

**THE IMPLEMENTATION OF SHADOWING TECHNIQUE IN
TEACHING AND LEARNING PRONUNCIATION**

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana
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ABSTRACT

Carella, Dova Navy. (2021). *The Implementation of Shadowing Technique in Teaching Learning Pronunciation*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, M.A, Advisor II: Rakhmawati, M.Pd.

Key Words: *Shadowing Technique, Teaching Learning, Students' Pronunciation*

Shadowing technique is one technique to help students in learning English. Through shadowing techniques, the students listen to the native speakers and imitate them directly. They will be recorded in students' minds like what the speaker's speech said, such as intonation, stress, rhythm, etc. This study aims to describe the implementation of the shadowing technique to teach pronunciation in the class and to analyze students' responses toward the implementation of the shadowing technique. This research used qualitative data by interviewing the English Teacher and 10 students. The researcher interviewed the English teacher to answer the first research question and interviewed the students to answer the second research question. This research shows that there are the steps to implement the shadowing technique in teaching pronunciation that is used by the teacher, those are listening, mumbling, parallel reading, check understanding, shadowing, check details, content shadowing, dictation cloze, and review or reflect. There are various of students' responses when the teacher implemented shadowing technique, the students were happy, enjoyed, enthusiastic. They consider the shadowing technique to be fun, easy to understand, and not boring. Besides, for them the shadowing technique is an effective technique for learning pronunciation because the shadowing technique helps them to improve their English pronunciation skills to be better and easier to pronounce English words. On other hand, the students said the implementation of the shadowing technique requires a calm classroom atmosphere so that learning English is easily understood by the students and sometimes the students don't understand what the speaker said because they speak too fast so the students feel they don't understand what they said.

ABSTRAK

Carella, Dova Navy. (2021). *The Implementation of Shadowing Technique in Teaching Learning Pronunciation*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, M.A, Advisor II: Rakhmawati, M.Pd

Kata Kunci: Teknik Shadowing, Belajar Mengajar, Pengucapan Para Siswa

Teknik shadowing adalah satu teknik untuk membantu para siswa dalam belajar Bahasa Inggris. Melalui teknik shadowing, para murid mendengarkan sebuah pembicara asli dan menirukannya secara langsung. Mereka akan merekam di otak mereka seperti yang diucapkan pembicara asli seperti contoh intonasi, tekanan, ritme, dan lain-lain. Penelitian ini mempunyai tujuan untuk mendeskripsikan penerapan dari teknik shadowing untuk mengajar pengucapan di dalam kelas dan untuk menganalisis tanggapan-tanggapan para siswa terhadap penerapan teknik shadowing untuk belajar pengucapan. Penelitian ini menggunakan data kualitatif dengan mewawancarai guru Bahasa Inggris dan 10 para murid. Peneliti mewawancarai guru Bahasa Inggris untuk menjawab pertanyaan penelitian yang pertama dan mewawancarai para murid untuk menjawab pertanyaan penelitian yang kedua. Penelitian ini menunjukkan bahwa ada beberapa langkah-langkah untuk menerapkan teknik shadowing dalam mengajar pengucapan yang telah digunakan guru bahasa inggris yaitu mendengarkan, bergumam, membaca paralel, memeriksa pemahaman, membayangi, memeriksa detil, membayangi konten, cloze dikte, meninjau kembali atau merefleksikan. Ada berbagai macam respon-respon para murid tentang penerapan teknik shadowing dalam pembelajaran pengucapan, yaitu mereka merasa senang, menikmati, dan antusias. Mereka menganggap teknik shadowing membuat pembelajaran menjadi menyenangkan, mudah dipahami, dan tidak membosankan. Selain itu, bagi mereka teknik shadowing adalah sebuah teknik yang efektif untuk belajar pengucapan karena teknik shadowing membantu mereka untuk meningkatkan kemampuan pengucapan Bahasa Inggris menjadi lebih baik dan lebih mudah untuk mengucapkan kosakata bahasa Inggris. Disisi lain, para murid mengatakan penerapan teknik shadowing membutuhkan sebuah suasana kelas yang tenang agar pembelajaran bahasa Inggris lebih mudah dipahami untuk para murid dan kadang kadang para murid kurang memahami apa yang diucapkan para penutur katakan karena mereka berbicara terlalu cepat jadi para murid merasa mereka kurang memahaminya.

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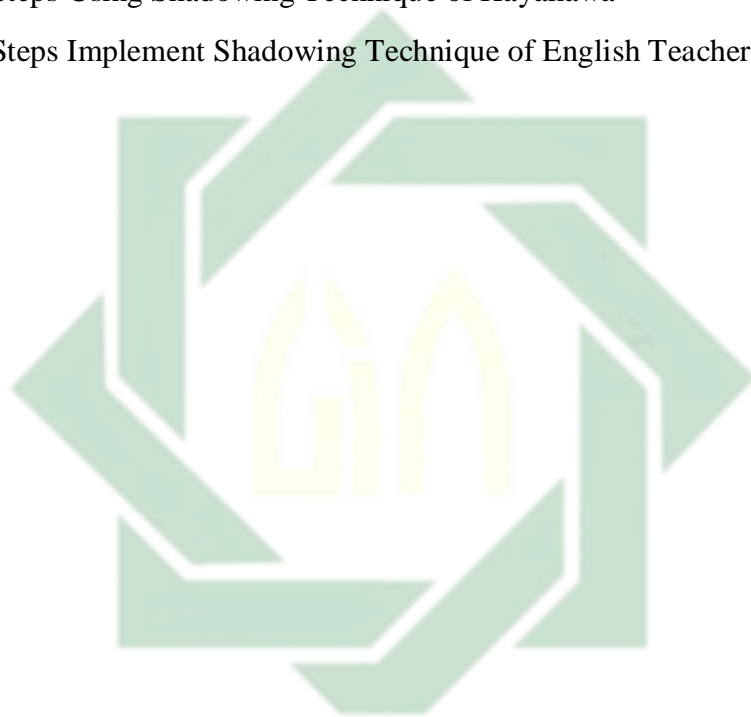
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LIST OF ABBREVIATIONS

NS	Native Speaker
MTs	Madrasah Tsanawiyah
EFL	English as a Foreign Language
L2	Second Language
PPT	Power Point
PPL	Praktik Pengalaman Lapangan



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CHAPTER I

INTRODUCTION

This chapter explains the important points of conducting this research. It contains the background of study, research question, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of Study

The study of pronunciation has become an important aspect of English Language Learning. Students not only see and listen to what the teacher teaches in front of the class but students must practice what has been taught as pronunciation but the teacher did not pay attention to the pronunciation of students in learning English in class. According to Richard and Willy cited in Hebert that often teacher ignore the importance of pronunciation in every language teaching which results in these errors developing widely so that students feel less knowledgeable about correct pronunciation¹. Therefore, students feel that learning a language is very difficult and not easy to understand because they rarely practice listening from native speakers and pronounce it.

Pronunciation is the production of speech sounds to communicate. To communicate English well with other people from other countries, we not only must have a good vocabulary but we have good pronunciation too.

¹ Jack C. Richards – Willy A. Renandya, *Methodology in Language Teaching* (United States of America: Cambridge University Press, 2002), 176.

Students have pronunciation and intonation well, so students can communicate more effectively because they are mastering vocabulary and grammar. Pronunciation influences some aspects such as the correct stress, rhythm, intonation and true accents. In pronunciation, we not only speak English well and correctly but we must also know the meaning of the word that we spoke. Now, Pronunciation problems are a common problem for students in the learning process.²

Pronunciation problems become a common problem faced by foreign languages. Pronunciation is the hardest thing for learners to learn a language. Everyone in the world feels difficult to pronounce correctly as well as in Indonesia. For example, according to Donal, students of University of Pasiran Pangaraian in Riau Province find difficulties in English pronunciation, especially diphthongs.³ Furthermore, Angelina said pronunciation errors occur in the Tourism examination in fourth-semester students of the English Department in the University of Dian Nuswanto.⁴ Based on the pronunciation problems found above that many factors influence students in those problems such as mother tongue (one's habitual language is used frequently in family and society), age (younger students, especially 1-12 years of age, have the best chance at developing pronunciation, if the students are older they almost

² Muhammad Reza Ahmadi, "Why is Pronunciation So Difficult to Learn?". *English Language Teaching*. Vol. 4 No. 3, September 2011, 81.

³ Andri Donal, "Indonesian Students' Difficulties in Pronouncing English Diphthongs". *English Education*. Vol. 2 No. 2, December 2016, 55.

⁴ Angelina Tienieke Sugiarto, Thesis: Pronunciation Errors Made by the Fourth Semester Students". (Semarang: Dian Nuswanto University, 2013), xv.

retain an “accent”), ability (different students have varying ability to pick up the sounds of another language so the teacher must know their strengths and weaknesses), motivation (It’s hard to get something done when they don’t care so excellent pronunciation is often affected by motivation), and personality.⁵ Haidara said that those are faced by learners such as weak motivation, lack of self-confidence, afraid of making mistakes, feeling shy or insecure when studying English.⁶ This problem should already become a concern by the teachers, so the teacher must give practice for students’ pronunciation as often as possible and justify the incorrect pronunciation. Pronunciation needs to be pronounced correctly because many English words are almost similar in pronunciation and are called minimal pairs. According to Arifudin, the minimal pair of two words have different meanings but the same in pronunciation. In line with Verhaar that minimum pair is the same set of words, except in one sound.⁷ The examples of minimal pairs are safe-save, pray-play, she-see, fan-fun, tree-three, ice-eyes etc. According to debby and diah, the students are still pronouncing errors in minimal pairs especially the English consonant sound namely /s/ dan /z/, and also the English vowel sound namely /ae/ dan /ei/.⁸

⁵Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman Group UK Limited, 1987), 6.

⁶Youssef Haidara, “Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia”. *Educational Research*. Vol. 4 No. 7, 2016, 1504.

⁷J.W. M. Verhaar, “Affixation in Contemporary Indonesian”. *In Nusa*. Vol. 18, 1984, 36.

⁸Debby and Diah, “An Analysis of Using Minimal Pairs in Pronouncing Consonants and Vowels”. *Journal of English Language Teaching and Education*. Vol. 2 No.2, 2021, 99.

The teacher needs the technique in learning English pronunciation to solve the problem such as shadowing technique. Shadowing techniques can be functional in the teaching method to solve the problem in students' attitude towards language learning.⁹ According to Omar and Umehara that the use of shadowing technique can improve the pronunciation of Japanese adult learners¹⁰. Shadowing is a technique for repeating what they heard and pronounced directly by students.¹¹ The implementation of the Shadowing technique for pronunciation learning for students to train their mouth to pronounce the words to words, so it can accustom the students to practice their pronunciation correctly. Shadowing techniques can be implemented for all of the level students such as elementary school, junior high school, senior high school, and university of students. Through the shadowing that implemented by the teacher in the class, students more are active to practice oral communication in English, then students can learn to pronounce the new words, students are motivated to learn English especially pronunciation, and learning English is not monotonous because the teacher holds a competition and looks for the winner through this technique then the students try to

⁹K. Shiota, "The Effectiveness of Shadowing on Students' Psychology in Language Learning". *Accents Asia*. Vol. 5 No. 1, 2012, 80.

¹⁰ Hamzah Md. Omar and Miko Umehara, "Using 'a Shadowing Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners". *Asia TEFL*. Vol. 7 No. 2, summer 2010, 199.

¹¹ Shuuhei Kadota – Katsuto Tamai, *Ketteiban, Eigo Shadowing* (Tokyo: CosmoPier Publishing Company, 2004), 24.

concentrate to shadow while the watching video.¹² In line with Moore that the class uses audio visual have the advantage that the equipment is lighter, energy efficient, easy to operate and it is a moving image along with natural sound and it can be adjusted to the desired situation.

Some studies supported this research. The first is entitled “Shadowing as a Technique to Practice English Pronunciation during Classroom Oral Activities in Senior High School” by Sindy Tia Ulfa and Sitti Fatimah. They proposed to know the implementation of shadowing technique during classroom oral activities to practice English pronunciation in senior high school. This research used an experimental method. In this case, they found that students’ pronunciation and motivation are improving because of the implementation of the shadowing technique.¹³ The second is entitled “The Implementation of Shadowing Technique to Improve Students’ Speaking Performance” by Hamzar. This research aims to identify whether the students’ speaking performance improved due to the implementation of the shadowing technique and whether the students are motivated to speak English or not on the implementation of the shadowing technique. This research used a quasi-experimental design. The result of this research is that the implementation of the shadowing technique improved the students’ speaking

¹²Sindy Tia Ulfa and Sitti Fatimah, “Shadowing as a Technique to Practice English Pronunciation during Classroom Oral Activities in Senior High School”. *English Language Teaching*. Vol. 8 No. 1 , March 2019, 233.

¹³ Sindy Tia Ulfa and Sitti Fatimah, “Shadowing as a Technique to Practice English Pronunciation during Classroom Oral Activities in Senior High School”. *English Language Teaching*. Vol. 8 No. 1 , March 2019, 227.

performance such as fluency, and comprehensibility and the implementation of the shadowing technique motivated the students to speak English.¹⁴ The third is entitled “The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students” by Xiaolin Wang. The aims of this study are to find out the result of implementing the shadowing exercise in improving the Non-English major college students’ oral ability. This research used Experimental design. The result of this research is that shadowing exercises can enhance the Non-English major college students’ oral ability significantly and it can be used in reading, listening and speaking when teaching English.¹⁵

MTs Wachid Hasyim is the school chosen by the researcher to conduct the research on the implementation of the shadowing technique in teaching and learning pronunciation because the researcher have practiced field experience or PPL so that the researcher know the condition of the students in English skills, especially English pronunciation. The researcher found out how the students pronounce English words like Indonesian letters. The effort of the English teacher at the school is to implement the shadowing technique to improve the students’ skills, especially their pronunciation consistently.

¹⁴ Hamzar, Master Thesis: “The Implementation of Shadowing Technique to Improve Students’ Speaking Performance”. (Makassar: State University of Makassar, 2014), 110.

¹⁵ Xiaolin Wang, “The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students”. *Advances in Social Science, Education and Humanities Research*. Vol. 120, 2018.

Therefore, there are correlations between the previous studies and the research. The researcher was interested to investigate the same topic about the shadowing technique. This research was held at the seventh grade of Wachid Hasyim of Islamic Junior High School Surabaya especially in F Class because the English teacher has implemented this technique in teaching-learning English. The other hand, the research differs from previous studies, namely the level of students in Junior High School and the pronunciation skill. Finally, the research focuses on how the teacher implements the shadowing technique to teach pronunciation in the class and the students' responses toward the implementation of the shadowing technique to learn pronunciation in the class.

B. Research Questions

Based on the background of the study above, the researcher formulated the problem of this research as the following question.

1. How does the teacher implement shadowing technique in teaching and learning pronunciation in the class?
2. How are the students' responses toward the implementation of the shadowing technique to learn pronunciation in the class?

C. Research Objectives

Based on the research question, the objective of this research is:

1. To describe the ways teacher implement shadowing technique in teaching pronunciation.

2. To analyze students' responses toward the implementation of the shadowing technique to learn pronunciation in the class.

D. Scope and Limitation of the Study

The scope of this study is the implementation of the shadowing technique to teach learning pronunciation. This research covered how the teacher implemented the steps of shadowing technique through opening, main activity, and closing in teaching language in the class and the analysis of students' responses to the implementation of shadowing technique to learn pronunciation. For the case about students' responses, the researcher uses Rosenberg and Hovland's theory as cited in Azwar about there are 3 components of attitudes or triple model are cognitive, effective, and behavior¹⁶. The first is cognitive. This component can be interpreted as a description of what someone believes or thinks toward something. This component is measured based on perceptual responses and beliefs of verbal statements. The second is effective. This component can be interpreted as an emotional feeling toward something. This component is influenced by a person's belief about something, it could be beneficial or not for that person. This component is measured based on sympathetic responses and affective verbal statements. The last is behavior. This component focuses on a person's tendency to act by his/her attitude. This component is measured from the overt action of statements about behavior. The limit of this study is focused

¹⁶ Saifuddin Azwar, *Sikap Manusia Teori dan Pengukurannya ed. 2* (Yogyakarta: Pustaka Belajar, 2012), 68.

on pronunciation skill. The researcher limits the material on watching the video provided by the teacher. The limitation of this object of this study focuses on the seventh grade of Islamic Junior High School at Wachid Hasyim Surabaya.

E. Significance of the Study

The researcher hopes that this study has some significance:

1. For English Teacher:

This research can give them more knowledge about the procedure based on the institutions' aim and the students' responses to the application of the shadowing technique in language learning.

2. For The Researcher herself:

This research can give her more knowledge about the procedure, and students' responses in implementing shadowing techniques in teaching English.

3. For The Readers:

It can help the other readers to get the knowledge, if they apply shadowing techniques in language learning.

F. Definition of Key Terms

1. Shadowing Technique

Shadowing is also known as repeating, which repeats what has been heard as quickly as you hear it from the target language directly.¹⁷ Shadowing can train students' mouth muscles to pronounce a language correctly not only that but students also record in their mind what the correct pronunciation is. Shadowing technique in this research means the technique that has been used in teaching-learning pronunciation in the class by the English teacher.

2. Pronunciation

Pronunciation is the production of sounds to make the meaning of the language to communicate with other people.¹⁸ Pronunciation is one of the aspects important in learning the English language. Pronunciation in this research means the skill used by the English teacher for the students in teaching-learning.

3. Response

According to Subandi, the definition of Response is the feedback that has a big role or influence on good things or not in communication.¹⁹ The response is divided into three parts, namely cognitive which relates to knowledge, skills, and information, affective which relates to one's

¹⁷ Shuuhei Kadota – Katsuto Tamai, *Ketteiban, Eigo Shadowing* (Tokyo: CosmoPier Publishing Company, 2004), 24.

¹⁸ Martha C Pennington - Pamela Rogerson-Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (United Kingdom: Springer Nature Limited, 2019), 1.

¹⁹ Ahmad Subandi, *Psikologi Sosial* (Jakarta: Bulan Bintang, 1999), 50.

emotions, attitudes, and judgments, and behavioral which relates to one's behavior.²⁰



²⁰ Saifuddin Azwar, *Sikap Manusia Teori dan Pengukurannya ed. 2* (Yogyakarta: Pustaka Belajar, 2012), 68.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains two parts: a theoretical framework and a review of a previous study. The first part of the theoretical framework will present 3 points: shadowing technique, cognitive skills, and pronunciation. The second part is Review of a previous study that is based on the theories from any researchers which are used by the researcher that related to the topic from this study.

A. Theoretical Framework

1. Pronunciation

a. Definition of Pronunciation

Pronunciation focuses on the production of sounds that will make the meaning to communication.²¹ According to Pennington and Pamela, pronunciation is the important starting point in all spoken languages, because it starts from the human thoughts and then articulates a message through sound so it can be communicated to another person.²² If vocabulary or grammar is incorrect, there are possibilities for students to communicate more effectively when they have pronunciation and intonation well.²³ It is

²¹ Linda Yates, "Pronunciation 1" *Adult Migrant English Program Research Centre*, (<http://www.nceltr.mq.edu.au/pdamep>, accessed on March 29, 2020).

²² Martha C Pennington - Pamela Rogerson-Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (United Kingdom: Springer Nature Limited, 2019), 1.

²³ Anne Burns - Stephanie Claire, *Clearly Speaking Pronunciation in Action for Teachers* (Sydney: The National Centre for English Language Teaching and Research Macquarie University, 2003), 5.

supported by Yosid that the goal of a good pronunciation is not based on sounding like a native speaker, because if we try to sound like a native speaker it is like throwing the ball at the moving target, which is very difficult, frustrating, and hard to hit. She said speaking with native-like pronunciation is a hard goal to reach. The most important thing is that the speaker can easily understand each other.²⁴

b. The Features of Pronunciation

According to Kelly said that there are two features of pronunciation, such as:

1. Phonemes

Phonemes are sounds of the language that have functions to distinguish the meaning. Phonemes are known to have a slash mark (/). Here are some examples of phonemes; the /s/ of sing and the /r/ of the ring, the pin becoming a bin, and having becoming a hat. Phonemes are divided into two:

a) Vowel.

Yule defined to sound the vowel requires free air and all of the sounds are typically voiced.²⁵ Kelly said all of the vowel sounds are voiced.²⁶ He added that vowels are divided into two, namely single and combination. The

²⁴ Marla Tritch Yosida, *Understanding and Teaching of Pronunciation of English* (California: California University, 2014), 6.

²⁵ George Yule, *The Study of Language* (New York: Cambridge University Press, 2014), 33.

²⁶ Gerald Kelly, *How To Teach Pronunciation* (United Kingdom: Bluestone Press, 2000), 2.

example of singles like /I/ as in Sit, /e/ as in Foot. Then, the example of a combination like /eI/ as in Cake. These combinations in vowel sounds are known as Diphthong. Single vowel divided into two namely short (/I/ as in bit) and long (/i:/ as in beat). The long vowel sound is known as the [:] symbol. According to Kelly, this is a table of vowels and diphthongs.²⁷

Table 2.1 Vowels and Diphthongs.

Vowels		Diphthongs	
i:	be <u>ad</u>	eɪ	ca <u>ke</u>
ɪ	h <u>i</u> t	ɔɪ	to <u>y</u>
ʊ	bo <u>o</u> k	aɪ	h <u>igh</u>
u:	fo <u>o</u> d	ɪə	be <u>er</u>
e	l <u>e</u> ft	ʊə	few <u>er</u>
ə	ab <u>o</u> ut	eə	wh <u>er</u> e
ɜ:	sh <u>ir</u> t	əʊ	g <u>o</u>
ɔ:	ca <u>ll</u>	aʊ	hou <u>se</u>
æ	h <u>a</u> t		
ʌ	ru <u>n</u>		
ɑ:	fa <u>r</u>		
ɒ	do <u>g</u>		

b) Consonant

According to Fromkin, the consonant is a narrowing of the airflow that produces speech sounds in consonant

²⁷Gerald Kelly, *How To Teach Pronunciation* (United Kingdom: Bluestone Press, 2000), 2.

letters.²⁸ Consonant divided into two namely voiced and unvoiced. The example of consonants is /f/ as in fan, and /v/ as in van. According to Kelly, this is a table of the consonant.²⁹

Table 2.2 Consonant.

Consonants			
p	pin	s	suc
b	bin	z	zoo
t	to	ʃ	she
d	do	ʒ	measure
k	got	h	hello
g	got	m	more
tʃ	church	n	no
dʒ	judge	ŋ	sing
f	fan	l	live
v	van	r	red
θ	think	j	yes
ð	the	w	wood

2. Suprasegmental Features.

Suprasegmental is the sounds that are related to phonemes consisting of intonation, pitch, and vibration of sound.³⁰ Muslich said the suprasegmental element is prosodic because it accompanies and influences the sound of language rather than

²⁸Victoria Fromkin, et.al., *An Introduction to Language* (Canada: Michael Rosenberg, 2011), 195.

²⁹Gerald Kelly, *How To Teach Pronunciation* (United Kingdom: Bluestone Press, 2000), 2.

³⁰Wahyu Octavia, "Penamaan Bunyi Segmental dan Suprasegmental Pada Pedagang Keliling". *Bahasa Lingua Scientia*. Vol. 10 No. 1, Juni 2018, 6.

true sound.³¹ The part of Suprasegmental sounds include intonation and stress.³²

a) Intonation

Intonation is a whole utterance containing a kind of pitch modulation.³³ Intonation is known in everyday language that focuses on pitch variations and modulation as speech melody or sentence melody.³⁴ Then, Parker argues intonation is a message or part of the message related to the overall pattern of sound.³⁵

b) Stress

Stress is one of the important things of speech strategies to communicate the meaning by the English speakers. Stress is a relative emphasis on syllables in words or words in a phrase or sentence.³⁶ Every English word has more than one syllable in a dictionary.

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³¹Masnur Muslich, *Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia* (Jakarta: Bumi Aksara, 2008), 120.

³²J.W.M Verhaar, *Asas-Asas Linguistik Umum* (Yogyakarta: Gadjah Mada University Press, 2010), 60.

³³Philip Carr, *A Glossary of Phonology* (Edinburgh: Edinburgh University Press, 2008), 78.

³⁴D.M Chun, *Discourse Intonation in L2* (California: John Benjamin Publishing Company, 2002), 3.

³⁵Ray Parker – Tim Graham, *The Phonology of English: An Introduction for Teachers of ESOL* (London: Elb Publishing, 2002), 101.

³⁶Roni Nursyamsu and Lukluk Argita Munif, "A Study of English Intonation in Indonesian EFL Learners". *English Education*. Vol. 1 No. 2, June 2013, 2.

2. Teaching Pronunciation through Shadowing Technique

Pronunciation is one of the complex tasks that Shadowing is one technique that can improve pronunciation. That statement supported by Naiman, there are some techniques to help improve pronunciation such as chain stories, shadowing, dialogues and role plays, monitoring, and matching exercises.³⁷ Shadowing techniques affect the overall pronunciation performance well, therefore shadowing technique is effective to improve pronunciation.³⁸ According to Miura that shadowing technique has an important role in improving pronunciation, stress, intonation, and accent. Yonehara also has the same opinion with Miura that shadowing technique has a purpose to improve pronunciation, natural sentence patterns, intonation, and expressions.

3. Shadowing Technique

a. Definition of Shadowing Technique

Shadowing is one of the ways to improve language skills. According to Tanaka that one of 13 techniques used to train language skills and shadowing is the effective way in developing a “good ear” for learning the language, especially in terms of accent and intonation as well as improve the

³⁷Jose Luis Jomolca Zamora, Magister Thesis: “*The Improvement of Students’ Pronunciation within the Teaching Learning Process of English in 9th Grade*” (Cuba: Felix Varela Pedagogical University, 2015), 20.

³⁸Kun Ting Hsieh, Da Hui Dong, & Li Yi Wang, “A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction”. *Linguistics*. Vol. 11 No. 2, January 2013, 57.

listening ability overall.³⁹ Having a good ear will produce the ability to listen well and it makes the foundation that guides a language learner to language proficiency.⁴⁰ Indirectly through this shadowing, students will remember vocabulary easily and at the same time, they also pronounce the vocabulary spoken by the native speaker. Shadowing is a technique for repeating what they heard and pronounced directly by students, which can allow the English teacher to help students develop effective learning strategies and improve their pronunciation abilities eventually.⁴¹ Shadowing is defined as the activity of using headphones to listen and recite a sound like parrots.⁴² Sometimes, listening is considered passive activities in learning because we only listen, but in shadowing, that activity will be active because our brain works for listening to each speech uttered by the speaker, track it, and then pronounces it back as much as possible and as clear as the native speakers, so shadowing can help us to learn the language easily and well because it can make our

³⁹Mihoko Tanaka, "Modern Interpreting: Where English Education and Interpreter Training Intersect" *Tsuyaku Honyaku Journal*, (http://www.soc.nii.ac.jp/jais/html/tu_hon_journal/html/09_tanaka.html, accessed on March 12, 2020).

⁴⁰ Caroline T. Linse – David Nunan, *Young Learners: Practical English Language Teaching* (New York: McGraw-Hill Companies, Inc, 2005), 45.

⁴¹Meisam Shafiei, Ramin Rahmani, & Ataollah Maleki, "The Effectiveness of Shadow-Reading With and Without Written Script on Listening Comprehension of Iranian Intermediate EFL Students". *Teaching English Language Studies*. Vol. 6 No. 1, Summer 2017, 49.

⁴²Yo Hamada, "An Effective Way to Improve Listening Skills through Shadowing With Difficult Materials". *The Language Teacher: Japan Association Language Teaching*. Vol. 36 No. 1, January 2012, 2.

hearing more accustomed to listening many vocabularies that spoken by a native speaker and also our brain can record how to pronounce it.

From the theories above, we can conclude that shadowing is a technique that helps students to train their skills in learning English. The students imitate speaking and pronouncing directly from the audio or video what they hear as clearly as the native speaker.

b. Steps to Use Shadowing Technique

The steps was used by Hamada as follow:⁴³

Table 2.3 *The Steps using Shadowing Technique.*

	Procedure
Dictation Cloze	Fill in the blanks of the written text.
Mumbling	Speaking quietly while shadowing without text.
Parallel Reading	Read the text while shadowing
Check Understanding	Check the written text for three minutes in Indonesian and English.
Shadowing	Shadow for three times.
Check Details	Check the written text for three minutes and it does not just one time because it cannot understand or shadow.
Content Shadowing	Concentrate between shadowing and interpreting the meaning.
Dictation Cloze	Same as the first step.

⁴³Yo Hamada, "An Effective Way to Improve Listening Skills through Shadowing With Difficult Materials". *The Language Teacher: Japan Association Language Teaching*. Vol. 36 No. 1, January 2012, 4.

Furthermore, According to Hayakawa, this is lesson procedure of shadowing technique, as follow:⁴⁴

Table 2.4 *The Steps using Shadowing Technique.*

Steps	Focus	Procedure
1.	Listening	Listen to the CD being played, understand the meaning in outline without looking at the textbook.
2.	Slash listening	When listening, students look at textbooks and mark points of stress, unstressed, or other pronunciation using slashes, etc.
3.	Mumbling	Shadowing the text while saying a very low voice so the students' voice does not interfere with the sound of the speakers.
4.	Parallel reading	Look at the textbook while listening to the CD then check the textbook and focus on the points that are not understood by students.
5.	Understanding the meaning	Students look for unknown meanings or pronunciation of vocabulary, idioms, or sentence construction. If they have questions, they will be answered.
6.	Prosody "Shadowing"	Practicing shadowing to imitate rhythm and intonation repeatedly until it feels smooth without looking at the textbook. Students also cannot use their own accent.
7.	Contents "shadowing"	The goal is the students shadows smoothly and understanding the contents.
8.	Recording	Record the results of shadowing using tape.
9.	Listen and compare	Listen to the recordings from students' shadow while checking the scripts if there are weaknesses, they are asked to fix it.
10.	Review/ Reflect	Reflect or preview this lesson today orally with the students.

⁴⁴S. Hayakawa, "Charge Inversion Mass Spectrometry: Dissociation of Resonantly Neutralized Molecules". *InterScience*. Vol. 39 No. 2, 2004, 119.

Based on table 2.1 and 2.2, the steps to implement shadowing techniques from Hamada and Hayakawa are almost the same. Those steps are correct. The steps of shadowing technique can be used in learning listening or pronunciation skills.

c. Benefits Using Shadowing Technique

Several studies of shadowing have examined that shadowing technique has positive impacts. Omar and Michiko stated that shadowing is an effective technique for Japanese adult learners' pronunciation to learn English rhythms.⁴⁵ They feel this technique reveals incredible progress in their English rhythms. Then, Sumarsih said shadowing technique on listening skill achievements of EFL learners has a positive impact for them. She added that this technique is very systematic and contextual for EFL learners in learning foreign language.⁴⁶

Moreover, according to Mori, Japanese EFL Learners felt that the combination of shadowing technique with oral reading could improve their rhythms, intonation, and final lengthening in English learning.⁴⁷ Based on Zakeri, shadowing techniques have a great significance to improve the fluency of EFL learners' oral performance. He added there is a strong relationship between shadowing and fluency of second language learners'

⁴⁵Hamzah Md. Omar and Miko Umehara, "Using 'a Shadowing Technique' to Improve English Pronunciation of Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners". *Asia TEFL*. Vol. 7 No. 2 , Summer 2010, 199.

⁴⁶Sumarsih, "The Impact of Shadowing Technique on Tertiary EFL Learners' Listening Skill Achievements". *English Linguistics*. Vol. 7 No. 5, 2017, 184.

⁴⁷Yoko Mori, "Shadowing with Oral Reading: Effects of Combined Training of the Improvement of Japanese EFL Learners' Prosody". *Language Education & Technology*. Vol. 48, 1.

production.⁴⁸ Based on the theories above, shadowing techniques have the benefit to improve the skills such as listening, pronunciation, reading and others. Researchers prove this technique can help the students to learn English.

4. The Implementation of Shadowing Technique

Shadowing is one of the techniques used in learning English. Shadowing technique have a role to improve memory work in the brain and the process of training the students to strengthen the storage of phonological information for longer in phonological circles⁴⁹. According to Kadota and Tamai as cited in Yuki Saito, Yuko Nagasawa, Shigeko Ishigawa, there are steps to implement shadowing techniques such as mumbling, synchronized reading, prosody shadowing, and content shadowing. Every step has a different role. The first role is speaking in a quiet while shadow without text. The second role is focusing on the meaning of the text. The third role is attention to rhythm, stress, intonation, speed and pause of the language. The last role is focusing in the content without read the text⁵⁰.

5. The Difference Between Shadowing, Dictation and Drilling Technique.

⁴⁸Elham Zakeri, "The Effect of Shadowing on EFL Learners Oral Performance in Terms of Fluency". *English Language Teaching*. Vol. 2 No. 1 , March 2014, 21.

⁴⁹ Yo Hamada, "The Effectiveness of pre- and post- Shadowing in Improving Listening Comprehension Skills". *The Language Teacher*. Vol. 38 No. 1, February 2014, 4.

⁵⁰ Yuki Saito, Yuko Nagasawa, Shigeko Ishigawa, "Effective Instruction of Shadowing Using A Movie". *JALT2010 Conference Proceedings*. 2011, 142.

Shadowing has almost similarity at a glance with drilling and dictation, but in fact they are different in their context. Shadowing is a technique of listening in learning language that done by students to listen a speech from the speakers and imitate it quickly and clearly without seeing the text⁵¹. In the application of shadowing technique, the students hold the information from the speaker's speech temporarily from what they got in their phonological memory system.⁵² Drilling is an old technique used for language teaching, especially audio-lingual method and commonly this technique to train sound or patterns in integrated language that focuses on the practice aspects of grammar or sentence formation which emphasize on the students' habit formation⁵³, whereas dictation is a technique used to receive some input that is said to be held for some time in the memories of students and then they write what they hear. Dictation is related to "listening input" and "written output"⁵⁴. In the application of drilling, the students hold the information from listening to the speakers in phonological memory and they transcribe or write the information.⁵⁵ We can conclude that shadowing and dictation almost same

⁵¹ K. Tamai, "The effectiveness of shadowing and listening process". *Current English Studies*. Vol. 36, 109.

⁵² Onaha Hiroko, "Effect of Shadowing and Dictation on Listening Comprehension Ability of Japanese EFL Learners Based on the Theory of Working Memory". *The Japan Association of College English Teachers (JACET)*. 2004, 146.

⁵³ A.B Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), 54.

⁵⁴ Paul Nation, "Dictation, Dicto-comp, and Related Techniques". *English Teaching Forum*. Vol. 29 No. 4, October 1991, 12.

⁵⁵ Onaha Hiroko, "Effect of Shadowing and Dictation on Listening Comprehension Ability of Japanese EFL Learners Based on the Theory of Working Memory". *The Japan Association of College English Teachers (JACET)*. 2004, 146.

because after the students listen and absorb what they hear then they save in their memory after that for shadowing the students can pronounce it but dictation the students can write it, then shadowing and drilling have same too because the students train sound what they hear after that directly for shadowing just focus on pronunciation but drilling focus on practice aspects of grammar or sentence formation.

6. Students' Responses in Implementation of Shadowing Technique.

According to Rosenberg and Hovland's theory as cited in Azwar about there are 3 components of attitudes or tripartite model are cognitive, effective, and behavior⁵⁶. The first component is cognitive. This component can be interpreted as a description of what someone believes or thinks toward something. This component is measured based on perceptual responses and beliefs of verbal statements. The second component is effective. This component can be interpreted as an emotional feeling toward something. This component is influenced by a person's belief about something, it could be beneficial or not for that person. These component instruments are measured based on sympathetic responses and affective verbal statements. The last component is behavior. This component focuses on a person's tendency to act

⁵⁶ Saifuddin Azwar, *Sikap Manusia Teori dan Pengukurannya ed. 2* (Yogyakarta: Pustaka Belajar, 2012), 68.

in accordance with his/her attitude. This component is measured from the overt action of statements about behavior.

B. Review of Previous Study

There are several previous studies that related to this study. The first research is entitled “The Effect of Shadowing on EFL Learners’ Oral Performance in Terms of Fluency” by ElhamZakeri.⁵⁷ The researcher was concerned about the effectiveness of shadowing techniques on EFL learners’ oral performance in terms of fluency. This researcher used an experimental method. The finding of this research shows that shadowing has great significance to improve the fluency of EFL learners, so there is a strong relationship between those techniques and their fluency.

The second research is entitled “The Impact of Shadowing Technique on Tertiary EFL Learners’ Listening Skills Achievements” by Sumarsih.⁵⁸ The researcher discussed the impact of shadowing techniques on EFL learners’ listening skills. The researcher used an experimental method. The finding of this researcher shows that shadowing technique has a positive impact for EFL learners’ listening skill achievement. The result of this study is that shadowing technique is very systematic and contextual for EFL learners in learning foreign languages, so this technique is suitable for them.

⁵⁷Elham Zakeri, “The Effect of Shadowing on EFL Learners Oral Performance in Terms of Fluency”. *English Language Teaching*. Vol. 2 No. 1 , March 2014, 21.

⁵⁸Sumarsih, “The Impact of Shadowing Technique on Tertiary EFL Learners’ Listening Skill Achievements”. *English Linguistics*. Vol. 7 No. 5, 2017, 184.

The researcher suggested this technique to implement in the classroom listening to students' achievement on learning language.

The third research is entitled "Shadowing with Oral Reading: Effects of Combined Training on the Improvement of Japanese EFL Learners' Prosody" by Mori.⁵⁹ The researcher discussed the effect of combining shadowing training with oral reading of English prosody of Japanese EFL learners. This researcher used an experimental method. The finding of this research is the combined training of shadowing with oral reading that has significant improvements in the student's intonation, rhythm, and final lengthening after participating in the combined training. The researcher said that this technique is efficient to implement in the English classroom.

The last research is entitled "The Implementation of Shadowing Technique to Improve Students' Speaking Performance" by Hamzar.⁶⁰ The research concerns the effectiveness of the implementation of shadowing techniques to improve the students' speaking performance and their motivation to speak English. This research used an Experimental method, which are 10 students for the experimental group and for the control group. The data collected by three varieties of instruments such as, speaking test, motivation scale, and interview to measurement of the students. The result of this research is that the shadowing technique is effective because the students'

⁵⁹Yoko Mori, "Shadowing with Oral Reading: Effects of Combined Training of the Improvement of Japanese EFL Learners' Prosody". *Language Education & Technology*. Vol. 48, 1.

⁶⁰Hamzar, Master Thesis: "The Implementation of Shadowing Technique to Improve Students' Speaking Performance". (Makassar: State University of Makassar, 2014), 110.

speaking performance is improving with the implementation of shadowing techniques and the students are also motivated to speak English.

According to the previous studies above, this research has similarity and different areas with the studies above. It is about the level of the subject and the research design. Previous research has differences such as the aim, focus, method and object. This research focuses on shadowing technique, and students' responses. From the previous studies above, all of the studies used experimental methods and this research used qualitative methods. The object of this research is the teacher and the students but from the previous studies above only one of them.



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CHAPTER III

RESEARCH METHOD

This chapter explains about the method of this research such as research design, data and source data, research instrument, data collection technique, and data analysis technique.

A. Research Design

This research used qualitative research that focused on describing and analyzing the data. Ary said qualitative research is the data that relates about the words and pictures not to numbers and statistics. The method of this research used qualitative descriptive. It means the researcher explains the data narratively. This research used qualitative descriptive because this researcher focused on the phenomenon of teaching and learning English in the class. The researcher described and analyzed the phenomenon that matches the facts as clearly as possible without manipulation. In this case, this research described how the English teacher implemented shadowing technique to teach pronunciation in the class and described the students' responses about implementation shadowing technique to learn pronunciation in the class.

B. Subject of the Research

This research was held at Islamic Junior High School Wachid Hasyim Surabaya. The subject of this research is one of the seventh grade English teachers. The researcher's reason to choose an English Teacher because the researcher had applied the shadowing technique in her lesson and students of

seventh grade of Islamic Junior High School at Wachid Hasyim Surabaya. The researcher interviewed 10 students who had studied English pronunciation using the shadowing technique. The researcher selected several students who got the highest and the lowest score which had been discussed with their English teacher. There are 5 students who got the highest and 5 students who got the lowest score. The reason the researcher just interviewed 10 students is because according to Crouch & McKenzie stated in qualitative research to build and maintain close relationships and increase open and honest exchange of information or thoughts only less than 10 participants are needed in the research. The researcher have selected 5 students who got the highest score and 5 students who got the lowest score.

C. Data and Resources Data

Data is some information that is collected, observed, and produced for validation of the research to find the result. In qualitative research to gather information through four ways namely in-depth interviewing, participation in the setting, direct information, and document review.⁶¹ In this research, the researcher used interviews for data from the research. For the data interview, the researcher interviewed the English teacher to explain in more detail about the procedures for implementing the shadowing techniques. The researcher interviewed the students about their responses when learning pronunciation using shadowing techniques in the class. The source of data is one of the

⁶¹Catherine Marshall - Gretchen B Rossman, *Designing Qualitative Research* (London: Sage Publications, 1995), 97.

English teachers that implement shadowing techniques at 7th of F class, and some of students 7th of F class.

D. Research Instrument

According to AP Dr. Tan Kok Eng, a research instrument is a part of gathering information or data to answer research questions in the research.⁶²

There is instruments that used by researcher, as follow:

1. Interview Guideline

This research used interview guidelines to answer the first and second research question. This interview used a semi-structured interview. There are 25 questions for an English teacher and 15 questions for the students. Questions for teacher about learning media in the learning English process, one of the best media for students in the learning process, video as a media in the learning process, video genre, the reasons for choosing video as media, what the students get after watching the learning video, teacher's opinion about students' pronunciation, students' challenges to learning English pronunciation and how the solve it, teacher's opinion about one of technique is shadowing, teacher's opinion about shadowing is effective technique based on the experts' opinion, teacher's opinion about shadowing technique applied in the learning English process, and ask the teacher

⁶²Tan Kok Eng, "Adapting an Instrument for Your Study". *School of Educational Studies Universiti Sains Malaysia PostGraduate Academic Workshop*. September 2013, 2.

about apply every steps of shadowing technique procedure from Hamada and Hayakawa.

Questions for students about learning media in the learning English process, one of the best media for students in the learning process, video as a media in the learning process, video genre, the reasons for choosing video as media, what the students get after watching the learning video, students' opinion about students' pronunciation, students' challenges to learning English pronunciation and how the solve it, the students' opinion about shadowing a strategy of their pronunciation in the learning English process, how students feel about shadowing technique, how students' responses, whether shadowing effective for their pronunciation, the obstacle toward this technique, how they solve the obstacles, the student' needs in the learning English process especially in learning pronunciation.

E. Data Collection Technique

This interview used semi-structured interview and the researcher used open-ended questions to get the specific explanation from the respondents.

There are two steps to collect the data for the interview. First, I made an appointment with the teacher to conduct an interview directly or face to face at the school. This interview conducted to find a lot of information related to how the teacher implements the shadowing technique in the learning English process. The second, the researcher used an interview through a phone call to the students because schools still did not allow the students to study at the

school due to the pandemic corona viruses (Covid-19) nowadays. The function of the interview with the students is to explain the students' responses toward the implementation of the shadowing technique to learn pronunciation in the class.

F. Data Analysis Technique

Data analysis is the process of compiling the data after collecting the data process like an interview, then making conclusions in order to be easily understood by myself or others. The researcher used theory to analyze the data from Miles and Huberman. There are three steps, as follow:⁶³

1. Data Reduction

It is the process of summarizing, selecting, and focusing the important thing of the data that has been written in field notes or transcriptions so that it will provide a clear picture and make it easier for the researcher in the next process. In this process, data is not needed or in a messy pattern can be filtered and categorized correctly.

2. Data Display

After data reduction, there is a data display process. In qualitative research, data display can be flowchart, chart, and graph or described in the form of narrative. Interview data for teachers about the process of implementation shadowing technique in the learning English process and interviews for students' responses in implementation of shadowing

⁶³Matthew B. Miles – A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (California: Sage Publications Inc, 1984), 10.

technique to learn pronunciation that have resulted from data reduction are described in narrative or paragraph.

3. Conclusion Drawing or Verification.

The last process is conclusion drawing or verification. The researcher makes a conclusion from the interview data. The result of conclusion can answer the research question obtained from the interview then analyzed by data reduction and data display so that this research is credible and it can be theory.



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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher explains the finding and the discussion about the implementation of shadowing technique in teaching learning pronunciation. The findings of this study are based on interview data from an English teacher and 10 students from Wachid Hasyim of Islamic Junior High School.

A. Research Findings

In this research findings, the researcher explained the results of the interviews with the respondents. This research was conducted in MTs. Wachid Hasyim Surabaya on June 26, 2021. This research was conducted during the pandemic of covid-19 nowadays, so almost all the schools in Surabaya were closed. There were no teaching learning activities at the school, but only a few teachers came to picket. After interviewing the teacher, the researcher made an appointment with her at the school and interviewed the students by phone because the school was still implementing online learning at home.

1. Implementation of Shadowing Technique to Teach Pronunciation

In this section, the researcher describes implementation of the shadowing technique to teach pronunciation by interviewing one English teacher. The result of interview analysis indicated that

English teacher used several steps in implementing shadowing technique pronunciation in the class, as follow:

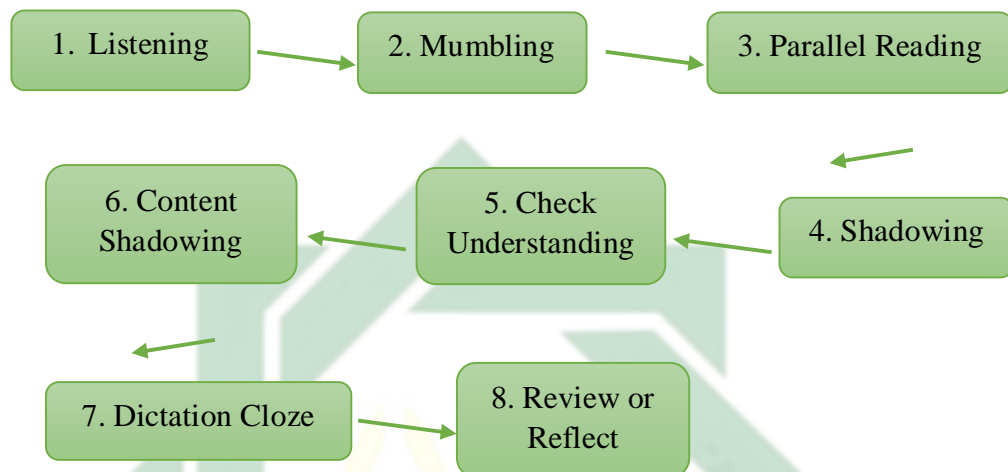


Figure 4.1 the Procedure to Implement a Shadowing Technique to teach Pronunciation by the English Teacher.

The implementation of shadowing techniques to learn pronunciation as in figure 4.1 are listening, mumbling, parallel reading, shadowing, check understanding, content shadowing, dictation cloze, review or reflect, whereas the teacher has implemented the shadowing techniques based on general theories about shadowing techniques.

For the first step is listening, the teacher displays an animated video related to the material today. The teacher shows the video two times. The second step is mumbling, the students asked to only watch the video and the students watched the video carefully

and imitated what the native speakers said in a low voice. The third step is parallel reading, the teacher asks the students to write the vocabulary then they read it. The fourth step is shadowing. The teacher gives the students some time to practice shadowing to imitate and repeat what the native speaker said in the video correctly. The fifth step is to check understanding. The teacher asked the students to mention what they got from the video, such as vocabulary. The sixth step is content shadowing, the teacher shows a learning PowerPoint about the greeting and the responses that related the video. The teacher explains the material to make sure the students understand the material. The teacher asks the students to practice pronouncing vocabulary in the PowerPoint correctly and interpreting the meaning. The seventh step is dictation cloze, the teacher formed a group consisting 3 students in each group. Each group gets a gap in the dialogue text and some piece of vocabulary that will be affixed in the dialogue text that contains the greeting words and the responses. The students arrange it correctly. After they finished, each group presented the results of their discussion in front of the class. The eighth step is review or reflect, the teacher gives the feedback and appreciation for them and the teacher appoints the students one by one to mention the new vocabulary from learning today and its meaning then pronounce it correctly.

2. Students' Responses toward the Implementation of the Shadowing Technique to Learn Pronunciation

The result of interviews 10 students about their responses toward the implementation of shadowing techniques to learn pronunciation. Indicated that:

- a. Students' feelings about the implementation of this technique.

Student 1 : *"I'm so happy, because the students can more easily understand, be enthusiastic and entertained in learning English."*

Student 2 : *"I'm so excited because that technique can help me increase my pronunciation vocabulary skill even more"*.

The result of the interview, there are 10 students from seventh grade show that all of the students gave the same responses namely positive responses. They felt happy, enjoyed, and enthusiastic about the implementation of the shadowing technique in learning English in the class, especially learning pronunciation. Based on what the students said, this technique makes learning fun, easy to understand and not boring because it is assisted by watching animated videos. Almost all of the participants said that shadowing techniques can improve their skill especially in pronunciation.

b. Shadowing technique is effective.

Student 3 : *“sometimes I still don’t not know whether my vocabulary pronunciation is right or wrong”*

Student 4 : *“I think this technique is effective, because it makes it easier to pronounce sentences or vocabulary”*

Student 5 : *“this technique is less effective for the students who cannot remember and shadow like me, especially when the class atmosphere is crowded”.*

Based on the result of the interview, almost all of the students said that it was very difficult to pronounce English vocabulary or sentences correctly. Therefore 8 from 10 students said that the shadowing technique was very effective in helping them to improve their English vocabulary or sentence pronunciation skills. On the other hand, there are 2 students who said this technique is less effective for them.

c. Native speaker’s speeches too Fast

Student 6 : *“Sometimes, I find it difficult to understand and imitate some of the words spoken by native speakers because they are spoken too fast”.*

The speed of native speaker speech is a problem for some students. They also were unable to control the speed of native speaker’s speech. There are 3 out of 10 students who feel that

some words spoken by native speakers are too fast so they need some time to understand it.

d. Need a Quiet Class Atmosphere

Student 7 : *“I think, I have a difficulty when the teacher implements this technique. It’s hard for me to concentrate on recording the pronunciation from native speaker because sometimes the class is very crowded”*

A quiet classroom atmosphere is the desire of all of the students in learning so that the knowledge gained can be absorbed into their brains, as well as the seventh grade students at MTs. Wachid Hasyim. Almost all of them said that a quiet classroom atmosphere is the students’ need in teaching-learning. There are 5 from 10 students who want a quiet class in learning.

B. Discussion

This section discuss the main findings of this research. The researcher explains relevant with the theories and previous study.

1. Implementation of Shadowing Technique to Teach Pronunciation

In every teaching and learning process, the teacher will find the difficulties experienced by the students, such as the ability to pronounce English. Then, the teacher will find a way to improve

the students' English skills by using these techniques. One of the techniques that the teacher has used to improve students' pronunciation is the shadowing technique. According to Salim, Terasne, and Narasima that shadowing technique is one of the recommended techniques to be implemented by the teacher because it has a great impact on students' pronunciation, grammar, and vocabulary.⁶⁴ This statement is in line with the theory from Ulfa and Fatimah that shadowing technique can help the students to improve their pronunciation and motivation in learning English.⁶⁵ There are several steps to implement shadowing techniques based on theory from other researchers. The steps used by Hamada to implement the shadowing techniques such as dictation cloze, mumbling, parallel reading, check understanding, shadowing, check details, content shadowing, and dictation cloze.⁶⁶ Furthermore, the steps used by Hayakawa to implement shadowing techniques are listening, slash listening, mumbling, parallel reading, understanding the meaning, prosody shadowing, contents shadowing, recording,

⁶⁴ Agus Salim, Terasne, Liza Narasima, "Enhancing The Students' Pronunciation Using Shadowing Technique at Senior High School Students", *Journal of Languages and Language Teaching*. Vol. 8 No. 1, 2020, 20.

⁶⁵ Sindy Tia Ulfa and Sitti Fatimah, "Shadowing as a Technique to Practice English Pronunciation during Classroom Oral Activities in Senior High School". *English Language Teaching*. Vol. 8 No. 1, March 2019, 227.

⁶⁶ Yo Hamada, "An Effective Way to Improve Listening Skills through Shadowing With Difficult Materials". *The Language Teacher: Japan Association Language Teaching*. Vol. 36 No. 1, January 2012, 4.

listen and compare, and review or reflect.⁶⁷ Based on the Writer's research that the steps that are used by the English teacher such as listening, mumbling, parallel reading, shadowing, check understanding, content shadowing, dictation cloze, and review or reflect. So There are almost same about the steps of implement shadowing technique between the theories and the writer's research.

In the classroom activities, the students will be listening and watching the video that was shown by the teacher. Usually the teachers use the learning videos from Youtube. According to Mulyani and Sartika, Youtube video media strongly can improve the students' pronunciation.⁶⁸ Then According to Watkins and Wilkins Then the students are asked to mumble the English word that they heard, mumbling is the activity for students to practice pronunciation in the slow voice. Next activity is parallel reading, the teacher asks the students to write the vocabulary that they got from the video then they read it. Then the next activity is shadowing. The teacher gives the students some time to practice shadowing to repeat and imitate the pronunciation the native speaker said in the video. Indirectly this activity can train the

⁶⁷ S. Hayakawa, "Charge Inversion Mass Spectrometry: Dissociation of Resonantly Neutralized Molecules". *InterScience*. Vol. 39 No. 2, 2004, 119.

⁶⁸ Mulyani, Dewi Sartika, "Analysis of Students' Proficiency on English Pronunciation Using Youtube-Based Video Media", *Getsempena English Education Journal*. Vol. 6 No. 2, 2019, 248.

students' articulation. In line with Okada's theory that shadowing can help the students to develop articulation rates.⁶⁹ After the check understanding session, the teacher asked the students to mention what they got from the video, like how to pronounce the vocabulary correctly. The next is content shadowing, the teacher shows a powerpoint that relates to the video, she explains the material in the details and makes sure the students understand the material. Then the students practiced pronouncing the English word in the PPT and the students were asked to interpret the meaning. The seventh step is dictation cloze, the teacher formed a group consisting 3 students in each group. Each group gets a gap in the dialogue text and some piece of vocabulary that will be affixed in the dialogue text that contains the greeting words and the responses. The students arrange it correctly. After they finished, each group presented the results of their discussion in front of the class. The eighth step is review or reflect, the teacher gives the feedback and appreciation for them and the teacher appoints the students one by one to mention the new vocabulary from learning today and its meaning then pronounce it correctly.

The strategy when the teacher implements this technique in the teaching learning is assisted by showing the learning videos.

⁶⁹ A. Okada, "The Usefulness of Shadowing in Teaching English Prosody". *Bulletin of Kukuba International University*. No.8, 2002. 117.

According to Mulyani and Dewi, a successful learning and teaching of English Pronunciation is how the teachers develop and present the lesson using effective and varied media so that the classroom can be more enthusiastic, lively, and interesting.⁷⁰ In line with the theory of Burns and Claire that the principles of pronunciation when adopted for the materials is that the teacher must select to the students content, topics, and contexts in the teaching learning pronunciation that the students feel familiar, motivating, practical, and interesting.⁷¹ Then Musfiqon stated that learning media is a tool used by the teacher to deliver the material, so that teaching learning is more effective and efficient, the media can be physical or non-physical⁷². The teacher used learning video as a medium. The English teacher in MTs. Wachid Hasyim said video is the best one learning medium because video can stimulate the students to become interested and easy to study English especially in pronunciation. Based on her, the students don't have good pronunciation before watching the video so the videos that are assisted by the implementation of shadowing

⁷⁰ Mulyani, Dewi Sartika, "Analysis of Students' Proficiency on English Pronunciation Using Youtube-Based Video Media", *Getsempena English Education Journal*. Vol. 6 No. 2, 2019, 248.

⁷¹ Anne Burns – Stephanie Claire, *Clearly Speaking: Pronunciation in Action for Teachers* (Sydney: National Centre for English Language Teaching and Research Macquarie University, 2003), 4.

⁷² M. Musfiqon, *Pengembangan Media Dan Sumber Pembelajaran* (Jakarta: Prestasi Pustakarya, 2012), 28.

techniques, the students know how to pronounce vocabulary correctly.

2. Students' Responses toward the Implementation of the Shadowing Technique to Learn Pronunciation

Based on the open-ended interview with the students, the researcher finds the result and it will relate how to students' responses toward the implementation of the shadowing technique to learn pronunciation to the theory of Rosenberg and Hovland.⁷³ There are three components. The first is cognitive. Cognitive is describing what someone believes or thinks about something from a verbal statement. From this research, the students have said that shadowing technique is really effective because it can make them more easily memorize how to pronounce the vocabulary. According to Miyake, the students feel helpful for the effectiveness of the shadowing method to memorize English vocabulary.⁷⁴ The second is affective. Affective is an emotional feeling toward something and it could be beneficial or not for that person. From this research, the students have said that through this technique, the students feel enjoyable, motivated and do not feel bored in learning in the class. Shadowing technique can make

⁷³ Rosenberg, M.J., and Hovland, C.I *Cognitive, affective and behavioral components of attitude*. (New Haven, CT: Yale University Press, 1960).

⁷⁴ S. Miyake, "Cognitive processes in phrase shadowing: Focusing on articulation rate and shadowing latency". *JACET Journal*. No. 48., 2009, 17.

learning in the class more active because the students practice pronunciation of English vocabulary, increase the students' motivation to learn pronunciation, and it makes learning activities in the class not monotonous and not boring because the teacher can create learning models such as competing to memorize English vocabulary as much as possible from the learning video with pronunciation correctly⁷⁵. The last is behavior. Behavior is a person's tendency to act by the students' attitude. From this research, the students have said that when the teacher implements this technique, the atmosphere in the classroom becomes calm so that teaching and learning becomes more efficient. It means the students need a calm and comfortable atmosphere in the classroom when learning English not a crowded and noise classroom so that the students can more concentrate in line with Khawla and Bothania that the students need a pleasant and comfortable atmosphere when the process of implement shadowing techniques, then avoid them from noise when in the class.⁷⁶

Besides that, some students' responses to the speaker are the speed of native speaker's speed. Some words are too fast. The students can't control the speed of the native speaker's speech of

⁷⁵ Sindy Tia Ulfa and Sitti Fatimah, "Shadowing as a Technique to Practice English Pronunciation during Classroom Oral Activities in Senior High School". *English Language Teaching*. Vol. 8 No. 1, March 2019, 223.

⁷⁶ Berhaili Khawla & Djaafri Bouthania, Dissertation: "The Effect of Shadowing Technique on EFL Learners' Listening Comprehension" (Algeria: University of Larbi Ben M'Hidi, 2019), 80.

the words that are spoken. They need time to understand and imitate them. It is a problem for them. According to Underwood, the speed of native speaker speech is a difficult thing for the students when in the listening session. This is a serious problem for them because they will find it difficult to understand the words from their L2.⁷⁷ In line with the theory of Burns and Claire that comprehensibility or the students' understanding about the meaning of the native speaker is said and interpretability or the students' understanding about the purpose of the native speaker is said is the important thing of pronunciation when the students learn a language.⁷⁸



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⁷⁷ Mary Underwood, *Teaching Listening* (London: Longman, 1989)

⁷⁸ Anne Burns – Stephanie Claire, *Clearly Speaking: Pronunciation in Action for Teachers* (Sydney: National Centre for English Language Teaching and Research Macquarie University, 2003), 5.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter presents the conclusion of this study about the implementation of shadowing technique in teaching learning pronunciation. This chapter also provides suggestions and recommendations for the teacher, the students, and the next researcher.

A. Conclusion

There are two points about this research that can be concluded, as follow:

1. The Implementation of Shadowing Technique to Teach Pronunciation

There are steps that the teacher does in implementing shadowing techniques in teaching. The first step is the teacher shows a learning video related to today's material. The students asked to listen, record the voice of native speakers in the students' mind while imitating it in a low voice. The second step is the teacher asks them to write the vocabulary. Then the teacher asks the students to pronounce the vocabulary together once and the teacher appoints some of the students randomly to pronounce some vocabulary and mention the meaning. The third step is the teacher shows the power point related to the video that contains the vocabulary. The teacher explained again about the material. The fourth step is the teacher formed a group. The students received a gap in the dialogue text and a piece of vocabulary. After that,

every group presents the results of the discussion. The fifth step is the teacher gives the feedback and appreciation. At the end, the teacher did a reflection about today's learning.

2. The students' Responses toward the Implementation of Shadowing Technique to Learn pronunciation

There are three components based on the students' responses toward the implementation of Shadowing technique to learn pronunciation. The first step is cognitive. According to the students, shadowing technique is a very effective technique because it can help the students to more easily memorize how to pronounce the vocabulary better. The second is effective. According to the students, shadowing techniques can make them feel enjoyable, fun, motivated and not boring to learn English in the class. Shadowing techniques also make them active in the class because they always practice pronouncing English vocabulary. The third is behavior. Shadowing techniques can make the atmosphere of the class calm so when learning English it becomes more efficient.

B. Suggestions

There are the suggestion from the researcher based on the conclusion above, as follow:

1. For the English Teacher

The English teacher is advised to show the students how to pronounce English vocabulary that is spoken by native speakers and

she asks the students to write it, so that the students don't just write the vocabulary. Next, the English teacher needs to notice the atmosphere of the class when teaching and learning process, because a noisy class will not be comfortable for learning and the learning will not be effective.

2. For the Further Researchers

The researcher only explores the implementation of shadowing techniques for the student's pronunciation in MTs. Wachid Hasyim Surabaya. For the further researchers that are interested with this study or it's not as expected, hopefully you can add or explain in depth on a different side.



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