

ENHANCING THE STUDENTS' PRONUNCIATION USING SHADOWING TECHNIQUE AT SENIOR HIGH SCHOOL STUDENTS

¹Agus Salim, ¹Terasne, ²Liza Narasima

¹English Lecturer, Mandalika University of Education, Indonesia

²English Teacher, SMPN 2 Mujur, Central Lombok, Indonesia

Corresponding email: agussalim@ikipmataram.ac.id

Article Info	Abstract
Article History Received: November 2019 Revised: December 2019 Published: January 2020	<i>Establishing students' pronunciation needs a promising instructional method. One of the teachers' efforts to develop students' pronunciation is applying the shadowing technique. The shadowing technique was able to facilitate students to practice pronunciation skills. This study was categorized with a quasi-experimental study with the non-equivalent control group design. The samples were taken randomly using purposive random sampling. The samples consist of 70 students that were divided into two classes, namely the experimental and control classes. The data were collected through interviews, multiple-choice tests, and records. Here it used descriptive and T-test analysis to find the ways they learned and the results. Finally, the researchers considered that the shadowing technique is very good to be applied by the teachers and lecturers in class. The most surprising aspects of the findings are; 1) the students were motivated as long as teaching and learning conducted; 2) their response mostly positive to the way they learned; 3) and they got the significant change in their pronunciation, grammar and vocabulary. This change can be seen from their ability in expressing their ideas and 4) inferential statistic results; t-test was 4.077 and t-table was 2.021 with the degree of freedom (df) 44 and the level of significance (0.05) in 95%.</i>
Keywords Shadowing technique; Teaching and learning; Pronunciation;	
How to cite: Salim, A., Terasne., & Narasima, L. (2020). Enhancing the students' pronunciation using shadowing technique at Senior High School students. <i>JOLLT Journal of Languages and Language Teaching</i> , 8(1) 20-28. DOI: https://doi.org/10.33394/jollt.v8i1.2212	

INTRODUCTION

One of the most significant current discussions to be mastered by English learners is speaking. Speaking is a language skill that acquires learners to deliver ideas and senses in oral language (Lina, 2018). This skill is generally considered as the most fundamental skill for English learners and even for teachers. It is not an easy task and they are in need of many efforts to pronoun acceptable words and utterances in English (Arifin, 2017). To be a good English learner, they have to know some features to master. Pronunciation is one of the most important things that they have to be paid attention to. According to Aprianoto and Haerazi (2019), pronunciation is a crucial aspect in speaking and it gives a significant effect for determining the utterance meaning.

According to Fraser (2001: 06) states pronunciation includes an essential ingredient of oral communication. It also relates to grammar, vocabulary choice, and cultural consideration. It is not merely about the correct utterances or production of learners' sounds and words, but it should be seen as an essential part of communication integrated into classroom activities. In ELT learning activities, pronunciation refers to all those aspects of speech which makes for an easily intelligible flow of speech including segmental articulation, rhythm, and intonation (Muhlisin & Widyanto, 2019). The accuracy of pronouncing English words determines the

appropriate meaning that interlocutor perceives it. It is supported by Kelly (2000: 12) who states that pronunciation can affect the perceived tone or mood of an utterance.

The students' first language can interfere with the pronunciation of a second language not only in terms of accent but also in terms of mood. Therefore, pronunciation should be taught in effective ways which provide a non-threatening atmosphere for the students, who usually have great tension when speaking English in a formal classroom setting. One of the ways to improve students' pronunciation is by using the shadowing technique. According to Lambert (1988, p.266) as cited in Hamada (2016:36) states shadowing as 'a paced, auditory tracking task which involves the immediate vocalization of auditory presented stimuli, i.e. word-for-word repetition in the same language, parrot-style.' In contrast, recent applications of Shadowing have led to an improvement in learners' listening skills in an EFL context. Shadowing involves an on-line process, which requires learners to vocalize the speech that they hear, with little time to access meanings while shadowing.

Based on the researchers' observation of VII grade at SMPN 2 Pujut and unstructured interviews with the English teachers, the researchers found that they appeared concerning students' problems in pronunciation. The common problem that the researcher found in VII grade students of SMPN 2 Pujut is the students have difficulty pronouncing English words. When the speaking activity was conducted in the class, most of the students did not know how to pronoun the word correctly when they read English text dialogue in front of the class. Because of these, this research is aimed at finding out the effect of shadowing technique on student's pronunciation. This study was conducted at SMPN 2 Pujut for seventh-grade students.

Literature Review

Shadowing Technique

Shadowing techniques hopefully can help students to pronounce a word correctly and practicing their accuracy and fluency in reading aloud as well as oral ability. Shadowing technique considered to help students overcome their difficulty in pronouncing a word. Geoffrey, et al (2003: 49) states that pronunciation deal with two interrelated skill recognition or understanding the flow of speech or production or fluency in the spoken language. When English plays a role as an international language or lingua franca, it can be found in many countries and it is produced in different accents or dialects. People can be identified as native or non-native as they produce in different ways in terms of vocabulary, spelling, and pronunciation. For example, in terms of pronunciation, the word "grass" can be pronounced differently according to which model applied. They can pronounce /grɑ:s/ referred to British English or pronounce /græs/ referred to American English.

According to Shiota (2012: 78) states Shadowing is known as one of the training techniques used to improve interpreting skills. Also, Hamada (2015: 5) states that shadowing is originally used for training novice interpreters, but it's more important for EFL students for improving their listening and speaking ability. Tamai (1997) as cited in Hamada (2016: 36) one of the pioneers of shadowing research in EFL contexts, defined it as an active and highly cognitive activity in which learners track the speech that they hear and vocalize it as clearly as possible while simultaneously listening.

The goal of the shadowing technique is to help students and teachers to arrange their teaching-learning processes. So the shadowing technique is an activity wherein listener repeats or product speech coming in the sound immediately. Shadowing technique leads students to repeat what the speakers say in word by word or phrase by phrase. Lin (2009) as cited in Kou and Chou (2014: 18) inform that shadowing could help her participants improve their pronunciation as well as self-confidence for Taiwanese EFL junior high school on students' English listening comprehension and speaking ability.

In this study the researcher use producer was adapted from the lesson was used by Kadota and Tamai (2005) as cited by Hamada. According to Kadota and Tamai (2005), some procedures, such as mumbling, synchronized reading, prosody shadowing, and content shadowing are also considered as other types of the shadowing method.

Teaching Pronunciation

Some studies are conducted to improve English learners' pronunciation and also examine pronunciation learning strategies. Baker and Haslam (2012) applied cognitive strategies to improve learners' pronunciation. These strategies are designed to help students pronounce English words effectively. Besides, android-based learning is used to facilitate students to practice much more pronunciation activities (Hanafi & Samsudin, 2012). It is in line with Retnomurti et al. (2019) who found that an android-based application can improve students' pronunciation practice. the material provided is completed with the icon and each practice generates sound by non-native speakers who have been chosen in accordance with the appropriateness in pronouncing the English words using the application. It helps students to practice much more pronunciation activities.

RESEARCH METHOD

Research Design

The method used by the researcher was an experimental design. The type of experimental method was used is quasi-experimental. According to Sugiyono (2011: 77) quasi-experimental is a development form of a true experimental design that is difficult to do. In this case, the researcher was used to non-equivalent control group design. In conducting nonequivalent control group design, the researcher gave a pre-test to know the students' initial ability in pronunciation before getting the treatment and then the researcher gave a post-test after getting treatment to know the students' ability in pronunciation. Therefore, the groups are divided into an experimental and control group. The experimental group is treated by using the shadowing technique, while the control group is subjected to a homophone e-game. The complete design of this study can be illustrated as follows.

Table 1. The Scheme of Research

Group	Pre- test	Treatment	Post-test
Experimental	O1	X (shadowing technique)	O2
Control	O1	-X (homophon e-game)	O2

In this study, the population includes the seventh-grade students of SMPN 2 Pujut in the academic years 2018/2019. This school was chosen as the field-testing because it was categorized as good accreditation schools assessed by the Ministry of Indonesian Education and Culture. In this school, there are three classes namely VIIA class consist of 24 students, VIIB class consists of 23 students, and VIIC class consists of 23 students. The total population includes 70 students. It can be illustrated in Table 2 as follows.

Table 2. Total of Population

Name of Class	Female	Male	Number of Students
Class VIIA	12	11	24 students

Class VIIB	14	9	23 students
Class VIIC	12	11	23 students

The sampling technique is the way to investigate by using the technique to find a subject. The sampling technique used in this study is the purposive sampling technique, the researcher took the sample from class VIIB and VIIC as a sample of this study: class VIIB as experiment group and class VIIC as the control group.

From this study, the researcher prepared the instrument to get data. The instrument was used in this research is a test. The test is the tool to know the students' ability, knowledge and performance in a given domain (Brown, 2004: 3). The test was conducted to know students' abilities in pronunciation before the treatment pre-test and the test was conducted to know students' abilities after the researcher gave the treatment post-test. The pre-test and post-test are consists of a pronunciation multiple-choice test. There are 20 multiple choice test and a pronunciation test.

The pronunciation test using reading texts consists of two paragraphs that students have to read and the researcher recorded their sound. The record function is to know the students' ability in pronouncing the word. The pronunciation multiple-choice test is useful to determine the students' ability to distinguish the vowel and consonants sounds. To collect the data of this study the researcher used pre-test and post-test of the students' scores in the control group and students' scores in experimental.

The statistical analysis used descriptive analysis and inferential analysis. Descriptive analysis is used to summarize research data (Lodico et al, 2006: 88). Based on the descriptive analysis, the students' score in the control group is presented in Table 3 as follows.

Table 3. Students' Score in the Control Group

Control group	N	Min	Max	Mean	St. D
Std. pre-test score	23	40	60	48.09	5.728
Std. post-test score	23	58	70	61.57	3.188

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this part of the research, researchers elaborate on the result of the research finding. This study was aimed at finding out the research problem "is there any effect of shadowing technique towards student's pronunciation. The researcher conducted this research at SMPN 2 Pujut from July 11th until August 1th2018. The total meetings of the research were eight for both groups and four meetings for each group to find out the solution of the problem the researcher intended to analyze the data obtained from the result of students' test. Data of researchers were obtained from two steps that are pre-test and post-test. To obtain data of the students' test the researcher conducted the research at all of the students in class VIIB and class VIIC at SMPN 2 Pujut.

Descriptive analysis

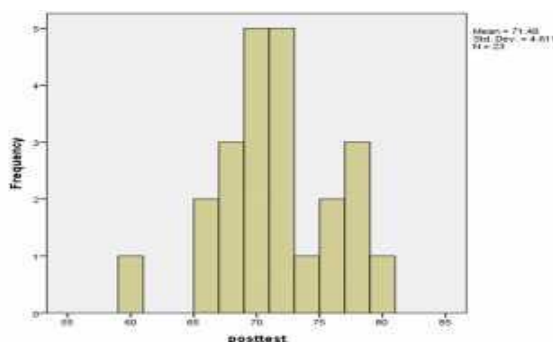
Descriptive statistics on students' pre-test and post-test scores in the experimental group can be presented as follows.

Table 4. Result of Descriptive Analysis

Experimental group	N	Min	Max	Mean	St. D
Std. pre-test score	23	42	60	53.78	6.274
Std. post- test score	23	60	80	71.48	4.611

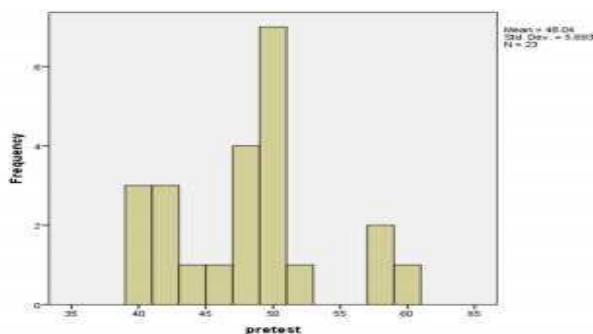
The data frequency of student's pre-test showed that two students (8.7%) got 42, three students (13.0%) got 45, three students (13.0%) got 50, and four students (17.4%) got 55. One student (4.3%) got 56, four students (17.4%) got 58, and six students (26.1%) got 60. The data of students' pre-test show that the score was from 42 to 60. It's mean that the lowest score in the pre-test experiment group is 42, while the high score is 60.

The data frequency of students' post-test in experimental group shows that one student (4.3%) got 60, two students (8.7%) got 66, three students (13.0%) got 68 and two students (8.7%) got 78, and one student (4.3%) got 80. The data above show that the score is 60 up to 80 it means that the lowest score in the post-test experiment group is 60, while the high score is 80.



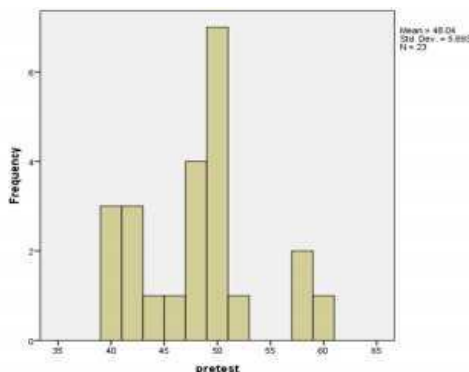
Graphic 1. Histogram Experiment Group Post-test

The data were obtained from students' pre-test and post-test scores from the control group which taught by using a homophone game. The data frequency of students' pre-test at *table 3.06* on page 33 shows that three students (13.0%) got 40, three students (13.0%) got 42, one student (4.3%) got 44, one student (4.3%) got 45, four students (17.4%) got 48, seven students (30.4%) got 50, one students (4.3%) got 52, two students (8.7%) got 58, one student (4.3%) got 60. It means that the lowest score in the pre-test control group is 40, while the high score is 60.



Graphic 2. Histogram of Control Group Pre-test

The data frequency of students' post-test shows that two students (8.7%) got 58, twelve students (52.2%) got 60, five students (21.7%) got 62, one student (4.3%) got 64, one student (4.3%) got 66, two students (8.7) got 70. The data above shows that the score was from 58 to 70. It means that the lowest score in the pre-test control group is 58, while the high score is 70.



Graphic 3. Histogram of Control Group Post-test

The students treated by using homophone e-game showed that the pronunciation improvement was low because they are only asked to imitate the sound that they hear from the speaker. They do not have the chance to find out the meaning of the words pronounced. Compared with the students treated using the shadowing technique, students are provided with vocabulary lists pronounced by the native speakers from the videos.

From the result of the testing hypothesis using the t-test, the formula shows that the t-test is 4.077 and the t-table is 2.021 in significance level 0.05 with the degree of freedom 44. Therefore the score of t_{count} is higher than t_{table} $4.077 > 2.021$ than it can be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In conclusion, the shadowing technique was giving a significant effect on students' pronunciation.

Finally, the research findings showed that the shadowing technique has a significant improvement in students' pronunciation at SMPN 2 Mujur. It is proven by the significant difference between students' achievement in the posttest score of the control group who were taught by the homophone game and experimental group was taught by using the shadowing technique at SMPN 2 Pujut.

Research Discussion

This study is aimed at finding out the effect of the shadowing technique to enhance students' pronunciation at senior high schools. Based on the data analysis, the shadowing technique has a positive effect to improve students' pronunciation. The teaching steps of the shadowing technique include mumbling, synchronized reading, prosody shadowing, and content shadowing. It is line with Hamada (2016) who informs that the shadowing technique is able to improve speaking skills such as producing speech sounds. In addition, Mori (2011) found that the shadowing technique gave a positive influence on developing learners' pronunciation.

In the classroom activities, learners are asked to mumble English words. Mumbling activities are provided for students to practice pronunciation. In this phase, the teacher involves students with some English videos containing pronunciation practice activities. Students look easy to imitate and repeat what the native speaker said in the video. When this

situation happens, students are requested to articulate some English words, phrases, and sentences individually. These activities help them to practice much more pronouncing English sounds. This finding was reinforced by Okada (2002); Tamai (2005); and Hori (2008) who state shadowing activities help students to improve their articulation rates.

In the step of the synchronized reading, the students are involved in vocabulary acquisition. The main aim of this activity is to improve students' syllable awareness, words-stress awareness, and the physical experience of the English word stress. It was in accordance with Hahn (2004) who found that the learners focused on the stressed syllables helped them to pronounce English sounds and it is highly recommended for teaching pronunciation. It was also reinforced by Burri et al. (2016) who recommends that various haptic-teaching activities such as word-stress awareness are appropriate for students' pronunciation improvement.

The shadowing technique was effective rather than a homophone e-game to improve students' pronunciation. Shadowing in the phase of prosody and content shadowing activities, students are involved in acquiring phoneme perception through various speaking activities in the class. Besides, students are directed to improve their listening skills and speaking performance. This finding was in keeping with Kadota (2007; 2012), Hamada (2014; 2015) who found that when shadowing, learners are directed to hear sounds rather than accessing the meanings of the heard sounds due to limited cognitive resources.

CONCLUSION

The objective of the study is to find out the effect of shadowing technique toward students' pronunciation. After conducting the research, the researcher found out some results. The result of the t-test computation of post-test between experiment and control group shows that t_{score} is 4.077 while the t_{table} for the degree of freedom 44 and the level of significance $\alpha = 0.05$ the researcher got t_{table} is 2.021. H_0 is accepted when the score in t_{score} is higher than t_{table} . Then H_0 is accepted when the score in t_{score} is lower than t_{table} . It can be concluded, that t_{score} is higher than t_{table} . So, there are significant improvements in students' pronunciation that the group was thought by the shadowing technique.

Based on this conclusion, there are suggestions for the English teachers, the students, and the next researcher. For the English Teacher, the teachers can adopt or apply this technique in teaching pronunciation especially, in order to improve the students' basic pronunciation. The teacher tries new techniques in teaching English to improve the students' skills effectively to develop and explore their ideas in pronunciation and the teacher should give motivation in or out the class to make the students fun and enjoy when the teaching-learning process is beginning.

The researcher hopes that the students should keep practice their pronunciation. The students should ask the teacher if they have difficulty in producing English pronunciation in a particular word and the students should ask repeat and isolate the syllable of the word, if that word is still too difficult pronounced. The researcher hopes that the result of this study is useful as references for those who want to conduct their studies related with this study.

ACKNOWLEDGMENT

We would like to express our gratitude to the Ministry of Research, Technology, and Higher Education as the research funder in 2019.

REFERENCES

- Aprianoto, & Haerazi (2019). Development and assessment of an intercultural-based instrument model in the teaching of speaking skills. *Universal Journal of Educational Research* 7(12) 2796-2805. <https://doi.org/10.13189/ujer.2019.071230>

- Baker, S. W., & Haslam, N. (2012). The effect of language learning aptitude, strategy use and learning context on L2 pronunciation learning. *Applied Linguistics*, 34(4), 435–456
- Brown, H. D. 2003. *Language Assessment Principles and Classroom Practice*. New York: Person Education
- Broughton, G. et. al. 2003. *Teaching English as a Foreign Language*. London and New York: Taylor & Francis e-Library
- Burri, M., Baker, A., & Acton, W. (2016). Anchoring academic vocabulary with a hard-hitting” haptic pronunciation teaching technique. In J. Tamara (Ed), *Pronunciation in the classroom: The overlooked essential* (pp. 17-26). Alexandria, United States: TESOL Press
- Celce-Murcia, M., Brinton D., Goodwin. J. (2006). *Teaching Pronunciation: A Course Book And References Guide*. New York: Cambridge University Press
- Fraser, H. (2001). *Teaching Pronunciation: a Hand Book for Teacher and Trainers*. Department of Education Training and Youth Affairs (DETYA).
- Haerazi, H., Irwansyah, D., Juanda, J., & Azis, Y. A. (2018). Incorporating intercultural competences in developing English materials for writing classes. *Journal of Language Teaching and Research*, 9(3), 540-547. <http://dx.doi.org/10.17507/jltr.0903.13>
- Haerazi, H., & Irawan, L. A. (2019). Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(1), 9-18. <http://dx.doi.org/10.21093/ijeltal.v4i1.246>
- Haerazi, H., May Vikasari, R., & Prayati, Z. (2019). The use of scientific-based approach in ELT class to improve students' achievement and classroom interaction. *Register Journal*, 12(2), 157-180. <https://doi.org/10.18326/rgt.v12i2.157-180>
- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in relation to motivation. *English Review: Journal of English Education*, 8(1), 139-146. <https://doi.org/10.25134/erjee.v8i1.2011>
- Hahn, L. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly*, 38(2), 201-223
- Hamada, Y. (2014). The effectiveness of pre-and post-shadowing in improving listening comprehension skills. *The Language Teacher*, 38(1), 3–10.
- Hamada, Y. (2015). Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension. *Language Teaching Research*. Advance online publication. <https://doi.org/10.1177/1362168815597504>
- Hanafi, H. F., & Samsudin, K. (2012). Mobile learning environment system (MLES): The case of Android-based learning application on undergraduates' learning. *arXiv preprint arXiv:1204.1839*.
- Hamada, Y. (2016). *Improvement of listening comprehension skills through shadowing with difficulty material*. *Journal of Asia TEFL*, 8(1), 139-162. <http://dx.doi.org/10.18823/asiatefl.2018.15.1.11.167>
- Hamada, Y. (2016). Wait! Is it really shadowing? *The Language Teacher*, 40(1), 14-17. <http://jalt-publications.org/tlt>

- Hori, T. (2008). Exploring shadowing as a method of English pronunciation training. Doctoral Dissertation, Kwansai Gakuin University.
- Kadota, S. (2007). *Science of shadowing, oral reading, and English acquisition*. Tokyo: Cosmopier Publishing Company.
- Kadota, S. (2012). *Science of shadowing, oral reading, and English acquisition*. Tokyo, Japan: Cosmopier Publishing Company.
- Kelly. 2000. *How To Teach Pronunciation*. Essex: Person Education.
- Kou, Chou. (2014). *Effect of Text Shdowing on Taiwanese EFL Children's Pronunciation*. Asian EFL Journal. Dr. Paul Robertson
- Lina, M. F. (2018). Teaching speaking for professional context using Prezi in the relation with students' creativity. REGISTER JOURNAL, 11(2), pp.121-138. <http://dx.doi.org/10.18326/rgt.v11i2.154-167>
- Lodico, D, Spaulding and Voegelte. 2006. *Method in Educational Reseach*. United States America: Jossey-Bass
- Marczyk, G., Deemateo, & Festinger. (2005). *Essential research design and methodology*. United State America: Jossey-Bass
- Mori, Y. (2011). Shadowing with oral reading: Effects of combined training on the improvement of Japanese EFL learners' prosody. Language Education & Technology, 48, 1-22. https://doi.org/10.24539/let.48.0_1
- Muhlisin, M., & Widyanto, A. (2019). An analysis on teacher's communication strategies in teaching speaking at MTs NW Bonjeruk. *JOLLT Journal of Languages and Language Teaching*, 7(2), 154-165. <https://doi.org/10.33394/jollt.v7i2.1963>
- Okada, A. (2002). The usefulness of shadowing in teaching English prosody, *Bulletin of Kukuba International University*, 8, 117-129
- Raouia, (2014). *Exploring The Role of Shadowing in The Development of EFL Learners' Speaking Skill: A Case Study of Third Years Students of English at Mohamed Kheider University of Biskra*. Unpublished: Unversity of Biskara
- Retnomurti, A. B., Hendrawaty, N., & Tiwiyanti, L. (2019). Development of Android-based Protadroid application in pronunciation practice learning for undergraduate students. *English Review: Journal of English Education*, 7(2), 67-76. <https://doi.org/10.25134/erjee.v7i2.1721>
- Shiota, K. (2012). *The Effectiveness of Shadowing on students physiology in Language Learning*. Jurnal of Asia, 5(1) pp 71-8
- Sugiyono, (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit Alfabeta
- Sugiyono (2007). *Statistik Untuk Penelitian*. Bandung: Penerbit Alfabeta
- Susyetina, A. (2019). Language preference of bilingual preschool children in articulating word-object relationships. *JOLLT Journal of Languages and Language Teaching*, 7(1), 21-37. <https://doi.org/10.33394/jollt.v7i1.1436>
- Tamai, K. (2005). *A study on the effect of shadowing as an instructional method of listening*. Tokyo: Kazama Shobo.