

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the context of the study, limitations of the study, statement of the problem, objectives of the study, significance of the study, and definition of key terms.

A. Context of the Study

The focus of English instruction in Indonesia is on the students' communicative abilities. As an international language, English, students must be able to communicate both orally and in writing. The ability to communicate effectively orally does not eliminate the need for writing. On the other hand, excellent writing does not replace the necessity of effective oral communication skills. Written skills are built on the foundation of oral communication.

English can be used to communicate directly with people from other countries when communicating orally. Mastering pronunciation is necessary to prevent misunderstandings between the speaker and the listener. Because if the words are pronounced correctly, the listener will get the essential context that the speaker is trying to get through. Another definition of pronunciation is the process of making specific sounds meaningfully and correctly so that people can understand us when we communicate. Correct pronunciation is a necessary skill for learning to speak a foreign language. Because language mastery is a matter of habit, acquiring pronunciation, in particular, requires someone to learn and practice pronunciation continually for a very long length of time. It implies that they will experience problems using it if they

don't utilize it frequently.

Learning and practicing proper pronunciation should be done with the assistance of a skilled native speaker. However, because English is a foreign language and Indonesian is a culturally diverse country, teaching pronunciation is regarded as being challenging there. Teaching English becomes a very difficult task for English teachers.

In a preliminary study conducted in December 2022, the researcher discovered that SMAN 1 Tulungagung students in the eleventh grade have significant pronunciation challenges. They are unable to discern between different word pronunciations. Thus, just a few students were able to pronounce an English text aloud loudly and correctly, whereas the other students always read aloud in a whisper when the researcher asked them to. They claimed that because they are Javanese and speak their mother tongue (Javanese), pronouncing words in English is tough for them. When presented with a challenge or setback, students who have a more positive outlook are more inclined to persist and attempt new approaches. This may predispose them to focus on learning new skills or knowledge.

The students at SMAN 1 Tulungagung seldom ever complete exercises involving pronunciation when learning English. According to an interview with the SMAN 1 Tulungagung English instructor, the pronunciation exercise takes a lot of time and presents a significant barrier for an English teacher whose first language is not English. In order to avoid giving away the proper pronunciation, the teacher just discloses the material and asks pupils to read it

and respond to the question on their own. As a result, not all of the students actively engaged in this teaching-learning process; others were bored because the teacher always gave the same directions. Less motivation to learn existed among the students. As a result, there are a lot of passive pupils in the classroom as long as learning and teaching are taking place. The process of teaching and studying English was not enjoyable for them. The method the teacher used, in their opinion, was monotonous. In order to engage students in the teaching and learning of English, a teacher must be an effective controller of the activities and the methods used.

Word pronunciation skills among students were poor. The first factor has to do with a lack of practice with pronunciation. The second element is the lack of interest in learning as a result of the tedious nature of the teaching and learning process. Teachers believe that they have too much work to complete and that getting pronunciation help is a waste of time. Some educators believe that their kids can examine proper pronunciation on their own. However, a teacher of English should assess the students' difficulties in pronouncing challenging phonemes and work to improve their articulation. By concentrating on helping the students' pronunciation, the teacher can maximize the effectiveness of the teaching period. To improve students' pronunciation, the teacher must therefore select a method that fits their needs and the situation. There are numerous methods for enhancing students' pronunciation. The technique of "shadowing" is one of them.

The method of language learning known as shadowing gained

popularity in Japan. Similar to the listening and repeating exercise, except instead of having the students listen to a sample speaker and then repeat what they learned afterward, the students are required to accurately imitate the speaker in a very short amount of time. The teacher must use audiolingual media, such as video, CD, or MP3 while implementing this strategy because these are helpful in assisting the teacher in giving pupils examples of proper pronunciation from native speakers. Students can therefore practice their listening abilities in addition to their pronunciation skills by adopting shadowing techniques.

Given the foregoing, it can be said that using the shadowing approach can give students engaging experience speaking English words. An enjoyable learning environment will increase students' motivation to learn. A high level of learning motivation will result in an individual making good progress. Learning students will do better if they are highly motivated. The shadowing method was therefore touted as a successful means of resolving pronunciation issues at SMAN 1 Tulungagung.

Additionally, Hamzar's research on *The Implementation of Shadowing Techniques to Improve Students' Speaking performance* demonstrated that using shadowing techniques can enhance students' speaking ability by emphasizing accuracy, fluency, and proficiency; the shadowing method was once extremely effective in enhancing the students' speaking performance; and the shadowing technique had an impact on the students' pronunciation (Hamzar, 2010).

A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction, by Kun-Ting Hsieh, Da-Hui Dong, and Li-Yi Wang, is another source that the research is based on. The employment of the shadowing strategy in pronunciation instruction is beneficial, as evidenced by the fact that the shadowing approach resulted in improved general pronunciation performance (Hsieh et al., 2013). The Impact of Shadowing on the Oral Fluency of EFL Learners is the title of Elham Zakeri's subsequent study.

The most recent study by Agus Salim, Enhancing the Students' Pronunciation Using Shadowing Technique at Senior High School Students, demonstrated the value of using the shadowing technique by lecturers and teachers in the classroom. The most unexpected features of the findings are that students remained motivated as long as instruction and learning took place; that most students had nice things to say about how they studied; and that students' pronunciation, grammar, and vocabulary had significantly improved. Their capacity for thought expression demonstrates this transformation.

For this reason, the researcher's research proposal was titled "The Effect of Shadowing Technique on Students' Pronunciation of the Eleventh-Grade Students at SMAN 1 Tulungagung". The researcher is interested in seeing how the students who are taught using the shadowing method are performing on pronunciation tests. As a result, the researcher also investigates the impact of the shadowing approach on the pronunciation of the eleventh

grade students at SMAN 1 Tulungagung.

B. Limitation of the Study

This research focused on knowing the effect of the shadowing technique on students' pronunciation, it is not an analysis of students' errors in English pronunciation. In this research, there are some scopes and limitations:

1. The subject of the research is the eleventh-grade students of SMAN 1 Tulungagung in the 2022/2023 academic years.
2. The object of the research is teaching and learning pronunciation through the shadowing technique.
3. The time of research is during the second semester in academic year 2022/2023.
4. The place of research is SMAN 1 Tulungagung.

C. Statement of Problems

Regarding the identified problems stated previously, the researcher formulated the problem as follows: "Do the students who are taught pronunciation by using the shadowing technique get a better score than those taught using conventional learning?"

D. Objectives of the Study

At the end of the research, the researcher tried to find out the effect of the shadowing technique on students' pronunciation of eleventh-grade students at SMAN 1 Tulungagung.

E. Significance of the Study

After doing this research the researcher hopes it has benefited as follows:

a. Theoretically

1. By using the shadowing technique, it is hoped that the students are more interested and motivated in learning pronunciation, therefore they can improve their pronunciation achievements.
2. By using the shadowing technique, the teacher receives inspiration and information about an alternative technique in the teaching-learning process. The teacher can develop their technique in teaching pronunciation.

b. Practically

1. For teachers

It is expected to give useful contributions for teachers to assist them in teaching their students, especially in mastering pronunciation. Furthermore, for the English teacher of SMAN 1 Tulungagung in improving teaching skills by using shadowing techniques, it can additionally motivate English teacher to be a professional teacher who is creative and innovative.

2. For students

It is expected to be useful for students especially for the eleventh-grade students of SMAN 1 Tulungagung in the academic year 2022/2023. It allows students to practice pronunciation, and it also makes their study more active, joyful, and it additionally can

increase their English pronunciation.

3. For readers

This research is expected to give a reference to readers, particularly of the State Islamic University of Sayyid Ali Rahmatullah Tulungagung that English pronunciation is important in learning English. It can motivate them to improve their pronunciation by the alternative technique of teaching pronunciation, therefore that it can be understood by the listener.

F. Definition of Key Term

a. Pronunciation

Pronunciation is found out by rehashing sounds and adjusting them when created incorrectly. At the point when students begin learning pronunciation, they make new propensities and defeat the challenges coming about because of the main language.

b. Teaching speaking

Teaching speaking is an active activity in the class room. There will be so many conversations or speak up with the partner of students. The more active students speak up, the better score they got.

c. Shadowing technique

Shadowing technique is saying in the same time when the audio run. The listener will know how to listen and speak as good as native speaker. Shadowing technique would concentrate between ear and mouth. Ear is to listen and mouth is to shadow like what the speaker said.

G. Organization of the Thesis

The researcher writes this study into five chapters, it has related to each other. The aim is to organize the study easily. The organizations of the study are:

In chapter I, it is a general description and takes a role as a basic of mindset for the thesis that contains the background of the study, limitation of the study, statement of problems, the objective of the study, the significance of the study, and organization of the thesis.

In chapter II, it is a review of related literature that describes theories related to the variable of the study, which consists of previous research findings, theoretical background, theoretical framework, and hypothesis.

In chapter III, it is a research method that consists of research design, population, sample, research instrument, data collection technique, and data analysis.

In chapter IV, it is the result of research that discloses research location, data description, data analysis, discussion, and interpretation of the result students' pronunciation in the eleventh grade of SMAN 1 Tulungagung.

In chapter V, it is a closing of the thesis that consists of a conclusion and recommendation. This is easier for the reader who takes the essence of this study.