

ADVANCING INDONESIAN STUDENTS' PRONUNCIATION BY IMPLEMENTING SHADOWING TECHNIQUE

Nukmatus Syahria

Universitas PGRI Adi Buana Surabaya
syahria@unipasby.ac.id

Abstract: Teaching pronunciation is challenging work. Many of Indonesian students have problems in pronunciation class. It happens because they rarely receive pronunciation practice since they were young. In the English Department, Pronunciation is a compulsory subject that needs to be taught for the students, but several students failed in this subject. Moreover, the pronunciation lesson is often dull; therefore, the students quickly get bored during the lesson. The researcher tried to implement shadowing activity in the pronunciation class. Shadowing is an uncomplicated game that assesses the pupils' intonation, pacing, and pronunciation. Shadowing technique emphasizes the sounds, not on the words. The pupils must focus on duplicating the sounds they hear, rather than attempting to comprehend what is being uttered. This study aims to find out whether shadowing technique can make a significant impact or not on the students' pronunciation skills compare to the traditional technique. The experimental class is taught by using shadowing technique while the control group is taught by using the traditional technique used to teach pronunciation. Shadowing helps to better students' pronunciation and intonation as well as training students' listening skills to be better.

Keywords: *shadowing technique, pronunciation skills*

INTRODUCTION

Pronunciation is one of the primary requisites in learning English, which needs to be paid attention to language training. Pleasant pronunciation leads to better comprehension in learning, whereas bad pronunciation guides to more considerable language learning difficulties (Gilakjani, 2012). He added that the goal of teaching pronunciation is not to request the learners to sound like native speakers; however, the real purpose of communication should be intelligible pronunciation. It means if the learners want to change the way the English words are spoken, they need to change their way of thinking about the sounds of the words. Teaching is a lifelong process. It takes hard effort, patience, and high integrity to do it. Therefore, teaching is not an easy matter, especially teaching pronunciation. Pronunciation practice is often neglected in Indonesian's people life. Pronunciation is not taught from a young age, and only a few schools in Indonesia give pronunciation practice from a young age. Usually, only the international school or national plus school often gives pronunciation practice to the students from a very young age.

This phenomenon burdens the teachers, especially at the university level. In the English Department in which pronunciation becomes a compulsory subject, many students have difficulty in this subject, and several of them failed. The researcher is very concern about finding a solution to this problem. Therefore, the researcher tries to apply shadowing technique. Shadowing is a technique in which the learners practice their speaking based on the time being given by using an audio text. It is like rhyming along with a song. Shadowing stresses the sounds, not on the words or the meaning. In this technique, the learners should copy the sounds they hear instead of trying to understand what is uttered. Yonezawa & Ware (2008) claimed that shadowing is copying phrases or sentences right after hearing to the English speaker without seeing at the text. After that, the listener comes after the speaker like an echo. It should be emphasized that shadowing is not memorizing or mumbling, and it is also not listening when reading.

In shadowing, the students do not know what the speaker says before, and directly they should imitate what the speaker says. Hamada, (2015) noted that this technique aids in enhancing pronunciation and listening skills, and it has been widely applied in Asia, in the context where the similarity between English and the learners' first language is not much. Furthermore, Yonezawa & Ware (2008), in their research, pointed that the shadowing technique gives a positive impact within the three-months period, especially for the middle and lower-level students. For Advanced level students, the improvement was not much. It is perhaps because their vocabulary is much compared to the other two-level. Shadowing techniques also enhance students' listening ability. In another research Nakashi & Ueda (2011) showed that shadowing can improve the impact of extensive reading. When the shadowing technique was implemented in Extensive Reading Class, the students' post-test scores were raised, showing that shadowing could improve the impacts of extensive reading. In text-presented shadowing, the students shadow together by using a written script of the target passage. Because the scripts are incorporated in this process, the students' cognitive process shifts as their attention are divided between meanings, letters, and sounds. Due to the change in the cognitive process, a combination of shadowing and text-presented shadowing may improve students' reading skills and pronunciation (Kuramoto et al. 2007).

Most research regarding shadowing technique was mostly done in listening comprehension and reading classes. However, the researcher would like to know the impact of shadowing technique on students' pronunciation skills. Based on the issue mentioned above, the research question is whether a shadowing technique can improve learners' pronunciation skills.

The Importance of Shadowing

The effectiveness of shadowing on boosting listening skills had been analyzed in the language classroom Hamada (2012). Tomita, Y et al. (2009) added, because of the shadowing technique, pupils begin to develop their prosody, achieve better concentration, and get used to listening to natural speed. Hence, learners can obtain various kinds of benefits, and their listening skills are improved from shadowing. According to Hismanoglu, M. & Hismanoglu, S. (2011) there were some advantages from shadowing, namely:

- a. Shadowing provides various kinds of speaking practice.
- b. Shadowing offers several ways of listening practice.
- c. In shadowing, there is practice with sounds, melody, stress, and rhythm of English.
- d. Shadowing promotes speaking speed.
- e. Shadowing can help to boost the vocabulary.
- f. Shadowing helps to enhance grammar and develop your discourse and pragmatics.

Shadowing technique is the potential to promote the students' linguistic competence in terms of grammar, vocabulary, and pronunciation. Moreover, shadowing can stimulate students' language performance dealing with listening, pronunciation, and reading. Doung (2010) quoted that in shadowing practice, the pupils should imitate what they have listened to, like speech or news at the same speed. The exercise aims to stimulate pupils' attention and to train speaking skills while listening. The result will be much better if we do the practice by using our origin language at first and then try other languages. The pupils can directly copy after they listen to something. Systematically, they should halt for a while and then repeat it. During the training, pupils should listen, speak, and think in the interim. After two or three months of practice, they can move into the next stage with a higher level of difficulty.

METHOD

This research was done during the odd semester for six months in a Pronunciation Practice class. There were 38 participants from Class A 2018, and 35 participants from Class B. Class A were given shadowing technique while Class B just received the traditional method such as drilling. One group was randomly assigned to the experimental group, and the other group was assigned to the control group. Both groups were given pre-test and post-test. The purpose of the pre-test for students is to see whether both classes have the same skills in Pronunciation Practice. The design of this research used the formula adapted from Gay, at al. 2006; 255:

EG O1 X1 O2
CG O1 X2 O2

Note:

EG = Experimental Group

CG = Control Group

O1 = Pre-test

X1 = Unusual Treatment (Shadowing Technique)

X2 = Control Treatment (Teacher-Based Technique)

O2 = Post-test

This research is mainly on the development of learners' pronunciation skills. The minimum target of fulfillment in pronunciation performance was 15 to 20 scores in the pre-test. The independent variable is the "shadowing technique". It focuses on how shadowing technique influences the learners' pronunciation skills. The study aims to discover whether the shadowing technique can develop the learners' pronunciation skills. Shadowing technique was carried out by the researcher for six meetings. The researcher took one meeting for a pre-test and one meeting for the post-test. The rest of the meetings, six meetings, were used for the introduction of the pronunciation lesson. The treatment was given after the sixth meeting. The procedure of the shadowing technique that was implemented in this research for six meetings was presented in the following:

1. The researcher recited a story, an experience, or an opinion to begin the teaching, and the students raised several questions concerning the script of shadowing material that the students will learn on that occasion.
2. The researcher distributed a copy of the material script to the students. Each meeting, the students were given different topics.
3. The researcher prompted the students to start the shadowing practice. The researcher motivated the students to imitate the native speakers on the video.
4. At first, the researcher asked the students to listen attentively to the video played, and then they were instructed to listen and to repeat directly to what the speaker said on the video. This was repeated for three times.
5. After practicing for three times, the students were asked to shadow one by one without looking at the script. Each student was instructed to shadow for one paragraph. In each turn, the students could pause the video in every phrase or sentence if the speaker spoke rapidly.
6. At the end of the session, students were asked to talk about the content and interpretation of the video they had seen for 2-3 minutes. The researcher gave additional questions to the students regarding the video they have watched and asked them to have discussions or debate related to the shadowing material if there was still time left.

- The researcher motivated the students to do the shadowing technique at home without a teacher. The researcher gave a copy of the video and a journal for the students to take note of how many times they have practiced shadowing at home and what difficulties they encountered during the process. At the next meeting, the students should submit the journal.

FINDINGS AND DISCUSSION

The table below shows the results of pre-test in Class A and Class B;

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Shadow	37	54,7297	12,85096	2,11268
	Traditional	35	51,9429	10,61060	1,79352

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	2,597	,112	1,000	70	,321	2,78687	2,78612	-2,76988	8,34362
	Equal variances not assumed			1,006	68,769	,318	2,78687	2,77131	-2,74207	8,31581

In the t-test for Equality of Means column, it is known that the significance value for the t-test is 0.321 which is more than 0.05, so it can be concluded that there is no difference in the average value between class A and class B based on the results of the pretest, it can be said that the two classes have the same necessary capabilities so that treatment can be done in both classes.

The following table shows the results of the post-test of Class A and Class B:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

Posttest	Equal variances assumed	6,790	,011	4,127	70	,000	7,25714	1,75836	3,75021	10,76407
	Equal variances not assumed			4,080	57,679	,000	7,25714	1,77882	3,69603	10,81826

*Testing hypothesis:

H0: there is no difference in the average value of post-test between class A and B

H1: there are differences in the average value of post-test between class A and B

In the T-test for Equality of Means column, it is known that the significance value for the T-test is 0,000, which is less than 0.05, so it can be concluded that there is a difference in the average value between class A and class B based on the post-test results. Based on the descriptive statistics, it is known that the average post-test value of Class A (84,000) is higher than class B post-test value (76,742). Since the T-test result shows a difference, so it can be concluded that the Shadowing treatment, which is implemented in class A is able to give better influence than the traditional treatment applied in Class B.

Shadowing technique is proven to improve students' skills in pronunciation compare to the traditional technique. This result is in line with the research from Hamada, 2015 that the Shadowing technique assists in boosting students' pronunciation and listening skills, and it has been widely implemented in Asia, in the context where the similarity between English and the learners' first language is not much. Moreover, the result of this study is also in line with Hamada (2018) on his research in Haptic- Shadowing and IPA- Shadowing, that Haptic-shadowing group statistically improved all the three features of comprehensibility, segmental features, and supra-segmental features, while the IPA-shadowing group improved on comprehensibility and segmental features.

CONCLUSIONS

Pronunciation is necessary for proper communication because the imprecise use of pronunciation will lead to the misunderstanding conception by the receptor. However, numerous teachers are not mindful of the significance of pronunciation. Many ELT teachers help the learners become proficient, mostly in listening and reading (Harmer, 2007). They also prioritize more on the teaching of grammar and vocabulary in a target language. The unappreciative of pronunciation by the teachers make the students often think that pronunciation is not important compared to other skills in the English language such as speaking and writing. The teachers should not neglect pronunciation in the teaching and learning of English since it is also a crucial aspect in English language teaching. The teacher is responsible for finding a way out to overcome the pupils' boredom and their anxiety in learning pronunciation and mastering pronunciation skills. Moreover, EFL teachers must also be well trained in pronunciation to shape up their learners' English pronunciation (Shahzada, 2012). During the teaching, EFL teachers should speak concisely, and they should slow their pronunciation so that they can help their pupils to develop their pronunciation by listening to them carefully (Bradley-Bennett, 2007). Teachers must teach their pupils that slow speech with precise pronunciation is much better than rapid speech with incorrect pronunciation. The pupils must comprehend that understandability is more necessary than the rapid speech (Kolokdaragh, 2010). EFL teachers must always be mindful of their pupils'

needs. Based on their needs, teachers should come up with some appropriate materials for their pupils to learn pronunciation (Shahzada, 2012). The teacher can implement a shadowing technique in teaching pronunciation. Shadowing had a positive and significant effect on EFL learners' pronunciation if it is integrated with the written script (Hamada, 2012). Even though that shadowing is more effective for low-level learners (Hamada, 2015) but it is worth to try to implement the shadowing technique to all levels of the learners in regards to boost their motivation, especially in learning pronunciation, so that they can step by step mastering the pronunciation skills.

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