

The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior Highschool Number 02 Muaro Jambi

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ABSTRACT

This research was made to figure out if there is an improvement after using Shadowing Technique that applied to twelfth grade students in senior high school number 02 Muaro Jambi. This research used Quantitative method with Quasi-Experimental design and using SPSS as data analysis technique. The total population in this school was 239 students. In this research, researcher use one experimental group and one control group. The experimental group that chosen in this research was XII MIPA 2 and XII IPS 2 as the control group with the total of 61 samples (30 students for experimental group and 31 students for control group). The technique that used in this research to collect the data was students must immediately follow the words that speaker said. The results that were found in this research are: (1) Students pronunciation skill taught by using Shadowing Technique now can pronounce the words in English pronunciation and less using Indonesian pronunciation (2) Some students' who categorized in poor pronunciation skill now become average criteria after the treatment of Shadowing Technique. Therefore, at the end of this research, there is an improvement of students' pronunciation skill after using Shadowing Technique.

Key words: *Shadowing Technique, Pronunciation*

INTRODUCTION

English is the first foreign language that every student must learn in formal education units such as elementary schools, junior high schools, senior high schools and universities. The English language requirement for students is an effort by the Indonesian government to be part of the era of globalization, which is full of competition in all fields. Learning English in Indonesia especially in Senior High School require the students to communicate fluently and accurately, both in spoken and written form, using the appropriate format. When the students spoke in English, they had to pronounce the words accurately. Pronunciation is an element of speech that is important for communicating. Pronunciation makes it easier for people to understand what they are hearing. Clear pronunciation gives the speaker the power to be confident when expressing something that is to be conveyed in communicating with others (Zaigham, 2011). If someone mispronounces some words, it will sound different and cause misunderstandings between the speaker and the audience, making it impossible for the audience to understand what the speaker is saying.

When we talk about English speaking skills, pronunciation plays an important role. Especially when you are speaking English,

correct pronunciation is extremely important. It's a physical skill that must be practiced regularly. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (García, 2007; Flor et al. 2006; Gilakjani, 2016).

Originally used as a training technique for novice interpreters, shadowing has recently been introduced as an EFL teaching technique to improve pronunciation skills. Shadowing also can improve pronunciation as well as listening, prove of shadowing can improve pronunciation is already tested by (Foote, McDonough, 2017) and in Indonesia (Salim, Terasne, Narasima, 2020). The advantages of using shadowing technique are it is easy to do, learner can do it by their own and it cost low budget because it uses audio so learner only need smartphone or television or someone to shadow how they speak in English.

REVIEW OF RELATED LITERATURE

Pronunciation

Pronunciation is the process of making sounds that have meaning. It includes paying attention to the specific sounds of a language (segments), as well as suprasegmental aspects of speech like intonation, phrasing, stress, timing, and rhythm, voice quality, and, in its

broadest sense, attention to gestures and facial expressions that are closely related to the way we speak a language (Fraser, 2001).

The conclusion of pronunciation is the act or manner of pronouncing words or how to speak a word, especially a way that is accepted or generally understood. When someone is speaking, pronunciation is must be precise to the how sounds like, pronouncing a right word like how it must be sounds will make interlocutors understood what speaker talking about.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (García, 2007). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012).

Theories of Teaching Pronunciation

The ability to speak English involves certain language elements, systems, and sub-skills such as vocabulary, grammar, and pragmatics (Fraser, 2000). Pronunciation is essential; a person who speaks so accurately can avoid misunderstandings despite a lack of vocabulary and grammatical errors, whereas someone with bad English pronunciation may mispronounce the words, which will result in misunderstandings

According to Dalton & Seidlhofer in (Tlazalo and Basurto, 2014) defined that pronunciation is the action of producing sounds of speech to communicate a message. Based on the statement above, we can conclude that having a good pronunciation is important when trying to communicate orally.

Teaching Pronunciation did not mean imitation of a native accent, but referred to pronounce comprehensible utterances, (Ur, 2006). This is also stated by (Suyadi et al, 2020) Students are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.

Shadowing Technique

Shadowing technique is a language learning technique where you repeat an audio just after you hear it. You're acting like an

“echo” or a “shadow” (therefore the name “shadowing”), you listen to the words and then say them back out loud. Shadowing is one of the recommended pronunciation techniques for improving students' pronunciation, stimulating speaking fluency, and expanding students' vocabulary.

Some researcher also defined shadowing technique, according to (Shiota, 2012) states that shadowing technique is a training used to enhance interpreting skills. (Shiki et al. 2010) defines shadowing technique as a prompt learning imitation process to imitate the speakers' speaking quickly. In addition, shadowing is the method of following and imitating the sounds as closely as possible.

Shadowing was first proposed in Cherry's research (1953). The participants in his voice recognition experiment listened to two separate texts. They were instructed to repeat simultaneously what they focused on, which is shadowing, in order to make sure they were only listening to one of the paragraphs.

Types of Shadowing Technique

There are some types of shadowing has been implemented in classroom activities by (Arguelles, 2011), (Kadota, 2007), and (Tamai, 1997) as cited in (Jaramillo, 2016). It can be seen in the table below:

Table1
Types of Shadowing Technique

Full shadowing	Students listen to audios after that imitate what they listen immediately soon after they hear the audios.
Slash shadowing	The speaker let listeners identify words they listen and conveys the information with some intentionally pauses.
Silent shadowing	Students shadowing all the words with no voice and just focus on the words they listen.
Part shadowing	Students focus on their stressing to imitate some selected words.
Part shadowing + comment	Students give comments from some words after they shadow the words they heard.
Part shadowing + question	Students give questions from some words after they shadow the words they heard.

Steps of Shadowing

According to (Hamada, 2014), the steps of shadowing is divided into five steps:

1. Listening to the audio, students focus on listen the audio carefully.
2. Mumbling, student imitate the audio with low voice.
3. Complete shadowing, students shadow every single word from the audio.
4. Synchronized Reading, students imitate the audio, read text aloud, and emulate intonation and tone.
5. Act out, students practice the text while shadowing it.

METHODOLOGY

Based on the purpose of this study, that to improving students' pronunciation in learning English, this type of research is quasi-experimental research that tell if the researcher modifies one or more independent variables in a quasi-experiment and monitors the impact on a dependent variable. However, unlike in a True-experiment, the researcher does not randomly assigned participants to different conditions. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979).

A quasi-experiment is a prospective or retrospective study in which samples are divided into two groups (one experimental group and one control group). The purpose of dividing the total sample into two groups is to compare the effectiveness of treatments used in the experimental and control groups.

FINDINGS AND DISCUSSIONS

This research was performed at the Twelfth Grade Students in Senior High School Number 02 Muaro Jambi. By the decision of vice principal of curriculum and English teacher of twelfth grade students, the researcher choose XII MIPA 2 as an experimental class and XII IPS 2 as control class.

The pre-test started in November 1st 2022, the treatments started from January 17th 2023 until January 31st 2023 and post-test in February 7th 2023, the research contained of six meeting in total. (pre-test, four times of treatment, post-test). The English instructor of the chosen class serves as the researcher's validator when assessing the students' pronunciation proficiency. Pre-test, treatment, and post-test as the research instruments were delivered to the validator in order to determine whether the materials provided are current for the students.

Table 2
Pre-test Experimental Class

Score	Criteria	Number of Students
76-100	Excellent	-
51-75	Good	-
26-50	Average	13 Students
1-25	Poor	17 Students

Table 2 shows the total number of students in each criterion, after the pre-test was conducted in the experimental class, there are 17 students who were categorized as having poor pronunciation and 13 students who were categorized as having average pronunciation.

Table 3
Pre-test Control Class

Score	Criteria	Number of Students
76-100	Excellent	-
51-75	Good	-
26-50	Average	10 Students
1-25	Poor	21 Students

Table 3 shows the total number of students in each criterion, after the pre-test was conducted in the control class, there are 21 students who were categorized as having poor pronunciation and 10 students who were categorized as having average pronunciation

Table 4
Post-test Experimental Class

Score	Criteria	Number of Students
76-100	Excellent	-
51-75	Good	-
26-50	Average	18 Students
1-25	Poor	12 Students

Table 4 shows the total number of students in each criteria, after the post-test was conducted in the experimental class, there are 12 students who has poor pronunciation and 18 students of average pronunciation.

Table 5
Post-test Control Class

Score	Criteria	Number of Students
76-100	Excellent	-
51-75	Good	-
26-50	Average	10 Students
1-25	Poor	21 Students

Table 5 shows the total number of students in each criteria, after the post-test was conducted in the control class, there are 21 students who has poor pronunciation and 21 students of average pronunciation

Table 6
Classification of Pre-test and Post-test

No	Range of Score	Classification	Number of Students			
			Experimental Class		Control Class	
			Pre-test	Post-test	Pre-test	Post-test
1	76-100	Excellent	-	-	-	-
2	51-75	Good	-	-	-	-
3	26-50	Average	13	18	10	10
4	1-25	Poor	17	12	21	21

Table 6 shows the change in students' pronunciation skills before and after the shadowing technique treatments. Based on the classification, in the experimental class there are 17 students with poor pronunciation skills and 13 students with average pronunciation skills.

After the treatments of the shadowing technique, there is improvement in the pronunciation skill of the students and now in the experimental class there are 18 students who finally has average pronunciation skill classification and 12 students with poor pronunciation skill. Otherwise, in the control class, there is no significant change in the students' pronunciation classification. There are 10 students with average pronunciation and 21 students with poor pronunciation

In this study, it was discovered that the shadowing technique has an impact on students' word-pronouncing skills. According to the data that has been gathered and calculated, using the shadowing technique to improve students' pronunciation skills was successful.

This demonstrates that using the Shadowing Technique has enhanced students' pronunciation skills. When they try to communicate in English, a few students who previously struggled with pronouncing words correctly including using unnecessary pauses are now capable of doing it effectively. That can be proven by the post-test results of the experimental class, which have improved as a result of the use of shadowing techniques.

Students who pronounced words in English using Indonesian pronunciation before treatment have improved, and they now

actually rarely pronounce words in Indonesian as they did before treatment, students are now more self-confident when they attempt to speak in English, and they even try to converse or greet using English with their friends and English teacher.

CONCLUSIONS

After the experiment, researcher came into the conclusion that Using the Shadowing Technique Towards Students' Pronunciation Skills at Twelfth Grade Students in Senior Highschool Number 02 Muaro Jambi was effective. This can be proven by the number of students who get average score after post-test.

For the conclusions, we can state that the Shadowing Technique, when applied to twelfth grade students at Senior High School 02, has improved the students' ability to pronounce some words that they previously were unable to do, as well as their ability to speak more naturally and with fewer unnecessary pauses.

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