CHAPTER I
INTRODUCTION

This chapter presents a brief description of the research. It consists of six sections, which are background, research questions, research purposes, research significance of the study, rationale, and previous research.

A. Background

In English learning and teaching (ELT), pronunciation is a crucial aspect in speaking and gives a significant effect for determining the utterance meaning (Aprianto & Haerazu 2019, as cited in Salim et al. 2020). Correct pronunciation helps the learners understand what the speaker says easily (Ulfa & Fatimah, 2019). However, wrong pronunciation might lead the communication breakdown.

Specifically, in English subject at junior high school level there is no pronunciation lesson. However, in basic competence of syllabus, students have to pronounce words and sentences correctly. It means that the students must be taught pronunciation even thought they do not learn pronunciation as a subject (based on syllabus 2013).

Based on a limited interview with an English teacher in SMPN 56 Bandung, Indonesia, the seventh-grade students find several problems in pronouncing English words. It could be showed when they pronounced words such as vagetables, introduce, liblary and so on. Moreover, there are still found problems in learning English in the class such as students' motivation and less practice. The teacher argued that the problems are due to the students' spoken habit. Majority, the students used their first language (L1) in doing ommuniation, including when they had learning atitudes in the lass. It causes the students are not ommonly to use English even in a little expression.

Therefore, the English learners need a comfortable way to learn English pronunciation. Gilakjani & Branch (2016) said that English learners must spend their time to improve pronunciation because English pronunciation is one of the most difficult skills to be mastered completely. It needs an appropriate method that

can be done whenever and wherever. Indeed, they need an enjoyable method because students might not be very successful in learning anything unless they enjoy the process.

Audio-visual such as movies, short videos, and video can be used as a media to get students' interest in teaching-learning English pronunciation. Moreover, audio-visual is able to give students more interested in learning pronunciation, because they can see and hear what the speakers said. Also, audio-visual is easier to understand because it includes the expression and gestures. To apply the media or audio-visual is speech shadowing technique. According to Tamai (1997), as quoted in Zakeri 2014, shadowing is an engaging cognitive task in which learners imitate and repeat the listened speech as simply and loudly as possible. Therefore, audio-visual, which is combined with speech shadowing technique, could be more interesting and challenging.

There are three previous studies related to the topic. The first study was conducted by Salim et al. (2020) who investigated the implementation of speech shadowing technique in enhancing students' pronunciation. The researchers concluded that speech shadowing technique is appropriate to be applied by teachers and students in class. The second study was conducted by Angel M et al. (2018) who investigated the effect of intensive guided use English shadowing technique to improve Ecuadorian English learners' speaking intelligibility. The researchers concluded that intensive guided use of English shadowing is an effective technique that can help EFL learners' in improving their speaking intelligibility in term of pronunciation and sentence stress. The third study was conducted by Sumarsih (2017) who investigated how the impact of shadowing technique on students' listening skill. The researcher conducted that shadowing technique had a positive impact on the students' achievement in listening skill.

The three studies above discussed the effect of implementing speech shadowing technique in enhancing English skill in term of speaking, listening, and pronunciation. However, this research investigates the use of speech shadowing technique on teaching English pronunciation to junior high school students in onlone classroom. In addition, this research is going to focus on implementation of

speech shadowing technique and students' responses on it. The researcher ties not only to explore how the speech shadowing technique effect on students' pronunciation ability, but also the students' responses on it. Thus, the researcher conducts the research under the title **"Teaching English Pronunciation to Junior High School students with Speech Shadowing Technique in online classroom"**

B. Research questions

The problems of this study are formulated accordingly:

1. What is the process of using a speech shadowing technique on teaching English pronunciation in onlile classroom?

2. What are the students' responses toward teaching English pronunciation with speech shadowing technique in online classroom?

C. Research purposes

Referring to the research questions above, this research is intended to find out:

1. The process of using speech shadowing technique to teach English pronunciation in onlile classroom.

2. The students' responses toward teaching English pronunciation with speech shadowing technique in online classroom.

D. Research significances

There are two main viewpoints for this analysis. Theoretically, this study is aimed not only at enriching research on language shadowing in EFL classrooms but also at helping understand the value of teacher's speech shadowing technique for enhancing the ability of English students to pronounce English.

Practically, the findings of this study are basically intended to provide some useful insight into the teaching and learning proces. For teachers and students to achieve good education. For the teachers, hopefully, it will provide information about the speech shadowing technique, which could help students to practice and improve their English especially in pronunciation. Meanwhile, for the students, it is hoped that they could develop their English pronunciation after receiving the speech shadowing technique.

E. Rationale

Pronunciation is an essential aspect of speaking and gives a significant effect in determining the utterance meaning (Leong et al. 2017). So one of the aspects of speaking skill is pronunciation. English pronunciation is one of the most difficult skills to acquire, and learners should spend a lot of time to improve their pronunciation (Gilakjani & Branch, 2016). In oral communication, two or more communicating persons should understand each other. There are two reasons why learners should understand spoken English and make their own language more understandable and meaningful

Moreover, pronunciation is defined as the act or result of producing the sounds of speech, including articulation, intonation (Awaliyah, 2013). Pronunciation consist of segmental and supra-segmental features. Segmental refers to consonant and vocal sounds, and then supra-segmental refers to stress and intonation. Moreover, intonation or change of pitch is crucial in signaling the meaning of the speaker, in particular the interpersonal attitude. Therefore, to learn stress in pronouncing words in important.

Pronouncing English correctly will make students understand easly, even though they do not speak like native speakers. Learning how to pronounce other language sounds is very important in interaction (Donal, 2016). In teaching English pronunciation, the speech shadowing technique could be a method promotes more practice than theories.

Speech shadowing was introduced to foreign language teaching in the 1990s, and since then, it has been researched in the context of EFL teaching for more than two decades (Tamai, 1992 as cited in Akita University & Yo 2018). Shadowing has been used as a listening task and its effectiveness in listening comprehension has been acknowledged (Akita University & Yo, 2018). Shadowing is defined as a paced, auditory tracking task with parrot style, using hand-phones, computers, or other media (Lambert, 1992 in Hamada, 2011 as cited in Agustinus et al. 2019).

Moreover, Shadowing can repeat sentences immediately after hearing a piece of meaningful English, without looking through the text (Yonezawa & Ware 2008 as alluded to in Hamzar 2014). Shadowing is like other training strategies, but

shadowing's cognitive mechanism varies from other practices (Akita University & Jo, 2018). Shadowing is called an online activity when learners hear the audio input, and then they repeat it (Shiki et al, 2010 in Akita University & Yo, 2018). In contrast, repetition is an offline task, because students wait for a piece to be read out before they repeat. As an activity on-line, learners listen to and vocalize what they listen, while vocalizing comes after listening to every chunk at the same time (Hamada 2016, in kadota 2007 as cited in Akita University &Yo 2018).

Practically, the speech shadowing technique is the technique that learners repeat what the speakers say as loudly and clearly as possible. To enroll the technique, the researcher uses media, it is, audio-visual. Audio-visual is chosen because learners can see as well as hear what the speaker says. Moreover, it includes the speakers' expressions and gestures.

In speech shadowing technique, the teacher is necessary to evaluate the voice shadowing technique of students. There are four steps to do shadowing activity in the classroom. The first is that the teacher plays the audio-visual. The second, the students speak as clearly and loudly as possible, repeat the hard speech with minimum delay. The third is that the teacher listens to the shadowed speech and gives students input or feedback. Finally, the students seek to change based on the feedback given and retire later on (Lee & Hasegawa 2017).

F. Previous researches

After finding previous research on speech shadowing techniques, the researcher has four research pieces that are related to the subject that the researcher takes up. The first research was conducted by Ulfa & Fatimah (2019) titled "shadowing as a technique to practice English pronunciation during classroom oral activities in senior high school." The study was investigated the impact of using shadowing on pronunciation skills like oral communication in the classroom. During the research, the researchers divided the students into four groups. Each group chose a dialogue that had been prepared, and they practiced in their seat. Next, the groups were asked to do shadowing in front of the class without looking at the script. The last, the researchers assessed the students' pronunciation and announced them the winner.

The result, the effect is speech shadows that can enable teachers to teach pronunciation and improve pronunciation of students.

The second, research was conducted by Angel M et al. (2018) titled "using the shadowing technique to improve Ecuadorian English learners' speaking intelligibility." The study wes analyzed the effect of the extensive use of the shadowing technique in the EFL classroom to enhance English pronunciation, intonation, word stress and phrase stress. The research participants were 20 level Als University. Qualitative and quantitative data had been obtained and analyzed using an explanatory mixed form of analysis. Qualitative data were gathered through structure interviews. The findings demonstrated that intensive guided used can be utilized to help EFL learners improve their overall speaking intelligibility in terms of pronunciation and sentence stress.

The third, in Indonesia, the research was conducted by Salim et al. (2020) titled "enhancing the students' pronunciation using shadowing technique at senior high school students." This research was defined by a quasi-experimental analysis with non-equivalent nature of the control group. The samples had been chosen by random check. The samples are 70 students, split into two groups, the experimental and the control. The data was obtained by questioning, analyzing and recording multiples. Here concise and test research was used to identify the forms and outcomes they learned. Finally, the researchers thought that the shadowing technique might be an effective way of teaching English pronunciation. The fourth, the research was conducted by Sumarsih (2017) who investigated the impact of shadowing technique on students' listening skills achievement. Therefore, the investigation was carried out and the data collection technique gave pre- and post-tests, consisting of 30 university students in each group, to the experiment and control group. The study of data was subsequently carried out by t-testing and ANCOVA, then the effect of the shadowing technique on the output of EFL learning in English department of Negeri Medan (UNIMED) University in Indonesia was calculated. Therefore, the mean of experimental and control groups was significantly distinguished (F=8.98,p=.004<.05). In addition, the application of speech shadowing techniques on the performance of students with listening skills

(f=56.10, p=0.00<0.05) had been a significant effect. To conclude, the null hypothesis had been rejected and the alternative. Which means, shadowing has a positive impact on student success in listening because the average score of the experimental and control groups was substantially different.