

CHAPTER I

INTRODUCTION

This chapter consist of the background of the research, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

English is a universal language widely used across various countries as a means of communication in international contexts. As the role as a lingua franca positions English as the primary tool for communication in education, commerce, technology, and culture. Within the realm of language learning, speaking skills represent one of the essential aspects to be mastered. In general, the meaning of Speaking is the art of conveying something or thoughts that owned by someone. Speaking skills is person's ability to convey ideas, thoughts, feelings, and information verbally to others in a specific communication context. This skill not only involves a person's ability to deliver information verbally but also includes other elements, such as *pronunciation, intonation, grammar*, and the ability to respond to interactions.

According to Brown (2004), speaking not only serves to convey words but also functions to generate meaning in social interactions. It is an active process that requires the speaker to construct meaningful sentences and convey ideas in real time. Different from reading or writing, speaking involves spontaneous interaction and often occurs in dynamic contexts. This makes it both a challenging and rewarding aspect of language learning. The ability to speak

English has become a global need in various fields and it is one of the main skills in learning foreign languages, including in Indonesia, from education to the world of work. One of the important aspect of speaking skills is pronunciation. Correct pronunciation is not only supports effective communication but also increases learners' confidence in using English. In the educational context, especially at Junior High School level, speaking skills are very important because they are the basis for effective communication. However, the reality on the ground shows that students' English pronunciation skills are still relatively low in the context of English language learning in Indonesia, especially at the eighth grade junior high school level, pronunciation is often the main obstacle. Many students face difficulty in pronouncing words correctly due to lack of exposure to native speakers or good pronunciation models. This is caused by various factors, such as a lack of exposure to authentic English, teaching that still focuses on grammar, and a lack of innovative learning strategies.

This research was motivated by the low level of student confidence in speaking English, especially in terms of pronunciation. Many students have difficulty pronouncing words correctly, which is often due to differences between the Indonesian and English phonetic systems. Brown (2007) states that *"pronunciation is one of the most difficult aspects of language learning because it involves the coordination of auditory perception, cognitive understanding, and motor skills."* This is in line with the results of observations in eighth grade, which show that most students tend to be afraid of pronouncing English words

incorrectly, so they are reluctant to speak English in class. This problem is exacerbated by traditional teaching methods which often emphasize grammar and vocabulary without paying adequate attention to aspects of pronunciation.

According to Gilbert (2008), pronunciation is the most often overlooked aspect in learning English even though it has a very important role in successful communication. This is also supported by Celce-Murcia, Brinton, and Goodwin (2010) who state that poor pronunciation skills can hinder understanding and cause misunderstandings in communication. Apart from that, this problem is also exacerbated by teaching methods that are less varied. Teachers tend to use conventional methods, such as reading texts or memorizing dialogues, which are less effective in practicing natural speaking skills according to Nunan, D. (1991). This method does not give students the opportunity to practice actively in a way that approaches real communication situations. Therefore, an innovative approach is needed. As time goes by, learning English no longer just teaches grammar rules and vocabulary, but also involves approaches that can improve speaking skills more effectively.

One method that is gaining popularity is the *Shadowing Technique*, which is a method where students directly imitate the speech of a native speaker with the aim of adjusting intonation, rhythm and pronunciation. The shadowing technique was first introduced by Lambert in the 1950s as a simultaneous training method in oral translation. According to Hamada (2016), the shadowing technique is an effective approach to improving pronunciation skills because it allows students to train their speaking muscles while listening actively. As a

Hamada's opinion, according to Kadota (2019), shadowing is the process of listening and immediately imitating sounds without pause, which involves the ability to listen and speak simultaneously. This technique is based on audiolingual learning theory, which emphasizes the importance of repetition and imitation in language learning. Through shadowing, students can improve intonation, rhythm, and pronunciation naturally, as they listen to and imitate native speakers in real-time. Brown (2007) also emphasizes that interactive methods such as shadowing can improve speaking and listening skills at the same time, because this method involves deep cognitive and affective processes. Shadowing allows students to become more familiar with English sound patterns, which can significantly improve their pronunciation accuracy. On the other hand, according to Shiki et al. (2010), the researcher found that students who routinely did shadowing experienced significant improvements in recognizing English intonation and rhythm patterns. This trend shows that shadowing techniques can be an effective tool in technology-based teaching and traditional teaching in the classroom. In addition, the use of this technique is in line with constructivist learning theory, where students actively build their knowledge through direct experience. Shadowing allows students to learn independently while engaging multiple skills at once, including listening, pronunciation, and understanding context.

English language education policy in Indonesia has undergone various changes over time. According to a policy brief published by the center for educational standards and policy (PSKP) of the Ministry of Education and

Culture, Indonesia is the only ASEAN country that has not yet mandated English language instruction in the elementary school curriculum. However, surveys indicate that the majority of school principals and teachers agree with the implementation of English at the elementary school level. In the recently introduced Merdeka Curriculum, English is included in the curriculum structure as an elective subject with an allocation of two class hours (70 minutes) per week. This policy provides flexibility for schools in managing English language learning according to local needs and contexts. In many countries, including Indonesia, the teaching of pronunciation remains a challenge in the English language curriculum. Currently, with the Merdeka Curriculum, which has been implemented in Indonesia since 2022, teachers are given flexibility in designing learning strategies that suit the needs of students.

Although pronunciation is not a major component that is formally tested, this aspect remains an important part of learning to speak and listen. In this curriculum, English language learning is more focused on communication skills, which includes pronunciation as part of speaking skills. At the junior and senior high school levels, pronunciation teaching is often carried out indirectly through listening practice and speaking practice. With policies that support English language teaching and the flexibility of subject matter teachers in developing learning tools, the application of the shadowing technique becomes increasingly relevant. This technique can be integrated into teaching methods to improve students' pronunciation skills. For example, in the Merdeka Curriculum, teachers have the freedom to adapt teaching methods that are

appropriate to the needs of students. This allows the application of the shadowing technique as one of the strategies to improve English language competence, especially in the aspect of pronunciation."

Several previous studies have demonstrated the effectiveness of shadowing in improving pronunciation. For example, a study by Hamada (2016) found that students who used shadowing techniques experienced significant improvements in the pronunciation aspect compared to those who used conventional methods. This research also shows that shadowing helps students to develop confidence in speaking, because they feel more comfortable imitating the pronunciation of native speakers. On the other hand, research by Rahman (2021) shows that the use of shadowing techniques in English classes can increase students' motivation to learn. This motivation arises because students feel actively involved in the learning process, not just as recipients of information. Although many studies have demonstrated the effectiveness of shadowing, there is still a lack of understanding regarding how this technique can be optimally applied in formal education environments, especially at the junior high school level in Indonesia. Most previous research was conducted in developed countries with better educational resources, so the results are not necessarily completely relevant to the Indonesian context. In addition, research on how shadowing can be adapted to the needs of eighth grade students is still very limited. For example, there is little research that specifically explores how cultural factors and mother tongue influence the effectiveness of shadowing techniques in Indonesia. This creates opportunities for further research that can fill this gap,

while also making a significant contribution to the academic literature in this area.

This research seeks to make a new contribution in the field of pronunciation teaching by applying shadowing techniques to class VIII students. The novelty of this research lies in the application of shadowing techniques in the teaching context in Indonesia, which is still rarely researched. Apart from that, this research seeks to integrate shadowing techniques with learning materials that are relevant to the curriculum in Indonesia. In this case, a theme-based approach is adopted to ensure that students not only improve pronunciation, but also understanding of the content of the material. Hamada in 2016 noted that "shadowing enhances learners' ability to imitate native speakers' pronunciation and rhythm, fostering better speech production in the target language." Thus, this study aims to test the effectiveness of the technique among Indonesian students, who have different linguistic and cultural backgrounds to native English speakers. According to Sharma at 2022, the integration of technology with learning techniques such as shadowing can provide a more interesting and effective learning experience.

This research offers novelty by combining shadowing techniques with digital resources that are easily accessible to junior high school students. This approach is not only relevant to students' needs in the digital era, but also provides practical solutions to overcome limited resources in schools. Thus, it is hoped that this research can answer the practical needs of teachers and students in improving their English speaking skills. One way to support the use

of Shadowing Technique is to use Electronic Media. The use of electronic media to support shadowing techniques is very important in research entitled "The Effectiveness of Using Shadowing Technique on the Students' Pronunciation Skills to Eighth Grade MTSN 2 Tulungagung." Electronic media such as audio players, video streaming, and language teaching applications play a key role in providing authentic material that is relevant and easily accessible. Through electronic media, students can listen to and imitate the correct pronunciation of native English speakers. Platforms like YouTube provide a variety of audio and video resources that allow students to explore different accents and intonations. With this, students can understand rhythm, stress, and intonation in English in more depth. In addition, electronic media allows the implementation of shadowing techniques independently. Students can record their voices using electronic devices such as cell phones or computers, then compare the results with the original source. This provides immediate feedback and helps students evaluate and correct pronunciation errors. In the context of class VIII learning, the use of electronic media also makes the teaching process more interesting and interactive. With the integration of technology, shadowing techniques can be applied effectively to significantly improve students' English pronunciation skills.

At MTsN 2 Tulungagung, mastery of English, speaking skills especially Pronunciation is still of challenging for many students as an Observation on the second Internship at September until November 2024. One of the obstacles faced is the lack of opportunities to practice speaking in class and traditional

teaching methods which tend to be monotonous based on observation. Like many other schools in Indonesia, English is taught as a foreign language. While students often excel in reading and writing, their speaking skills remain a challenge. This can be attributed to several factors, including limited exposure to spoken English, a lack of practice opportunities, and traditional teaching methods that focus on grammar and rote memorization. Among various strategies, the shadowing technique has gained attention for its potential to enhance speaking abilities especially for enhance Pronunciation skills. This research, fills this gap by focusing on the effectiveness of shadowing techniques in improving English pronunciation skills in eighth grade students. Thus, the research will make an important contribution in understanding how shadowing techniques can be applied effectively at lower educational levels to improve English speaking especially Pronunciation skills. By focusing on this age group, the research seeks to uncover whether shadowing can serve as an innovative and practical tool in language education. As Richards and Rodgers (2001) emphasized, interactive techniques are vital in developing communicative competence. Thus, this study aligns with the call for methods that actively engage learners in meaningful language use.

Given the unique needs and challenges of the students at MTsN 02 Tulungagung, the shadowing technique offers a promising solution. By incorporating shadowing into the English curriculum, teachers can provide students with a practical and interactive way to improve their pronunciation skills. Moreover, the technique aligns with the principles of communicative and

student-centered learning, making it a suitable addition to the modern classroom. This research focuses on measuring the effectiveness of using the Shadowing Technique in Improve pronunciation skills to eighth grade students at MTSN 2 Tulungagung. This research will examine whether the technique can improve students' pronunciation skills when communicating in English.

Through this exploration, the research contributes to the existing body of knowledge, offering insights for educators seeking effective methods to foster Pronunciation skills in EFL classrooms.

B. Formulation of Research Problems

The formulated of the research problem is “Is there any significant difference of the students` scores in pronunciation between being taught and after being taught by using Shadowing?”

C. Purpose of the Research

Based on the formulation of the research problem, the purpose of this study is to find out if there is a significant difference of students` scores in Pronunciation before and after using Shadowing Technique in Eighth grade at MTSN 02 Tulungagung.

D. Research Hypothesis

Hypothesis that proposed in this research as follows :

Null Hypothesis (**H₀**) : There is no significant difference of the students` scores in pronunciation between being taught and after being taught by using Shadowing Technique.

Alternative Hypothesis (H_1) : A significant difference exists of the students' scores in pronunciation between being taught and after being taught by using Shadowing Technique.

E. Significance of the Research

This research is expected to be useful for the following people:

a. For teachers

This research provides useful information for English teachers in designing and implementing more effective teaching strategies to improve students' Pronunciation skills. The shadowing technique can be an alternative method that can be combined with other techniques to improve verbal interaction and English fluency.

b. For students

Students will have benefit directly from the use of Shadowing Technique as it provides a fun and interactive way to practice speaking skills Especially Pronunciation. The Students can has benefit from improving their Pronunciation skills in a more natural and spontaneous way through shadowing techniques. This can increase their confidence in communicating using English in both formal and informal situations.

c. For future researchers

This research will serve as a foundation for future studies exploring the use of another Interactive technique in language learning, particularly in the context of Pronunciation skills. This

research opens up opportunities for further studies that can test variations of the shadowing technique or combine it with other methods to improve speaking ability. In addition, this research can lead to a deeper understanding of the influence of factors such as student motivation and engagement in the Pronunciation teaching process.

F. Scope and Limitation of the Research

This Research only focuses on pronunciation theory in the context of English language learning. Theories from the fields of pure phonetics, theoretical linguistics, or language acquisition in general are not discussed extensively. This study only focused on Accuracy and Fluency (Segmental and Suprasegmental features) in the context eight grade students and also the test and classroom activity was reading the text aloud and listening some audio media.

G. The Definition Of the Key Terms

1. Shadowing Technique

Shadowing technique is a language learning method that is carried out by directly imitating the speech of a native speaker without pause, such as shadows following body movements. In this technique, students listen to audio material in the target language, then try to repeat what they heard simultaneously. This method is effective for practicing pronunciation skills because it involves concentration on intonation, rhythm and natural pronunciation of words. With consistent practice, shadowing technique

helps students improve speaking skills, especially in the aspects of clarity and accuracy of pronunciation, so that it approaches the pronunciation of native speakers.

2. Pronunciation Skills

Pronunciation skills refer to a person's ability to produce language sounds correctly, in accordance with the pronunciation standards that apply in a language. This ability includes aspects such as clarity of sound, intonation, word stress, and rhythm in speaking. Pronunciation skills are very important in oral communication because they influence the extent to which the speaker can be understood by the listener.