one group functioned as control group. In this research, researchers used cluster random sampling. In other words, every class has an opportunity to be the sample of this research, in selecting a sample the researchers used a lottery. The name of each class is written on separate pieces of paper. These papers are then selected randomly. The first piece of paper drawn is VII I assigned to the experimental group, which receives treatment through the application of the Shadowing Technique, while the second piece of paper is VII G assigned to the control group which receives to conventional learning.

RESULTS

The instrument used was in the list of sentences, where one sentence contained interdental consonant sounds. The pronunciation test was utilized Both the pre-test and post-test. By comparing the test results from the two groups, this research conclusion was validated through the use of statistical analysis during the data collection process.

In this section, the researcher provides data on the mean scores and standard deviations for students in two groups did on pre and post-test. Tables were used to measure data, and scores were calculated using the SPSS 24.

Descriptive analysis

The following descriptive statistics can be used to display the test results for both the experimental groups and groups as follows:

Table 1: Result of Descriptive Analysis

		Pre-Test Experimental	Post-Test Experimental	Pre-Test Control	Post-Test Control
N	Valid	31	31	31	31
	Missing	0	0	0	0
Mean		38,97	80,84	45,68	69,84
Std. Deviation		5,122	7,062	5,088	5,435
Minimum		27	63	33	57
Maximum		50	93	57	83

The table above shows that the data for experimental group consisted of 31 students for each group. The minimum score of experimental group was 27 on pre-test and 63 on post-test, while maximum score was 50 on pre-test and 93 on post-test. While, control group had a minimum score of 33 on pre-test and 57 on post-test, with a maximum score of 57 on pre-test and 83 on post-test. The mean score of experimental group was 38.97 in pre-test and 80.84 in the post-test, while the mean scores of the control group were 45.68 pre-test and 69.84 post-test. Additionally, the standard deviation of the experimental group pre-test was 5.122 and post-test was 7.062 while the control groups had standard deviation of 5.088 in the pre-test and 5.435 in the post-test.

After arranging students' performance scores into a descriptive analysis, the findings of the study are presented using paired samples statistics, which in the pre and post-test for both groups include the mean score and standard deviation, as follows:

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental	38,97	31	5,122	,920
	Post-Test Experimental	80,84	31	7,062	1,268
Pair 2	Pre-Test Control	45,68	31	5,088	,914
	Post-Test Control	69,84	31	5,435	,976

The experimental class's pre-test mean score, as indicated table 2, was 38.97, and control group's pre-test mean score was 45.68. Whereas experimental group's post-test mean score was 80.84, and for control group's post-test mean score was 69.84. Pre-test of standard deviation for the experimental group was 5.122, while in post-test of standard deviation for experimental group was 7.062. And control group's standard deviation was 5.088. Additionally, post-test standard deviation for control group was 5.435, indicating a substantial enhancement in the students' pronunciation abilities.

Table 3: Paired Samples Test of Pre-test and Post-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Experimental	-	5,560	,999	-43,910	-39,831	-	30	,000
Post-Test Experimental	41,871					41,928		

The statistical analysis was carried out at a significance level of 0.05, with a degree of freedom (df) of 60 ($N = 31 + 31 = 62$), and a significance probability value less than alpha (α) at $0.00 < 0.05$. It was null hypothesis (H_0) was rejected, suggested that there is alternative hypothesis (H_1) was accepted. In conclusion, researchers have found that the Shadowing Technique can improve student pronunciation ability of the grade seven of SMP Negeri 3 Palu. The result show that there is a big difference between pronunciation teaching before and after the application of the Shadowing Technique.

DISCUSSION

This research aims to do is to assess whether the Shadowing Technique can or cannot enhance English pronunciation for grade seven students of SMP Negeri 3 Palu. Experimental groups consisted of 31 students, while the control group had 31 students. The focus of the research was on the interdental consonants /ð/ and /θ/. In addition to discussing the segmental features, which include sounds, the text also addressed the supra-segmental features, such as stress, linking, and intonation. Throughout the research process, the researchers conducted pre-test and post-test for both groups.

The purpose of this study is to assess the impact of the shadowing technique on improving the pronunciation ability of the seven grade students at SMP Negeri 3 Palu. The Shadowing Technique is composed of four teaching steps: mumbling, synchronized, reading, parody shadowing, and content shadowing. It is line Hamada (2018).

Before implementing treatment, researchers administered a pre-test to assess students' English pronunciation ability. The sentence list sheets for the pre-test were given to each students separately and when they were instructed to pronounce 20 sentences that including interdental consonant sounds. After hearing the students' voices, the researcher assessed and score their pronunciation of words containing the interdental consonant sound in English. Before conducting the pre-test, the students were instructed to listen to the guidelines should read and pronounce the sentence as accurately as they can, without worrying about whether they were said correctly or not.

Researcher applied Shadowing Technique in the experimental group. The treatment was done through six meetings. The classroom activities involve exercises where students practice pronunciation by mumbling English words. These mumbling exercises are intended to assist students in enhancing their pronunciation abilities. In this phase, the teacher incorporates English audio into the activities. The students find it simple to mimic and replicate what native speaker says through audio files. After treatment was applied to experimental group, post-test was conducted on both groups to evaluate effect of the Shadowing Technique for students' pronunciation abilities. The post-test was conducted on bot groups and aims to evaluate the impact of the technique on the students' pronunciation abilities and ascertain the students' scores.

Overall, findings show that the experimental group students' pronunciation improved after treatment using Shadowing Technique. During the treatment process, enhancing students' pronunciation was the objective of a researcher through Shadowing Technique. It could be seen from the students when imitated the words. In order to ensure proper pronunciation, the students repeated right after the audio files. The results indicate that Shadowing Technique was successful for helping students' in improving their pronunciation of an interdental consonant sounds.

Improvement in students' pronunciation after using Shadowing Technique was supported by a previous studies were carried out by Sugiarto et al., (2020). The result demonstrated that shadowing technique was beneficial for improving students' English pronunciation abilities. This research, students who were taught through Shadowing Technique had a better pronunciation scores and helped the students to get the correct pronunciation.

In additional, Salim et al., (2020) when compared to their scores pre-test, students did better on the pronunciation of post-test. Suggesting that students' pronunciation abilities improved after implementing the Shadowing Technique. According to Ulfa & Fatimah (2019), when used in the classroom, the Shadowing Technique helps students learn by enhancing their pronunciation of words in the English language.

During classroom discussions using Shadowing technique, the researcher found that by using the listening audio files and parsody shadowing procedure, students can shadow or imitate the words correctly. This made students interested in the learning process and their pronunciation increased. In agreement with Sugiarto et al., (2020), as shown by a significant improvement in their pronunciation abilities. Salim et al., (2020) that students can get a significant improvement in their pronunciation.

Based the results findings, the data demonstrated that the type of treatment that students received had an impact on the variations in their pronunciation following that treatment. The results of the statistical data analysis showed the students' progress, proving that their pronunciation ability improved using the Shadowing Technique. As a result, it may be said that after employing shadowing technique to teach students', there was improvement of their pronunciation of the English language.

CONCLUSION

After conducting a through analysis the data, the researcher found that employing Shadowing Technique can improve the pronunciation ability of grade seven students of SMP Negeri 3 Palu. The mean scores of the experimental group exhibited significant differences between the-pre-test (38.97) and post-test (80.84). Additionally, t-test results indicated that students' pronunciation was significantly

lower ($\alpha = 0.00 < 0.05$). As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

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