THE EFFECTIVENESS OF SHADOWING TECHNIQUE ON STUDENTS' PRONUNCIATION AT THE TENTH GRADE STUDENTS OF SMAN 1 JETIS PONOROGO

THESIS

By

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ABSTRACT

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Key Word: The Shadowing Technique and Pronunciation

Teaching English in Indonesia, students are expected to able to communicate in English as an international language. In communication, students are expected have good pronunciation. Because by pronouncing the words correctly, the listener can receive the main context that the speaker desires to convey. In fact, many students have problems to pronounce English word well. Then, the monotonous technique employed by the teacher in teaching English became the problem too. Actually, the students have low motivation and don't have the exercise about pronunciation. That is why the researcher is interested to conduct the research base on these problems. The aim of this research was to find out the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo.

This research was classified as a quasi-experimental study. It uses two groups, Class X MIPA 1 as the experimental group and class MIPA 2 as the control group. The experimental group was students taught using shadowing techniques whereas the control group was students taught without using shadowing techniques. The number of the sample in this research was 25 students of the experimental group and 26 students of the control group. The data were obtained using a pre-test and a post-test. The pre-test was given to both groups the treatment early and the post-test was given the treatment subsequently. The data of the pre-test and post-test of both groups were analyzed by using inferential statistics (T-test) that is calculated by using SPSS 21 forms for Windows.

Based on the data analysis, the researcher found that the students who are taught pronunciation using the shadowing technique will show better achievement than those who are taught without using the shadowing technique. From the result of computation, in which the value t-test of is higher than t-table (10.82 > 2.009). Therefore, Ha was accepted and H0 was rejected. From the described above, it can be concluded that shadowing technique is effective on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo.

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CHAPTER I

INTRODUCTION

In this part, the researcher converses about the background, limitation of the study, statement of problems, objectives of the study, significances of the study, and organization of the thesis.

A. Background of the Study

In Indonesia, Teaching English is concentrated on the student's communicative skills.[1] Students are expected to able to communicate in English as an international language, it can be in oral and written forms. The capacity to successfully speak orally does not abolish the requirement for writing. Conversely, tremendous writing does not abolish the essential for correct oral communication abilities. Oral communication is the base on which written skills are constructed.[2]

In oral communication, English as a tool to interact directly with people from different countries. To evade misunderstanding between the speaker and the listener, mastering pronunciation is needed. Because by pronouncing the words correctly, the listener can receive the main context that the speaker desires to convey.

Pronunciation can additionally be defined as the method of producing certain sounds meaningfully and accurately to be understood by others in communication.[3] One key to achievement in mastering to speak a foreign language is the correct pronunciation. To achieve

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[1] Permendikbud No, "Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah," *Jakarta: Kemendikbud* (59AD).

[2] Harvey Wallace, Cliff Roberson, and Craig Steckler, *Written and Interpersonal Communication Methods for Law Enforcement* (Prentice Hall, 2001), 14.

[3] Richards, J. C., & Richard, S, *Longman Dictionary of Language Teaching and Applied Linguistics,* (UK: Pearson Education Limited, 2002), 469.

learning especially in pronunciation, someone must learn and practice pronunciation continuously in a very certain period because language mastery is a matter of habit. It means that if they do not use it frequently, they will feel difficulty to master the foreign language (English).[4] Pronunciation learning and practice should be accompanied by a competent native speaker. However, in Indonesia teaching pronunciation is considered difficult because English is a foreign language, it requires linguistic mastery and cultural competence on the part of the teacher. It becomes a huge challenge for English teachers to teach English.[5]

In a preliminary study in October 2019, the researcher found that the tenth-grade students of SMAN 1 Jetis Ponorogo face many difficulties to pronounce each word well. They cannot distinguish how to pronounce one word with another. Thus, when the researcher tries to request them to read aloud an English text, only some students who were able to pronounce it loudly and correctly voice, while the other students always read in a whisper. They said that the pronunciation of English is difficult because they are Javanese, who are from childhood used their mother tongue (Javanese).[6] Having an increase mindset might predispose students to orient in the direction of acquiring new knowledge or abilities, students are more likely to persist and try new strategies when faced with a difficulty or setback.[7]

In the teaching-learning English process at SMAN 1 Jetis Ponorogo, the students seldom receive the exercise about pronunciation. Based on interview with the English teacher of SMAN 1 Jetis Ponorogo, she said that the exercise about pronunciation takes long time and it becomes a huge challenge for an English teacher whose first language is not English. Therefore, the teacher just discloses the material, and requests students to read and answer the question in an individual without disclosing how to pronounce it well. Thus, not all of the students took part actively in this teaching-learning process; they receive bored because they always receive the

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[4] Nur Hidayati, *"An Error Analysis in Pronunciation English Vowels,"* (Thesis, STAIN, Ponorogo, 2015), 2.
[5] Rohmi Yuhani'ah, *"Improving Pronunciation In Speaking Skill Through Drill Method at the Second Grade Students of Islamic Junior High School Thoriqul Huda",* (Thesis, STAIN, Ponorogo, 2011).1.
[6] Student interview, at SMA Negeri 1 Jetis, 30 September 2019.
[7] Anindito Aditomo, "Students' Response to Academic Setback:" Growth Mindset" as a Buffer against Demotivation.," *International Journal of Educational Psychology* 4, no. 2 (2015): 202–213.

same instructions from the teacher. The students were less motivated in learning. Therefore, many passive students in the classroom as long as the process of teaching and learning. They did not enjoy the English teaching and learning process. They considered that the technique utilized by the teacher was monotonous. That is why teachers should be a good manager in managing the activities and the technique to make the students enthusiastic in the English teaching and learning process.[8]

Students' skills in pronouncing words were low. The first factor deals with the lack of getting exercise about pronunciation. The second factor deals with the lack of interest in learning because the teaching and learning process was monotonous. Teachers think that they require an excessive amount of to do and pronunciation coaching just wastes their time. Some teachers accept as true with their students can analyze correct pronunciation autodidact. However, an English teacher should examine the students' difficulty in pronouncing difficult phonemes and try to correct their way of articulating. The teacher should make the classroom session efficient by focusing on improving the students' pronunciation. Therefore the teacher requires finding a suitable technique for the students' requirements and context to improve students' pronunciation. There are many techniques to improve students' pronunciation. One of them is the shadowing technique.

Shadowing is a technique of language learning was popularized in Japan.[9] It's a bit like listening and repeating the practice, except instead of making the learners listen to a sample speaker and then repeating what they have learned afterward, the learners are expected to imitate the speaker as closely as possible in just a very short time.[10] In applying this technique, the teacher must use audiolingual media such as video, CD, or MP3; this is useful in helping the teacher provide examples of correct pronunciation to students from native speaker. So by using

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[8] Observation, at SMA Negeri 1 Jetis, September-October 2019.

[9] Xiaolin Wang, "The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students," in *2017 World Conference on Management Science and Human Social Development (MSHSD 2017)* (Atlantis Press, 2017), 195.

[10] Jennifer A. Foote and Kim McDonough, "Using Shadowing with Mobile Technology to Improve L2 Pronunciation," *Journal of Second Language Pronunciation* 3, no. 1 (2017): 35.

shadowing techniques students not only improve their pronunciation skills however additionally practice listening skills.

Considering the background above, it can be stated that the shadowing technique can help students to practice pronouncing English word through the fun process. A fun learning atmosphere will make learners more motivated to learn. If the individual has a high learning motivation, then the individual will achieve a good achievement. Achievement learners who learn will be better if have high motivation. Therefore, the shadowing technique was claimed as an effective way to problem-solve at SMAN 1 Jetis Ponorogo that is pronunciation.

This is the reason why the researcher proposed research entitled "The Effectiveness of Shadowing Technique on Students' Pronunciation at The Tenth-Grade Students of SMAN 1 Jetis Ponorogo". The researcher desires to know the change of scores on pronunciation for the students who are taught by the shadowing technique. Therefore, the researcher additionally finds out the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo.

B. Limitation of the Study

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

1. The subject of the research was the tenth-grade students of SMAN 1 Jetis Ponorogo in the 2019/2020 academic years.

2. The object of the research was teaching and learning pronunciation through the shadowing technique.

3. The time of the research was conducted during the second semester in the 2019/2020 academic years.

4. The place of the research was conducted at SMAN 1 Jetis Ponorogo.

C. Statement of Problems

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

D. Objectives of the Study

At the end of the research, the researcher tried to find out the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo.

E. Significance of the Study

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

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

2. **Practically**
   a. For teachers

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

b. For students

It is expected to be useful for students especially for the tenth-grade students of SMAN 1 Jetis Ponorogo in the academic year 2019/2020. It allows students to practice pronunciation, makes their study more active, enjoys, and additionally can increase their English pronunciation.

c. For readers

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

F. Organization of the Thesis

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

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

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

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

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

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

CHAPTER II

PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter presents about previous research findings, theoretical background review of literature consists of the definition speaking, types of speaking, the teaching speaking, components of teaching speaking, definition pronunciation, features of pronunciation, pronunciation problems, the teaching pronunciation, definition of shadowing, types of shadowing, the procedure of shadowing and benefits of shadowing, theoretical framework, and hypothesis.

A. Previous Research Findings

Early the researcher conducted the study, the researcher verified other studies to get if there are any similar studies or not. The researcher took examine from the following research findings. There are some previous studies which relate to "The Effectiveness of Shadowing Technique on Students' Pronunciation":

The first research from Dwi Wahdini by title *Shadow-Reading to Generate Students' Reading Comprehension from The Perspective of Students' Motivation*. The research objective was to compare a reading with reading in reading comprehension and to compare the level of learning motivation with students' reading comprehension. The research was performed in the second semester of the eighth grade of SMP Negeri 1 Singkawang in the academic year of 2014/2015. Cluster random sampling is a sampling technique used in this study. In this study, the researcher used a learning motivation test instrument or a questionnaire and a comprehension analysis test. The data obtained were then analyzed using ANOVA 2x2 and Tukey test. The results of the analysis state that shadow reading is more influential in reading

comprehension than guided reading, and student learning motivation also greatly affects students' reading comprehension.[11]

The similarity of previous research and this research is about using shadowing techniques, while the difference is the subject of the research. Dwi Wahdini conducted this research on the Junior High School while the researcher conducted this research on the Senior High School.

The second is research from Hamzar through the title *Implementation of Shadowing Technique to Improve Students' Speaking performance*. This research aims to apply shadowing techniques to improve students' speaking ability by focusing on the accuracy, fluency, and proficiency of PIA Monginsidi Makassar students in the 2013/2014 academic year. This research employed a quasi-experimental design so that researchers needed pre-test and post-test scores from the experimental and control classes. From the results obtained, it shows that there is a significant increase in the average value of the experimental class, starting from 58.32 at pre-test to 79.42 at post-test whereas in the control class there was no significant increase in the mean score. It was once concluded that the implementation of the shadowing method was once tremendous to be implemented in enhancing the students' speaking performance, and the shadowing technique influenced the students to speak English.[12]

The similarities of this research are both using shadowing technique however this research has differences in Hamzar's research the implementation of the shadowing technique to improve students' speaking performance in terms of accuracy, fluency, and comprehensibility. While in this research, the researcher only focuses to know the effectiveness of the shadowing technique on students' pronunciation.

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[11] Dwi Wahdini, "Shadow-Reading to Generate Students' Reading Comprehension from the Perspective of Student's Motivation" (Thesis tidak diterbitkan. Surakarta: PPs UNS, 2015).

[12] Hamzar, *"The Implementation Of Shadowing Technique To Improve Students' Speaking Performance,"* (Thesis, State University of Makassar, Makasar, 2014), 110.

The third research from Kun-Ting Hsieh, Da-Hui Dongand Li-Yi Wang by title *A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction*. This preliminary study objective to discover out whether the shadowing method from interpretation exercise can be used to promote English intonation acquisition. The approach of this study used to be a quasi-experimental design. The result from an SPSS Independent Sample T-test revealed great differences between the two groups in intonation, fluency, phrase pronunciation, and general pronunciation. The shadowing approach contributed to higher general pronunciation performance, which denotes that the use of the shadowing technique in pronunciation instruction is effective.[13]

The similarity of previous research and this research are about using shadowing technique to teach English lesson and the method of this research (both of them use quasi-experimental design). The difference between this previous research and this research is in the research focus. In previous research focuses on English intonation (a specific part of pronunciation) while this research focuses on pronunciation.

The fourth research from Elham Zakeri by the title *The Effect of Shadowing on EFL Learners' Oral Performance in Terms of Fluency.* This research aimed at discovering if there is a link between shadowing and the fluency of EFL learners' oral performance. The method of this study was a quasi-experimental design. The results of the research demonstrated that a strong relationship between shadowing and the fluency of learners' L2 production was found.[14]

The similarities of this research are both using the shadowing technique and the method of the research (Quasi Experiment Research). The difference between this previous research and this research is in the research focus. In previous research focuses on English fluency (a specific part of pronunciation) while this research focuses on pronunciation.

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[13] Kun-Ting Hsieh, Da-Hui Dong, and Li-Yi Wang, "A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction," *Taiwan Journal of Linguistics* 11, no. 2 (2013): 44–59.

[14] Elham Zakeri, "The Effect of Shadowing on EFL Learners' Oral Performance in Terms of Fluency," *International Journal of English Language Teaching* 2, no. 1 (2014): 21–24.

The fifth, the research was carried out by Jennifer A. Foote and Kim Mc Donough about *Using shadowing with mobile technology to improve L2 pronunciation.* This study aims to analyze the use of cellular technology in shadowing techniques to improve students' ability in fluency, accent, and fluency in speaking English. The method of this study was a quasi-experimental design. From the data obtained with the quasi-research method, the researcher concluded that this cellular technology can be a practical learning medium for learning pronunciation. Based on the results of interviews with students, they stated that they felt that they enjoyed the shadowing technique applied in pronunciation learning.[15]

The similarity of previous research and this research are about using shadowing technique to improve pronunciation and the method of the research (quasi-experimental design). Whereas, the difference between this previous research and this research is just using media mobile technology in this previous research.

B. Theoretical Background

    1. Speaking

        a. Definition of Speaking

            One of the basic competencies in English that students must have is speaking. In communication, speaking is very important. Because speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[16] Speaking in a classroom involve the interaction between teachers and student or among the students which depends on how classroom activities are organized.

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[15] Foote and McDonough, "Using Shadowing with Mobile Technology to Improve L2 Pronunciation," 36–52.
[16] Anne Burns and Helen Joyce, *Focus on Speaking.* (ERIC, 1997), 63.

In the communication process, speaking skill cannot process information alone, because speaking is not a discrete skill.[17] One of the central difficulties inherent in the study of speaking is that it overlaps with other skills. Speaking skills are usually associated with listening skills. Listening and speaking are complementary and reciprocal, although they draw on different mental processes.[18] In most communications, we do not simply listen, nor do we just speak. We listen and speak. Byrne said that speaking or oral communication is two ways of the process between speaker and listener involving the productive skill and receptive skills.[19]

In short, speaking can be defined as verbal communications that involve the speaker as a conveyor of information and the listener as a recipient of information for a specific purpose.

b. Types of Speaking

According to Brown, there are some basic types of speaking as in the following:[20]

1) Imitative: The most basic speaking type taught for beginners is to imitate a word or phrase or sentence.

2) Intensive: A type of speaking which focuses more on how to speak by paying attention to prosodic elements such as intonation, stress, and rhythm.

3) Responsive: This type teaches how to respond when communicating, however at the somewhat limited level of a very short conversation.

4) Interactive: different from the responsive type, interactive is more into a long conversation such as how to exchange information between speakers and listeners

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[17] Rebecca Hughes and Beatrice Szczepek Reed, *Teaching and Researching Speaking* (Taylor & Francis, 2016), 6.

[18] David Nunan, *Teaching English to Young Learners* (Anaheim University, 2010), chap. 5.

[19] Byrne, *Teaching Oral English,* (New Jersey: Longman Group Ltd, 1984), 7.

[20] H. Douglas Brown, *Language Assessment; Principles and Classroom Practice,* (New York: Pearson Education, 2004), 141-142.

5) Extensive (monologue): Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from the listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

In this research, the researcher used one of the five types presented by brown, the first type (imitative). Because in this research, only focus on the ability of students in English pronunciation using shadowing techniques, and in the application of this technique students are expected to be able to imitate a word, or phrase, or sentence as well as possible.

c. The Teaching Speaking

Teaching Students to learn English fluently is the main goal in teaching as. Fluent in speaking English does not only require students to know the vocabulary or use the correct sentences but how to be understood by the listener what wants to convey. It is learned before being able to speak fluently is that students must learn about rhythm and pronunciation. For most students, learning the rhythm and pronunciation of a new language will take more effort and time than learning vocabulary and grammar. However, the students can study speaking with a teacher or without a teacher (it depends on where the students study). The students can practice one or two hours each day with the lessons on the audio recordings without a teacher, it should be able to assist students to speak English fluently.[21] This way can be used by both beginning and advanced English students. However, they will learn better pronunciation if they practice for two hours each week with an English teacher.

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[21] Lynn Lundquist, *Spoken English Learning Quickly,* (USA: Spoken Language International, 2008) J.1.

d. Component of Speaking

According to Brown, there are six components of speaking to be scored; grammar, vocabulary, comprehension, fluency, pronunciation, and task.[22] He additionally said that how to assess each of these components:

1) Grammar

   a) One score: Mistakes in grammar are habitual however; the speaker can be accepted by a native speaker used to dealing with foreigners attempting to talk his language.

   b) Two scores: Understand the basics of using grammar, but don't have the confidence to use it in speaking.

   c) Three scores: It's good to use the grammar structure in speaking. However, there are still some mistakes.

   d) Four scores: Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

   e) Five scores: Equivalent to that of an educated native speaker.

2) Vocabulary

   a) One score: Speaking dictionary poor to express anything.

   b) Two scores: Has speaking dictionary enough to express something simply with some circumlocutions.

   c) Three scores: Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Dictionary is large-minded plenty that he seldom has to grope for a talk.

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[22] H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, (New York: Pearson Education, 2004), 172-173.

d) Four scores: Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

e) Five scores: Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

3) Comprehension

a) One score: Within the scope of his very limited language experience, he can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

b) Two scores: Can receive the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).

c) Three scores: Comprehension is quite complete at a normal rate of speech.

d) Four scores: Can understand any conversation within the range of his experience.

e) Five scores: Equivalent to that of an educated native speaker.

4) Fluency

a) One score: No specific fluency description. Refer to the other four language areas for the implied level of fluency.

b) Two scores: Can handle with confidence however not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.

c) Three scores: Can discuss particular interests of competence with reasonable ease. Rarely has to grope tor words.

d) Four scores: Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this Experience with a high degree of fluently.

e) Five scores: Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

5) Pronunciation

a) One score: Errors in pronunciation are frequent however can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

b) Two scores: Accent is intelligible though often quite faulty.

c) Three scores: Errors never interfere with understanding and rarely disturb the native speaker. An accent may be foreign.

d) Four scores: Errors in pronunciation are rare.

e) Five scores: Equivalent to and fully accepted by educated native speakers,

6) Task

a) One score: Can enquire and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, enquire for shelter or lodging, enquire and give simple directions, make purchases, and inform time.)

b) Two scores: Able to satisfy routine social demands and work requirements; needs to assist in handling any complication or difficulties.

c) Three scores: Can participate effectively in most formal and informal conversations on practical, social, and professional topics.

d) Four scores: Would rarely be taken for a native speaker however can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

e) Five scores: Speaking proficiency equivalent to that of an educated native speaker.

Based on the background that occurred at the place of this research, the tenth-grade students of SMAN 1 Jetis Ponorogo had difficulty in pronunciation. Then the researcher only focuses on the components of speaking namely pronunciation.

2. **Pronunciation**

   a. Definition of Pronunciation

   There are several definitions of pronunciation that are explained by some experts. This makes it easier for someone to understand more clearly about pronunciation. Here are some opinions about the definition of pronunciation.

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

   As indicated by Yates, pronunciation is the creation of sounds that are utilized for making meaning. pronunciation is the creation of a sound framework that doesn't meddle with correspondence either from the speakers' or the audience members' perspective.

   According to Otlowski, pronunciation is the method of expressing a word in an acknowledged way. Besides, Richard and Schmidt characterized pronunciation as the strategy for delivering certain sounds.[23]

   From the definition above it can be concluded that pronunciation is the speech production that we use to make meaning. Good pronunciation can assist someone understand the spoken English they hear, and to assist them to make their speech more comprehensible and meaningful to others.

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[23] Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 2.

b. Features of Pronunciation

The various features that make up the production of sounds in English:

1) Supra segmental features relate to sounds at the macro level, includes:

   a) Linking means how the last sound of a word is linked to the first sound of the next word. We execute words together to link consonant to vowel, consonant to consonant, and vowel to vowel to produce a linked voice. We also shorten some sounds and left others out entirely.

   b) Intonation can be seen as the language's rhythm – the way the voice goes up and down according to the context and meanings of the conversation.

   c) Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey.

   d) Rhythm is the regular patterned beat of stressed and unstressed syllables and pauses.

2) Segmental Features relate to sounds at the micro-level, includes vowels, and consonants.[24]

   a) English vowels

   A vowel is defined as any of the continuous voiced sounds that are created without interference in the mouth and are what can be considered pure musical sounds and are not accompanied by any frictional noise, the quality of the vowels depends on the location of the tongue and the lips, as these articulators play a major role in the vowel development.[25] The classification of vowels is based on which portion of the tongue.

   Sometimes people assume that there are five vowels sounds in English: a, e, i, o and u. However, this is a misconception. These are vowel letters, not

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[24] Abbas Pourhosein Gilakjani, "A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction," *International Journal of Humanities and Social Science* 2, no. 3 (2012): 121.

[25] Jones Daniel, *An Outline of English Phonetic* (Cambridge: Cambridge University Press, 1978), 12.

vowel sounds. Each vowel letter can represent more than one sound. For example, the letter "a" can represent /æ/, /ɑ/, or /ɛ/.There are 20 vowels sound in English pronunciation; /i:/ /I/ /ʊ/ /u:/ /e/ /ə/ /ɜ:/ /ɔ:/ /æ/ /ʌ/ /a:/ /ɒ/ /Iə/ /eI/ /ʊə/ /ɔI/ /əʊ/ /əe/ /aI/ /aʊ/.

b) English consonants

Compared to Crystal, both phonetics and phonology describe the consonants.[26] Phonetically, it is a sound that originates from the closing or widening of the vocal tract, so that the airflow is either completely obscured or limited by the development of audible friction. Phonologically, consonants are those units which function at the syllable margins, either individually or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [f], [v], [Ө], [ð], [s], [z], [ʃ], [ʒ], [h], [ʧ], [dʒ], [m], [n], [ŋ], [l], [w], [r], and [j].[27]

c. Pronunciation Problems

In learning foreign languages (especially English pronunciation learning), the students certainly with any kinds of learning problems. One of the important problems faced by the students of English, in general, is that each English vowel sound has more than just one pronunciation. Therefore this causes many difficulties for the students and leads them to a mispronunciation. For example in vowel "o" in words son/s ʌ n/, come /k ʌ m/, among /əm ʌ ŋ/, monkey /m ʌ nki/, blood /bl ʌ d/, flood /flʌd/; in all these words /o/ and /oo/ stand for the same sound of /ʌ/ (actually it have differences in pronunciation: /ɔ/ or /u:/ /ʌ/). This is because of the influence of their first language (Indonesian language), therefore they picture this thought in their minds as if each vowel has only one type of pronunciation and if that is true the

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[26] David Crystal, *A Dictionary of Linguistics and Phonetics*, vol. 30 (John Wiley & Sons, 2011), 102.
[27] Peter Roach, *English Phonetics and Phonology Fourth Edition: A Practical Course* (Ernst Klett Sprachen, 2010), 62.

learner can easily know and expect how to pronounce each word even if he is seeing it for the first time. That is if each letter represents only one phoneme, however, in fact, the situation is not like this, and that is one of the basic problems of English.[28]

The next problem is the consonant. It is evident in Indonesian and English consonants that there are some parallels and variations with both Indonesian and English phonemic structures. For example in consonants /p/ and /b/ exist both in Indonesian and English. Theoretically, the students had little difficulty in pronouncing both sounds. However, practically the students found it difficult to pronounce /b/ in final position in English. E.g. cub /kʌb/, cup /kʌp/, crab /kræb/, crap /kræp/. The students pronounced the above minimal pairs in the same way, that is with all the final /b/ pronounced as /p/. This kind of error can be traced back to the Indonesian language, in which the final /b/ is pronounced /p/, such as in kirab /kirap/, jawab /jawap/, and sebab /səbap/. This kind of mistake should be given significant consideration because in Indonesian the interchange between the final /p/ and /b/ does not change the meaning of the word whereas in English it changes its meaning. 'Cub' means 'cup,' 'crab' means 'crap,' and 'pub' means 'pup.'[29] Students should be mindful that those mispronounced English words are other words.

d. Teaching Pronunciation

According to Western philologists and linguists, grammar and vocabulary have been researched much longer than pronunciation. For this reason, the majority of language teachers have learned grammar and vocabulary much better than pronunciation, which started to be systematically studied shortly before the beginning of the 20th century. Two methods are the basis for teaching pronunciation

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[28] Elkhair Muhammad Idriss Hassan[1], "Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology" (n.d.): 34.

[29] Marcella Melly Kosasih, *"Native Language Interference In Learning English Pronunciation,"* International Journal of Education and Research, Vol. 5 No. 2(February 2017), 141-142.

in teaching pronunciation. First, an intuitive-imitative approach is an approach that focuses students on listening to and imitating target language rhythms and sounds without any specific knowledge interfering. Second, an analytic-linguistic approach is an approach developed to replace the intuitive-imitative approach, which tandems with the phonetic data. This uses knowledge and resources including a phonetic alphabet, details of the articulator, vocal apparatus maps, contrastive knowledge, and other aids to support listening, imitation, and development.[30]

After the two approaches underlying the teaching of pronunciation, many new methods, and approaches. However, in this era, pronunciation teaching is still not given enough attention, especially in English education in Asian countries. In English as a foreign language circumstances where English is not used every day and learners can not routinely have access to real-life contact with their native speakers.[31] A lot of pronunciation instruction appears to be performed in response to mistakes made in the classroom by the students.[32] It seems that teaching is not planned before. More often pronunciation is avoided in classroom teaching may not be due to teachers lacking interest in the subject but rather to a sense of doubt about how to teach it. Therefore, the teachers should be careful about choosing approach, method, technique, and media in pronunciation learning. Because by choosing it correctly can facilitate the teacher in teaching pronunciation to the student and additionally makes it easier for students and additionally makes it easier for the student to practice pronunciation.

Based on the definition above the researcher concludes that pronunciation teaching has some important issues to consider in the teaching process. It's different

[30] Marianne Celce-Murcia, Donna M Brinton, and Janet M Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (Cambridge University Press, 1996), 2.

[31] Kazuya Saito, "The Influence of Explicit Phonetic Instruction on Pronunciation in EFL Settings: The Case of English Vowels and Japanese Learners of English.," *Linguistics Journal* 2, no. 3 (2007): 16.

[32] Kelly Gerald, *How to Teach Pronunciation*(Essex: Pearson Education, 2000), 13.

from teaching a foreign language to others. Teachers should know how to teach their students a foreign language, and understand the techniques for teaching and applying foreign language.

e. Assesing Pronunciation

Based on Brown, he explains the generic description in speaking. Here there are six components of speaking to be scored; grammar, vocabulary, comprehension, fluency, pronunciation, and task. One of them is assessing pronunciation. In this research, the researcher adopted Brown's theory on assessing pronunciation. The criteria of pronunciation assessmenas follow:[33]

Table 2.1 The Criteria of Pronunciation Assessment

Pronounciation	Indicators	Scores
	Errors in pronouncing are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
	Accent, though often quite faulty, is intelligible.	2
	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
	Errors in pronounciation are quite rare.	4
	Equivalent to and fully accepted by educated native speakers.	5

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[33] H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, (New York: Pearson Education, 2004), 172-173.

3. Shadowing Technique

a. Definition of Shadowing Technique

The basic definition of shadowing is a paced, auditory tracking task that involves the immediate vocalization of auditorily presented stimuli.[34] According to Shiki et al, the shadowing technique can be defined as a prompt process of verbal expression repetition, while repeating is an off-line task since it supplies learners with silent pauses to make the sounds.[35] Shiota states that shadowing is a training technique that is used to improve interpreting skills.[36]

Shadowing is a technique of pronunciation practice in the general sense which has been around for many years. It's a bit like listening and repeating the practice, except instead of making the learners listen to a sample speaker and then repeating what they have learned afterward, the learners are expected to imitate the speaker as closely as possible in just a very short time. It ensures that both the model speaker and the learner must speak simultaneously. In general, learners are encouraged to emulate the speech style of the speaker as much as possible, using the same rhythm, stress, intonation, etc. Ironically, shadowing was first popularized in Japan for language learning, where it was already being used as a (somewhat controversial) technique to train simultaneous interpreters. Shadowing shares many properties with mirroring, and these two concepts are often used interchangeably, though they are techniques very distinct. Mirroring includes and does emulation of physical gestures.[37]

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[34] Lambert S, *"Shadowing Meta,"* 37(2), (2012), 266.

[35] Osato Shiki et al., "Exploring Differences between Shadowing and Repeating Practices: An Analysis of Reproduction Rate and Types of Reproduced Words," *ARELE: Annual Review of English Language Education in Japan* 21 (2010): 81–90.

[36] Kazuko Shiota, "The Effectiveness of Shadowing on Students' Psychology in Language Learning," *Journal of Accents Asia* 5, no. 1 (2012): 78.

[37] Jennifer A Foote and Kim McDonough, "Using Shadowing with Mobile Technology to Improve L2 Pronunciation," *Journal of Second Language Pronunciation* 3, no. 1 (2017): 1.

b. The Types of Shadowing

1) Dealing with the speed is full shadowing and slash shadowing.

1. Full shadowing is the audience listens in complete shadow and 140 immediately repeats what the speaker says without delay.

2. Slash shadowing is listener listening and repeating immediately with a pause what the speaker is saying.

2) Based on using a script, shadowing can be classified as direct shadowing and indirect shadowing.

1. Direct shadowing is the listener listens and repeats directly what the speaker says without looking at the script.

2. In-direct shadowing is the listener listens and repeats what the speaker says by looking at the script.[38]

c. The Procedures for Using the Shadowing Technique:

There are several opinions about the steps to do shadowing technique ing learning English:

1) According Murphey

a) Complete shadowing: listeners shadow everything the speaker says.

b) Selective shadowing: listeners select only certain words and phrases to shadow.

c) Interactive shadowing Selective shadowing + listeners add questions and comments from the listeners into the conversation to make it more natural.[39]

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[38] Hamzar , *"The Implementation of Shadowing Technique to Improve Students' Speaking Performance,"* (2014), 139-140.

[39] Tim Murphey, "Exploring Conversational Shadowing," *Language teaching research* 5, no. 2 (2001): 128–155.

2) According Takizawa

a) Listen to the audio: Don't read the text however only listen.

b) Slash reading: Read by slashing, comprehending by chunks, and verify unknown words.

c) Full shadowing: Practice repeatedly till reproducing 70% to 80%

d) Repeating and shadowing: Repeated with the text and shadow after that.

e) Translation: Translating slash by slash.

f) Repeating (reproduction): Repeating, pause by pause.

g) Translation: Translate, pause by pause

h) Delayed shadowing: Shadow, delaying by 3 or 4 words.

i) Contents shadowing: Shadowing, thinking about the meaning.

j) Translating while listening: Listening and translating simultaneously.[40]

3) According to Kadota and Tamai

a) Mumbling: Listeners shadow by focusing not on their pronunciation however on the incoming sounds they are listening to.

b) Synchronized reading: Listeners shadow the audio, reading aloud the script, stimulating every sound and intonation.

c) Prosody shadowing: Listeners try to shadow as they do in the synchronized reading without a script.

d) Content shadowing: Listeners shadow as well as focus on the contents of the speech.[41]

In this research, the researcher adapted Kadota and Tamai's theory. Because this theory is considered to be suitable for the situation and condition of the tenth-

[40] Wahdini, "Shadow-Reading to Generate Students' Reading Comprehension from the Perspective of Student's Motivation," 26–27.

[41] Ibid., 27.

grade students in SMAN 1 Jetis Ponorogo. They need practice in pronunciation and use of learning media they need so that they are interested in learning English.

4) According Kurata

    a) Full shadowing: Listens to input then tries to repeat the auditory input as soon as it is heard.

    b) Slash shadowing: The speaker purposely delivers their speech with pauses between phrases to give the shadower more time to recognize the words.

    c) Silent shadowing: Full shadowing done in the head, subvocalization.

    d) Part shadowing: The shadower picks up the last word or the stressed words and just shadows these.

    e) Parts shadowing + comment: The shadower adds their comment.

    f) Parts shadowing + questions: The shadower adds a question.[42]

d. The Benefits of Using Shadowing Technique

    In learning English in Indonesia, the use of this technique is less familiar; however, in teaching English in Japan this technique has often been applied. Below are some of the benefits of using the shadowing technique obtained by Japanese:[43]

1) Shadowing assists follow the fast speech.

2) Shadowing assists concentrate on listening.

3) Shadowing creates more practice opportunities.

4) Shadowing motivates learners.

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[42] Ibid.

[43] Hisaoka, "On the Use of Shadowing for Improving Listening Ability: Theory and Practice," 13–15.

C. Theoretical Framework

Pronunciation is a very important component of oral communication. Pronunciation is the process of producing sound while reading or speaking. Every teacher desires their students to be able to speak English with good pronunciation. However, most of the students have problems when they learn oral skill (speaking) especially pronunciation. Any factor that can be a problem such as a mother tongue interference, lack of students' motivation to study, teaching technique is not suitable, etc. In learning pronunciation, the role of teachers is like a coach, a speech coach, and a pronunciation coach. The pronunciation coach has the critical role of verifying and guiding modifications of spoken English to desire their students to be able to speak English with good pronunciation. As a good teacher, every teacher must have an approach, method, and technique to teach students.

To solve the problem, In learning pronunciation, many techniques that can be used to teach pronunciation. The teacher can change the pronunciation teaching technique using shadowing. Shadowing technique is a technique used in learning English especially to train students' ability to speak fluently. It can make students more active and fun in producing sound words. Thus fostering student motivation in learning English.

In line with the ideas above, the researcher is attracted to find out the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo. The researcher believes that there are any significant different scores on students' pronunciation who are taught by the shadowing technique. Hence, it will give some impact on their English speaking ability as has been demonstrated in some of the previous research conducted before.

D. Hypothesis

In the process of formulating a research problem, in the case of quantitative research, there are two important considerations: the use of concepts and the construction of hypotheses. According to Gorge J. Mouly, a hypothesis is an assumption whose testability is to be tested based on the compatibility of its implications with empirical evidence and previous knowledge. Therefore quantitative research must have a hypothesis.

The hypothesis in this study as formulation as follows:

Ha : The students who are taught pronunciation using the shadowing technique will show better achievement than those who are taught without using the shadowing technique.

Ho : The students who are taught pronunciation using the shadowing technique will not show better achievement than those who are taught without using the shadowing technique.
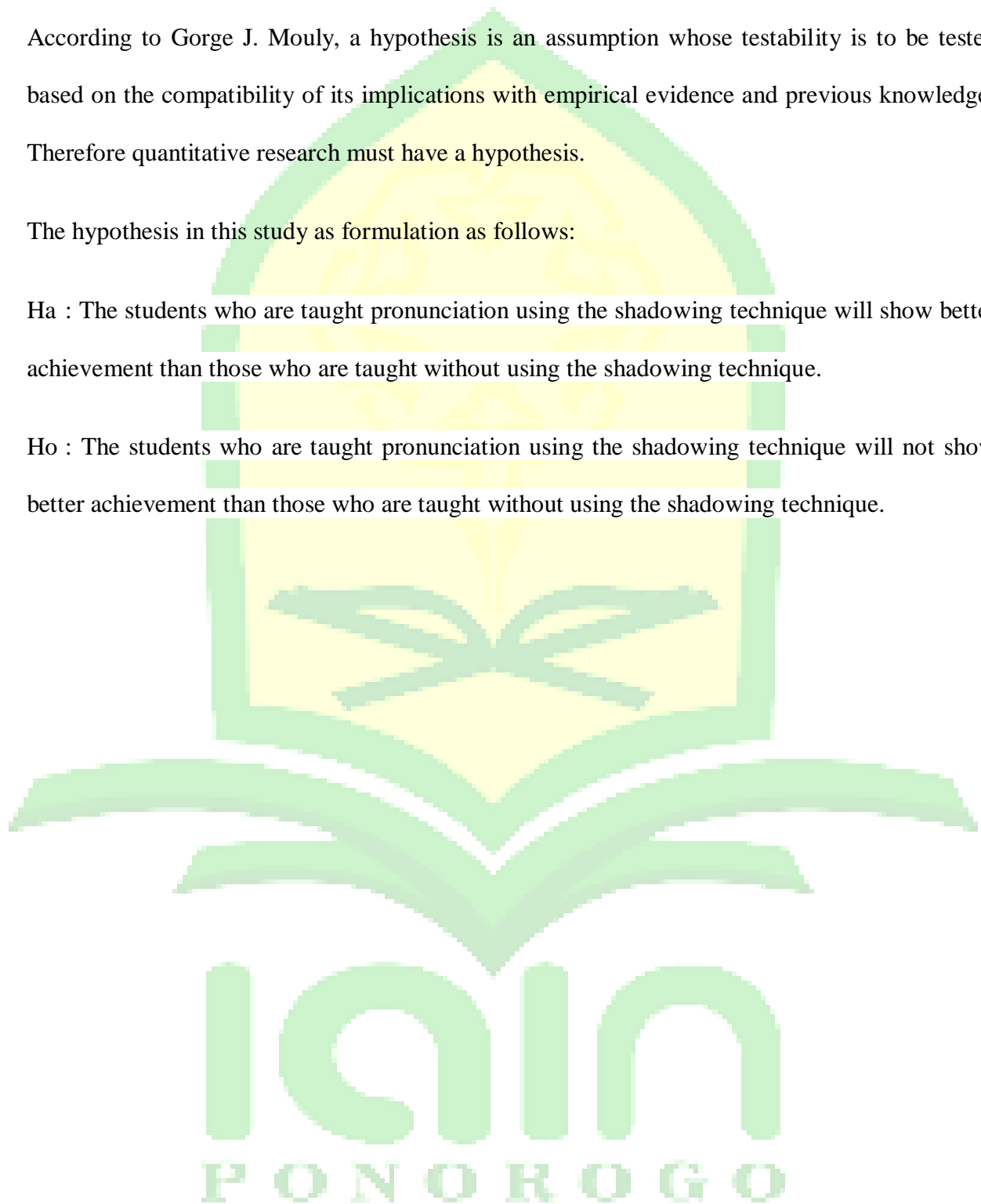
CHAPTER III

RESEARCH METHODS

In this chapter, the researcher discusses the methodology used in conducting this research. The explanation of the detailed methodology in this research is elaborated in several parts. They are research design, population, sample, data collection instrument data collection technique, and data analysis technique.

A. Research Design

A research design is a logic that links the data to be collected (and the conclusions to be drawn to the initial questions of the study.[44] The data may be both numerical and of no numerical nature. If the data is numeric, it is called quantitative research. While non-numerical data is called qualitative research.[45] In this research, the researcher applied a quantitative research design to measure the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo.

Based on the nature of the investigation, research designs in quantitative research can be classified as experimental, non-experimental, and quasi- or semi-experimental.[46] The researcher employed a quasi-experimental for this research. Quasi-experimental designs are used when the researcher does not have control over the assignment of individuals to conditions however can randomly assign whole groups to different treatments.[47] It identifies a comparison group (treatment versus no treatment) that is as similar as possible to the treatment group in terms of

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[44] Wallace, Roberson, and Steckler, *Written and Interpersonal Communication Methods for Law Enforcement*, 19.

[45] Thomas W Lee and Thomas Lee, *Using Qualitative Methods in Organizational Research* (Sage, 1999), 6.

[46] Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners* (Sage Publications Limited, 2019), 37–38.

[47] Marguerite G Lodico, Dean T Spaulding, and Katherine H Voegtle, *Methods in Educational Research: From Theory to Practice*, vol. 28 (John Wiley & Sons, 2010), 32.

baseline (pre-intervention) characteristics.[48] In this research, quasi-experiment research using two classes. There are class control and class experiment.

There are four types of quasi-experiment design: nonrandomized control group, pretest-posttest, counterbalanced, one-group time-series, and control group time-series design.[49] From this statement, the researcher uses a control group, pretest-posttest design. Because in many situations in educational research is not possible to randomly assign subjects to treatment groups. In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. Therefore, the researcher uses groups already organized into classes or other preexisting groups. One of the most commonly used quasi-experimental designs in educational research can be represented as:[50]

Table 3.1 Process of Quasi-Experimental Research

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Notes:

E Group : The experimental group-the group that is given the independent variable treatment.

C Group : The control class-the group does not receive the experimental treatment. It receives a different treatment or no treatment at all.

Y_1 : The dependent variable before the manipulation of the independent variable.

X : The independent variable, which is manipulated by the experimenter.

Y_2 : The dependent variable after the manipulation of the independent variable.

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[48] Howard White and Shagun Sabarwal, *Quasi-Experimental Design and Methods,* (Italy: United Nations Children's Fund (UNICEF), 2014), 1.

[49] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Introduction to Research in Education eighth edition, (Canada: Wadsworth, 2010), 316-322.

[50] Ibid., 316.

Based on the rationalization above, this research employed two classes of the tenth grade of SMAN 1 Jetis Ponorogo. Tenth-grade MIPA 1 became the experimental class whilst tenth-grade MIPA 2 became the control class. The control class and the experimental class are matched as almost as possible. Control class is a class that is taught through the use of the non-shadowing technique, while the experiment class is a class that taught through using shadowing technique. The researcher utilized pre-test and post-test in this research. In the experiment class, a pre-test was utilized to comprehend the pronunciation ability of the students before implementing the shadowing technique and a post-test was utilized to measure the impact of implementing the shadowing technique. Besides that, in control class pre-test and post-test are used to measure the students' pronunciation ability in which didn't train through the use of the shadowing method however conventional learning.

B. Population and Sample

1. Population

The researcher needs to assess the population before performing the study. A population is a collection of elements or cases that correspond to specific criteria, whether persons, phenomena, or events, and to which the researchers aim to generalize the results of the study.[51] The population could be either finite or infinite.[52] It is said that the population is finite if it consists of a fixed number of elements, such that it can be enumerated in its entirety (the population of a region, the number of workers in a factory are examples of finite populations). Although an infinite population is that population in which all of the elements are theoretically impossible to observe, we cannot have any idea about the total number of items (the number of stars in the sky). In this research, the population is the tenth-grade students of SMAN 1 Jetis Ponorogo of the academic 2019/ 2020, which consists of

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[51] James H. Mcmillan, *Educational Research: Fundamental for the Consumer second edition,* (USA: Harper Collins College Publishers, 1996), 85.

[52] C. R Khotari, *Research Methodology: Methods & Techniques,* (India: New Age International Publisher, 2004), 153.

three classes. This population is included in the finite population. The total number of students is 75 students.

2. **Sample**

A sample is a small percentage of a population chosen for observation and analysis. It is a series consisting of a section or subset of the objects or persons of the population which is chosen for the express reason of representing the population.[53] In other definition, the sample can be groups or single of elements, from which data are obtained.[54] To determine the research sample, the researcher must determine a suitable sampling technique.

The sampling technique in this research was cluster random sampling, one of a variety of random/probability sampling techniques in quantitative research. Cluster random sampling is a sampling technique dividing the whole population into groups or clusters and picking a random sample of such clusters.[55] In other words, this sampling technique is a way of taking classes that already exist as a population. Therefore, the cluster random sampling was chosen because the sample taken for the study was a group of students that had been formed except the intervention of the researcher. It means that the researcher uses the classes that have been formed at the school.

Further, the implementation of the cluster random sampling technique in this study was decided as an effective way to give the same opportunity for all classes. To make sure that all classes in the population had an equal chance to be chosen as the sample, then, a lottery method was applied. The lottery was given twice. From the lottery technique, the result of the first lottery indicated that X MIPA 1 and X MIPA 2 were chosen as the sample of the study. Meanwhile, the second lottery indicated that X MIPA 1 as the experimental group which was taught by using the shadowing technique and X MIPA 2 as the control

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[53] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: tools and techniques,* (Bridge Center, 2015), 43

[54] James H. Mcmillan, *Educational Research: Fundamental for the Consumer second edition,* (USA: Harper Collins College Publishers, 1996), 86.

[55] E. Dhivyadeepa, *Sampling Technique in Educational Research,* (India: Laxmi Book Publication, 2015), 80.

group which was taught by using the conventional technique. The number of samples was 51 students. There were 25 students in X MIPA 1 and 26 students in X MIPA 2.

C. Data Collection Instrument

A researcher requires many facts – gathering tools or instruments. Anything that becomes a means of collecting data for the research is referred to as a research tool or a research instrument.[56] Each instrument is suitable for the collection of a certain type of information. For example questionnaires, interviews, schedules, observation techniques, rating scales, and tests.[57]

This research uses test instruments in data collection. Tests are the tools of measurement and it guides the researcher in data collection and additionally in evaluation.[58] Test additionally referred to assessments, an instrument that is designed to assess what participants or does physically and or mentally.[59] The researcher applied a set of tests: pre-test and post-test. Here, a pretest was given before teaching pronunciation by using the shadowing technique, and the post-test was given after doing treatment (teaching pronunciation by using the shadowing technique).

The test additionally used to analyze whether any significant distinction in students taught shadowing strategies on pronunciation ability and students taught except through shadowing technique on pronunciation in SMAN 1 Jetis Ponorogo.

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[56] Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 41.
[57] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: tools and techniques,* (Bridge Center, 2015), 57.
[58] Ibid.
[59] Fred L Perry, Joe D. *Nichols, Understanding Research In Education: Become a Discerning Consumer,* (New York: Routledge, 2015), 131.

Table 3.2 Instruments of Data Collection

Research Title	Variables	Sub Variables	Indicators	Subjects	Techniques
The Effectiveness of Shadowing Technique on Students' Pronunciation at The Tenth Grade Students of SMAN 1 Jetis Ponorogo.	Shadowing technique (X) (Independent Variable)	1. Procedures of Shadowing Technique	1.1 The teachers provide learning media for the application of shadowing techniques. 1.2 The teacher provides audio material and transcripts that are used to practice pronunciation using the shadowing technique. 1.3 The students practice pronunciation by using shadowing technique.	The students of X MIPA 1	

		2. The Advantage of Using Shadowing Technique	2.1 Shadowing helps students speak fluently. 2.2 Shadowing helps students concentrate on listening. 2.3 Shadowing provides more opportunities for students to practice directly. 2.4 Shadowing motivates students.		Observation
	Students' Pronunciation (Y) (Dependent Variable)	1. Aspects of Good Pronunciation	1.1 Intelligibility: pronounced of the whole text and its parts are heard clearly or not causing misunderstanding. 1.2 Fluency: pas a whole of text can be pronounced fluently. 1.3 Accuracy: words and parts of the text are pronounced accurately. 1.4 Native-like: pronounced of	The students of X MIPA 1 and MIPA 2	Subjective test

			the whole text and its parts are pronounced like native speakers.		

In this research, the researcher measured the validity of the test by trying out different classes that were not used as a research sample. Try out a test that is given to tenth-grade students of IPS. There were 24 students as the respondent of the test. They had to complete the test, consisting of 75 items about pronunciation materials, in 45 minutes. After a tryout test, the researcher conducts a reliability and validity test. Reliability and validity is a statistical technique for identifying these qualities in the test.[60]

D. Data Collection Technique

The data collection technique used to test. A test, in simple terms, is a method of measuring the ability, expertise, or output of a individual within a given domain.[61] A test has to focus on very specific competencies or goals. When a test does not specify a measuring method, a way of offering any kind of result to the test taker, then that technique cannot be specified properly as a test.[62] For example, a test of pronunciation might well be a test of only a limited set of phonemic pairs.

In this research, the test is used to test students' pronunciation. To be able to collect that data, the researcher applied to a set of tests: pre-test and post-test. The use of pretest and posttest is usually used in experimental and quasi-experimental research.[63] A pre-test in quasi-experimental research involves obtaining a pretest measure of the outcome of interest before administering some treatment.[64] The purpose is to identify problems that the potential

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[60] Sharon A. Shrock and William C. Coscarelli, *Criterion Referenced Test Development: Technical and Legal Guidelines for Corparate Training 3rd Edition,* (US: Pfiffer, 2008), 18.

[61] H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, (New York: Pearson Education, 2004), 3.

[62] Ibid

[63] Neil J. Salkind, *Encyclopedia of Research Design,* (USA: Sage Publications, 2010), 1086.

[64] Ibid

respondents might have in either understanding or interpreting a test.[65] While post-test is a test that is done after getting treatment.

To find out the quality of the instrument, the researcher must measure the test validity and reliability.

1. **Reliability Test**

A Reliable test is consistent and dependable. If the teacher gives the same test to the same student or matches the student on two different occasions, the best should yield a similar result.[66] It means that the reliability of the instrument is needed to make sure that the instrument can be consistent if used at other times.

In this case, the researcher made a test consisting of seventy-five things regarding pronunciation materials before the researcher researches this study, and the researcher tried it out to 25 students to understand how good the instrument's reliability is. The researcher used version SPSS 21.0 to account for the collected data. And the researcher knows whether or not this test has reliability. The result of computing can be viewed below:

Table 3.3 The Result of Reliability Test

Cronbach's Alpha	N of Items
0,957	75

Based on the table above, it demonstrated the reliability of Cronbach's alpha is 0.957. The value of Cronbach's alpha can be interpreted as follow:

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[65] Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 150.

[66] H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, (New York: Pearson Education, 2004), 20.

Table 3.4 Cronbach's Alpha Interpretation

Cronbach's Alpha Interpretation	
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41- 0, 60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be concluded that the instrument of this research was in the category of reliable because of $0.81 < 0.957 < 1.00$

2. Validity Test

A secret to a successful study is validity. This is defined as the degree to which the investigator calculated what he set out to measure.[67] According to Neil J. Salkind, He said that the relationship between reliability and validity is clear and easy to understand: a test can be reliable but not true, but a test can not be true unless it is reliable first.[68] Therefore, the researcher verified the validity of the instrument in SMAN 1 Jetis Ponorogo, however in a different class that was not made for research and the total respondents were 25 students of tenth grade.

Validity of the calculated item instruments to seventy five items about pronunciation material, there were fifty two items about which declared valid are the item number; 1, 3, 5, 6, 8, 9, 10, 12, 14, 16, 18, 19, 20, 21, 23, 28, 29, 30, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 44, 46, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 70, 71, 73. The calculation result of data validity, as follow:

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[67] Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 166.
[68] Salkind, *Exploring Research "Eight Edition"*, 127.

Table 3.5 The Result of Validity Test

Item	Pearson Correlation	Sig. (2-tailed)	R Table	Conclusion
1	0,414	0,04	0,396	Valid
2	0,226	0,276	0,396	Not valid
3	0,76	0	0,396	Valid
4	0,064	0,762	0,396	Not valid
5	0,76	0	0,396	Valid
6	0,935	0	0,396	Valid
7	-0,033	0,876	0,396	Not valid
8	0,433	0,031	0,396	Valid
9	0,935	0	0,396	Valid
10	0,935	0	0,396	Valid
11	-0,086	0,682	0,396	Not valid
12	0,524	0,007	0,396	Valid
13	A		0,396	Not valid
14	0,935	0	0,396	Valid
15	0,358	0,079	0,396	Not valid
16	0,935	0	0,396	Valid
17	A		0,396	Not Valid
18	0,935	0	0,396	Valid
19	0,935	0	0,396	Valid
20	0,55	0,794	0,396	Valid
21	0,658	0	0,396	Valid
23	0,935	0	0,396	Valid
24	0,335	0,101	0,396	Not valid
25	A		0,396	Not valid
26	0,313	0,127	0,396	Not valid
27	0,357	0,08	0,396	Not valid
28	0,935	0	0,396	Valid

Item	Pearson Correlation	Sig. (2-tailed)	R Table	Conclusion
29	0,935	0	0,396	Valid
30	0,935	0	0,396	Valid
31	A		0,396	Not valid
32	0,935	0	0,396	Valid
33	0,619	0,001	0,396	Valid
34	A	0	0,396	Not valid
35	0,671	0	0,396	Valid
36	0,422	0,036	0,396	Valid
37	0,935	0	0,396	Valid
38	0,645	0	0,396	Valid
39	0,935	0	0,396	Valid
41	0,935	0	0,396	Valid
42	0,935	0	0,396	Valid
43	0,381	0,06	0,396	Not valid
44	0,935	0	0,396	Valid
45	0,325	0,113	0,396	Not valid
46	0,671	0	0,396	Valid
47	0,253	0,223	0,396	Not valid
48	0,35	0,087	0,396	Not valid
49	0,935	0	0,396	Valid
50	0,935	0	0,396	Valid
51	0,631	0,001	0,396	Valid
52	0,632	0,001	0,396	Valid
53	0,213	0,307	0,396	Not valid
54	0,419	0,037	0,396	Valid
55	0,62	0,001	0,396	Valid
56	0,46	0,021	0,396	Valid
57	0,935	0	0,396	Valid

Item	Pearson Correlation	Sig. (2-tailed)	R Table	Conclusion
59	0,935	0	0,396	Valid
60	0,325	0,113	0,396	Not valid
61	0,935	0	0,396	Valid
62	0,935	0	0,396	Valid
63	0,935	0	0,396	Valid
64	0,524	0,007	0,396	Valid
65	0,35	0,087	0,396	Not valid
66	0,493	0,012	0,396	Valid
67	0,506	0,01	0,396	Valid
68	0,546	0,005	0,396	Valid
69	0,632	0,001	0,396	Valid
70	0,935	0	0,396	Valid
71	0,696	0	0,396	Valid
72	0,295	0,153	0,396	Not valid
73	0,671	0	0,396	Valid
74	0,339	0,097	0,396	Not valid
75	0,419	0,037	0,396	Valid

E. Data Analysis Technique

The next step to be completed by the researcher is to analyze the data. This research is a kind of quantitative research. Quantitative research is equal to numerical data. Because the data is quantitative, the data analysis technique uses statistics. Statistics are the physique of mathematical techniques or methods for gathering, describing organizing, and decoding numerical data.[69] The statistics have got a special position in research because they provide

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[69] Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International Publishers , 2006), 224.

answers to the problems. There are two types of statistics: descriptive statistics and inferential statistics.[70]

The researcher used inferential statistics to realize the objectives of the analysis. The use of inferential statistical analysis when the researcher was trying to understand a relationship and either generalize or predict based on this understanding. The inferential statistics may be in the analysis of variance. The z or t-tests are used to determine whether there was any significant distinction between the means of two random samples.[71] The technique of data analysis in this research is the t-test.

For analysis of variance, the population distributions are assumed to be homogeneity.[72] Therefore, before testing the data by using a t-test, the data must fulfill the assumption in which the data must be homogenous.

1. **Homogeneity Test**

Homogeneity of variance is the assumption that the population for the dependent variable has equal variances. That is, the degree to which the scores are spread out around the mean is the same in the populations represented by the groups in the study. Several tests can be used for equality of variances including; the F test, Levene's tests, Berletts's test, Count-five test, and computer-intensive test (Bootstrap test and Permutation test). This research uses Levene's test by SPSS to determine the homogeneity of the two sample groups.

[70] Stuart MacDonald & Nicola Headlam, Research Methods Handbook: Introductory guide to research methods for social research, 24.

[71] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: tools and techniques,* (Bridge Center, 2015), 73.

[72] Frederick J Gravetter, Larry B Wallnau, Essentials of Statistics for The Behavioral Sciences, (USA: Thomson Wasdworth, 2008), 472.

The hypotheses for testing normality are:

a. H0 : Data are homogeneous (the population variances of groups 1 and 2 are equal).

b. Ha : Data is not homogeneous (the population variances of groups 1 and 2 are not equal).

The critic area is in which H0 is rejected when the significance value is lower than 0.05 ($\alpha = 5\%$). The analysis is as follows:

Table 3.6 The Result of Homogeneity Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ENGLISH LANGUAGE SKILLS	Equal variances assumed	2,904	,095	1,315	48	,195	,80000	,60828	-,42302	2,02302
	Equal variances not assumed			1,315	43,659	,195	,80000	,60828	-,42617	2,02617

Based on the results, the researcher can state the following:

a. The significance value of the calculation using SPSS is 0.095

b. The significance value is more than 0.05 (sig.= 0.095, sig > 0.05).

Therefore, it can be concluded that the null hypothesis is accepted. There is equal in English language skills between the tenth-grade student of MIPA 1 and 2.

2. T-test

T-test assesses whether the means of two groups are statistically different from each other.[73] This analysis is appropriate whenever the researcher desires to compare the means of two groups. This research will calculate to measure the test by SPPS Program 21. Inferential statistics are more often analyzed in specialist statistical packages such as SPSS. Because SPSS provides greater functionality compared to Excel.

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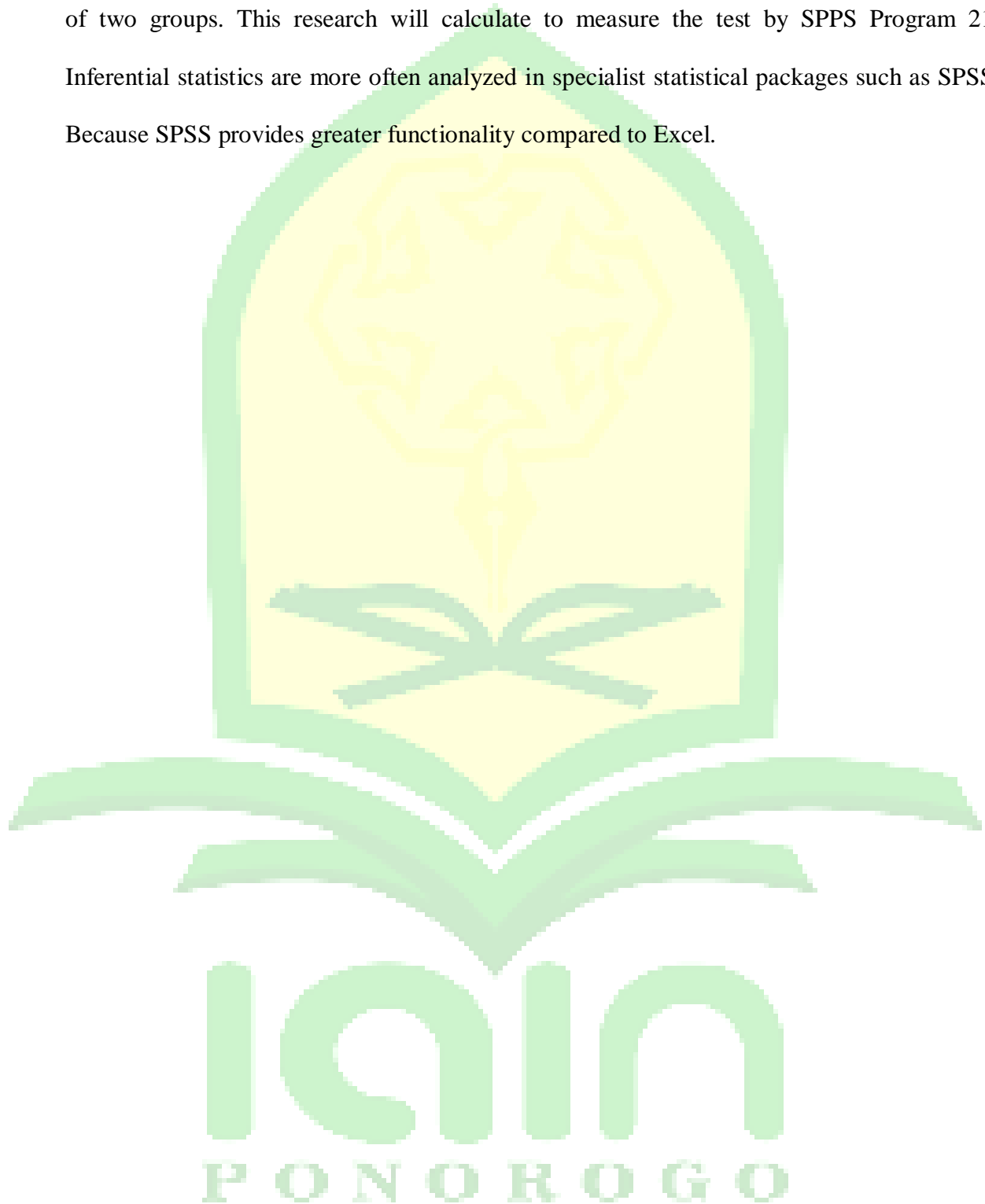
[73] Stuart MacDonald & Nicola Headlam, Research Methods Handbook: Introductory guide to research methods for social research, 29.

CHAPTER IV

RESEARCH RESULTS

In this chapter, the research report on research location, data description, data analysis, discussion, and interpretation.

A. Research Location

1. General Location

The researcher researched SMAN 1 Jetis Ponorogo. It is placed at Sukowati Street, Kutuwetan Village, Jetis District, Ponorogo Regency, and East Java Province. SMAN 1 Jetis Ponorogo was first constructed in the Jetis area. It was constructed by Ponorogo Government in 2004. In 2005, it ought to construct it is own construction in Kutuwetan Village. In 2006, its enhancement had fast progress. It ought to construct four new classrooms and 1 exact laboratory. In 2007, SMAN 1 Jetis Ponorogo ought to build a computer laboratory and a library. Now, SMAN 1 Jetis Ponorogo continues to improve itself and aligned with another school in the city of Ponorogo. The reason for choosing this school is due to the fact the researcher has recognized the students' situation of the SMAN 1 Jetis Ponorogo. This research was conducted from 10 February 2020 until 27 February 2020.

There are 194 students of SMAN 1 Jetis Ponorogo from the academic year 2019/2020. It is divided into three grades: tenth grade, eleventh grade, and twelfth grade. The total number of tenth-grade students is 76, the eleventh-grade college students are 54, and the twelfth-grade students are 64 while the total entire teachers in SMAN 1 Jetis Ponorogo are 24 teachers. All of the teachers instruct based on their qualification of education. Besides that, there are 7 people as staff and others in SMAN 1 Jetis Ponorogo.

The facilities are an essential element that determines the success of the instructing and learning process. The adequate facilities will make the teaching and learning technique

go easily therefore that the expected result can be reached. SMAN 1 Jetis Ponorogo has some school facilities to help the learning process. They are 9 spaces classroom, an area computer laboratory, a headmaster room, 3 exact laboratories, a teacher's room, a mosque, an administration room, a healthy room, and a library.

2. **The Vision and Mission of SMAN 1 Jetis Ponorogo**
   a. The Vision of SMAN 1 Jetis Ponorogo

   Producing graduation that becomes piety, civilized persons, cultured, scientist, independent persons, and have a global vision.

   b. The Mission of SMAN 1 Jetis Ponorogo

   1) To create the belief and loyalty to the God the Only One
   2) To create respect attitude and respectful to the parents, teacher, and society.
   3) To create the ability to develop a culture of learning for self-empowerment.
   4) To create logical, critical, creative, innovative thinking ability and knowledge and technology improvement.

3. **Organizational Structure**

   The organization structure of SMAN 1 Jetis Ponorogo as follows:

   a. Headmaster : Drs. H. Mukh. Aslam Ashuri, M.M.
   b. Administrator : Heru Budi C
   c. Deputy of Curriculum : Sri Murdiati, S.Pd.
   d. Deputy of Students : Siti Rohmatin, S.Pd.
   e. Deputy of Public Relation : Maryadi, S.Pd
   f. Deputy of Class of Guardian : Drs. Zaenal Fanani, S.Pd.

B. Data Description

In this description, to get the data the researcher conducted by giving a test about the narrative text to measure students pronunciation abilities. The researcher has two groups of the tenth grade students at SMAN 1 Jetis Ponorogo which the researcher gives a test. The two classes divide into Experiment class and Control class. Every class will getting pre-test and post-test. The students of Control class just read the narrative text without using shadowing technique. While in the Experiment class, the students get treatment by using shadowing technique. It means that, there are pre-test score before by using Hollywood Squares Review Technique and post-test score after by using Hollywood Squares Review Technique. The researcher findings in the research are explained bellow:

1. The Schedule of Treatment

This research was conduct in February 2020. The schedule for Experiment and Control class can be seen in the table below:

Table 4.1 Experimental Class Schedule

Date	Activities
10 February 2020	Pre-test
17 February 2020	First treatment
24 February 2020	Second treatment and post-test

Table 4.2 Control Class Schedule

Date	Activities
13 February 2020	Pre-test
20 February 2020	First treatment
27 February 2020	Second treatment and post-test

2. Procedure of Experimental Class

In the experimental class, the number of students in this class was 25 students. In this class the researcher taught the students using shadowing technique. Before the researcher taught using shadowing technique, the 25 students were given pre-test. The

form test was reading narrative text. The students were given pre-test to make them in the same condition or homogeneity before beginning the research.

Secondly, the first treatment of shadowing technique, the researcher introduced and explained about shadowing technique to the students. Then the researcher also gave the example about shadowing technique. After the students understood about shadowing technique, the reseaecher requested all students to practice pronuncing English words in the narrative text by using shadowing technique.

The next meeting, the researcher still did treatment in this class. The researcher requested again all students to practice pronuncing by using shadowing technique, until the students are able to master the pronunciation of each word in the narrative text. After that the researcher gave post-test to them. It used to measure whether the shadowing technique is success or not in teaching reading. The data can be seen as follows:

a. **The Result Students' Pre-Test in Experimental Class**
    The table below demonstrates the scores of the pre-test taught before using the shadowing technique.

Table 4.3 The Scores of Pre-Test of Experimental Class

No.	Name	Scores of Pre-Test
1	AFIFAH WARDATUN NAZIAH	72
2	ANDRE PRASETIAWAN	71
3	ANI SRI LESTARI	70
4	ARDY ABEL SAPUTRA	78
5	ASTI AULIA A	75
6	AZA ROSIDA	73
7	AZZURA NASMIA SYAHIN	72
8	DESI OKTAVIA MARGIANITA	75

| No.	Name	Scores of Pre-Test
9	DESY OLAVIA MARIYANTI	75
10	FUAD NUR AINIA	73
11	GUMELAR SURYO PRAYOGO	80
12	IKA FEBRIANTI	80
13	IMA NUR AZIZAH	71
14	INDAH SRI FATIMAH	75
15	IRFIANA DINTA	78
16	LAUNDRI ADI SUSANTO	68
17	NABILA INDRI WULAN A.	75
18	NADILA FITRIANA	75
19	NAVALIA LINDA AGUSTIN	73
20	NUR ISHMAT PRIANDI	80
21	RANI NURRENZA INTIBA A.	75
22	RENI PUTRI EKA W	75
23	RIDHO HARI CAHYANTO	65
24	YOGA ROMADHONA	65
25	YUNITA DWI LESTARI	80

Based on data obtained from oral test to 25 students indicated that the highest scores were 80; four students got the highest and the lowest scores were 65; two students got the lowest scores. The frequency distribution of pre-test of experiment class scores can be seen clearly on the following table:

Table 4.4 Frequency Distribution of Pre -Test of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	8.0	8.0	8.0
	68	1	4.0	4.0	12.0
	70	1	4.0	4.0	16.0
	71	2	8.0	8.0	24.0
	72	2	8.0	8.0	32.0
	73	3	12.0	12.0	44.0
	75	8	32.0	32.0	76.0
	78	2	8.0	8.0	84.0
	80	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

From the table above, it could be seen that the scores of students in pronunciation were varied. There were 8% or 2 students who obtained the scores 65, 4% or a student obtained the scores 68, 4% or a student obtained the scores 70, 8% or 2 students obtained the scores 71, 8% or 2 students obtained the scores 72, 12% or 3 students obtained the scores 73, 32% or 8 students obtained the scores 75, 8% or 2 students obtained the scores 78, 16% or 4 students obtained the scores 80. Based on the table above, the histogram can be seen as follow:
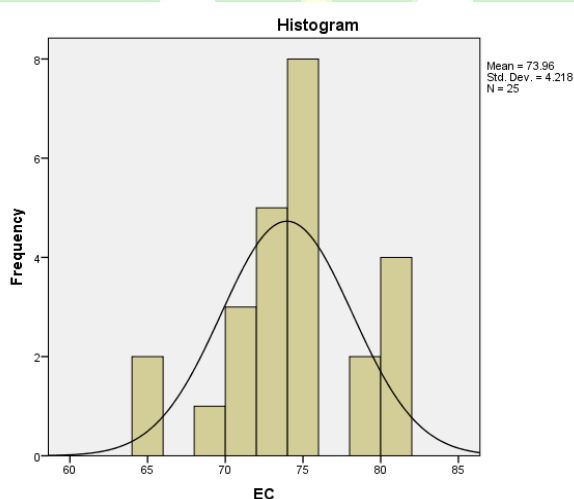
Figure 4.1 The Histogram of Pre -Test of Experiment Class

From the histogram above, it is stated Mean = 73.96 and Standard Deviation = 4.218. To determine the category of the student's pronunciation ability was good, medium, or low, the researcher grouped scores using the standard as follows:

1) More than M + 1. SD (73.96 + 4.218 = 78.178) is categorized into good.

2) Between M – 1. SD (73.96 - 4.218 = 69.742) to M + 1.SD (73.96 + 4.218 = 78.178) is categorized into medium.

3) Less than M- 1.SD (73.96 - 4.218 = 69.742) is categorized into low.

This can be seen that the scores which are more than 78 are considered into good, the scores between 70 - 78 are categorized into medium, while the scores which are less than 70 are categorized into low. That the categorization can be seen in the following

Table 4.5 The Categorization of Pre –Test in Experimental Class

No.	Scores	Frequency	Percentage	Category
1.	More than 78	4	16%	Good
2.	Between 70-78	18	72%	Medium
3.	Less than 70	3	12%	Low
	Total	25	100%	

From the categorization above can be seen that the students' pronunciation scores demonstrated that 16% in the good category, 72% in a medium category, and 12 % in a low category.

b. The Result Students' Post-Test in Experimental Class

The table below demonstrated the scores of the post-test of students after taught by using the shadowing technique.

Table 4.6 The Scores of Post-Test of Experimental Class

No.	Name	Scores of Post Test
1	AFIFAH WARDATUN NAZIAH	90
2	ANDRE PRASETIAWAN	80
3	ANI SRI LESTARI	85
4	ARDY ABEL SAPUTRA	88
5	ASTI AULIA A	85
6	AZA ROSIDA	80
7	AZZURA NASMIA SYAHIN	82
8	DESI OKTAVIA MARGIANITA	80
9	DESY OLAVIA MARIYANTI	83
10	FUAD NUR AINIA	80
11	GUMELAR SURYO PRAYOGO	90
12	IKA FEBRIANTI	87
13	IMA NUR AZIZAH	85
14	INDAH SRI FATIMAH	85
15	IRFIANA DINTA	83
16	LAUNDRI ADI SUSANTO	80
17	NABILA INDRI WULAN A.	88
18	NADILA FITRIANA	87
19	NAVALIA LINDA AGUSTIN	86
20	NUR ISHMAT PRIANDI	90
21	RANI NURRENZA INTIBA A.	88
22	RENI PUTRI EKA W	86

No.	Name	Scores of Post Test
23	RIDHO HARI CAHYANTO	79
24	YOGA ROMADHONA	79
25	YUNITA DWI LESTARI	90

Based on data obtained from oral test to 25 students indicated that the highest scores were 90; four students got the highest and the lowest scores were 79; two students got the lowest scores. The frequency distribution of the post-test of experiment class scores can be seen clearly on the following table.

Table 4.7 Frequency Distribution of Post -Test of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	79	2	8.0	8.0	8.0
	80	5	20.0	20.0	28.0
	82	1	4.0	4.0	32.0
	83	2	8.0	8.0	40.0
	85	4	16.0	16.0	56.0
	86	2	8.0	8.0	64.0
	87	2	8.0	8.0	72.0
	88	3	12.0	12.0	84.0
	90	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

From the table above, could be seen that the scores of students in pronunciation were varieties. There were 8% or 2 students got the scores 79, 20% or 5 students got the scores 80, 4% or a student got the scores 82, 8% or 2 students got the scores 83, 16% or 4 students got the scores 85, 8% or 2students got the scores 86, 8% or 2 students got the scores 87, 12% or 3 students got the scores 88, 16% or 4 students got the scores 90. Based on the table above, the histogram can be seen as follow:
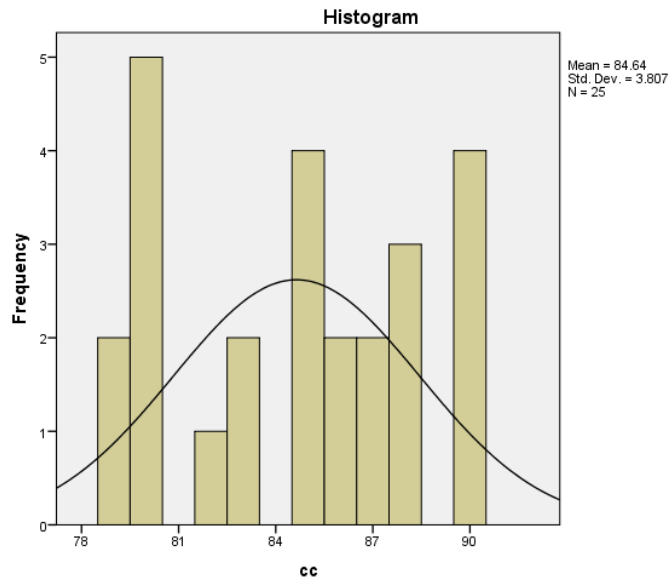
Figure 4.2 The Histogram of Post -Test of Experiment Class

From the histogram above, it is stated Mean = 84.64 and Standard Deviation = 3.807. To determine the category of the student's pronunciation ability was good, medium, or low, the researcher grouped scores using the standard as follows:

1) More than M + 1. SD (84.64 + 3.807= 88.447) is categorized into good.

2) Between M – 1. SD (84.64 - 3.807= 80.833) to M + 1.SD (84.64 + 3.807= 88.447) is categorized into medium.

3) Less than M- 1.SD (84.64 - 3.807= 80.833) is categorized into low.

This is can be seen that the scores which are more than 88 are considered into good, the scores between 81 - 88 are categorized into medium, while the scores which are less than 88 are categorized into low. That the categorization can be seen in the following:

Table 4.8 The Categorization of Post –Test in Experiment Class

No.	Scores	Frequency	Percentage	Category
1.	More than 88	4	16%	Good
2.	Between 81-88	17	56%	Medium
3.	Less than 81	7	28%	Low
	Total	25	100%	

From the categorization above can be seen that the students' pronunciation scores demonstrated that 16% in the good category, 56% in a medium category, and 28% in a low category.
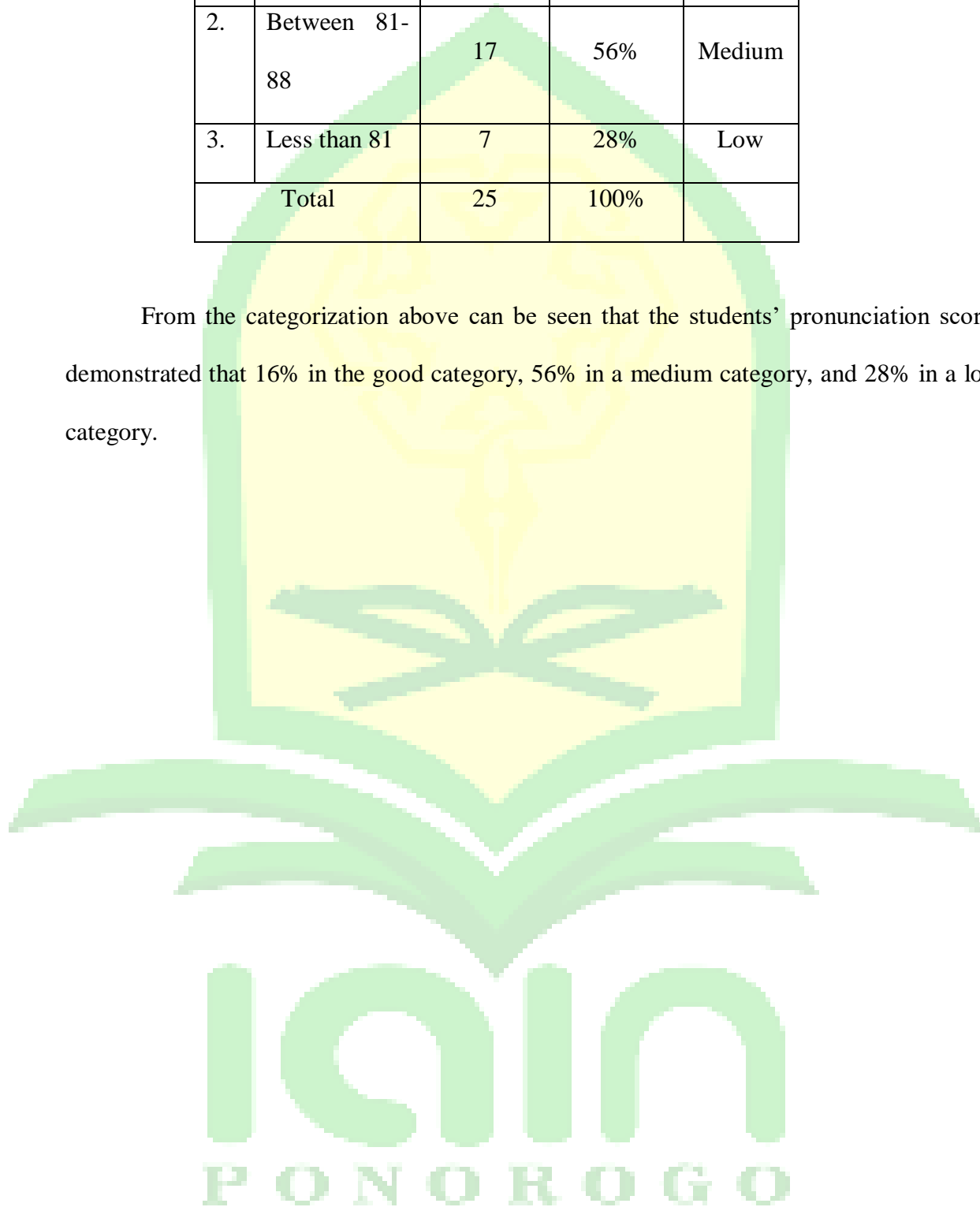
3. Procedure of Control Class

This research takes X MIPA 2 as control class which applying conventional learning such us: using traditional technique, directing the students to read aloud, and completing written exercises related to the reading text. It is trying to make teaching and learning process naturally, so the result of students describes the capability of the students truly. The number of this class was 24 students. In the first meeting, the researcher gave pre-test to the students. The form test was reading from the narrative text.

The second meetings, the researcher started from explanation about the narrative text. Then the researcher asked the students to analyses the words in the text that students feel difficult in pronuncing. After that the researcher gave feedback and example how to pronouncing correctly. Next the researcher requested the students to repeat pronunciation after the researcher.

The last meeting, the researcher reviewed the material of narrative text, then asked them to do post test. The data can be seen as follows:

a. The Result Students' Pre-Test in Control Class

The table below demonstrates the scores of the pre-test of students in the control class.

Table 4.9 The Scores of Pre-Test of Control Class

No.	Name	Scores of Pre Test
1	AGUSTIN DWI NILASARI	68
2	AHMAD MUJJAYIN ROSID	65
3	ALFINO DIAN ROFITA	80
4	BAGUS AJI TRI PRAYOGO	70
5	DESI SUSILO RAHAYU	75
6	DEVILIA DWI PRATIWI	70
7	DIAH AYU RAHMAWATI	75
8	DIAH EMI WIDYANINGSIH	78
9	DYAH FAUZIAH PUTRI	80
10	FITRI ARIYANI	72

No.	Name	Scores of Pre Test
11	JEMADI	73
12	LAILA ANANDA TRI YULIANA	75
13	MOCHAMAD HASAN R.	78
14	NADILA RAHMAWATI	73
15	NUR LAILI RAHMAWATI	71
16	OKTA TRIWAHYUNI	76
17	REFI MARETA	72
18	RIA AYU MULYANINGTYAS	75
19	RISA WULANDARI	68
20	SALSABILA LUSYSIA R. A.	76
21	SELVI FITRI ANINGTIAS	78
22	SINDI KARMILA	80
23	SITI SAUDAH	70
24	TRIA PUSPITASARI	80
25	WIDYA FARADILLA	78
26	JAMUS KUNTO PURNOMO	75

Based on data obtained from oral test to 26 students indicated that the highest scores were 80; four students got the highest and the lowest scores were 65; there was only one student who got the lowest scores. The frequency distribution of the pre-test of control class scores can be seen clearly on the following table.

Table 4.10 Frequency Distribution of Pre-Test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.8	3.8	3.8
	68	2	7.7	7.7	11.5
	70	3	11.5	11.5	23.1
	71	1	3.8	3.8	26.9
	72	2	7.7	7.7	34.6
	73	2	7.7	7.7	42.3
	75	5	19.2	19.2	61.5
	76	2	7.7	7.7	69.2
	78	4	15.4	15.4	84.6
	80	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

From the table above, could be seen that the scores of students in pronunciation were varieties. There were 3.8% or 1 student got the scores 65, 7.7% or 2 students got the scores 68, 11.5% or 3 students got the scores 70, 3.8% or 1 students got the scores 71, 7.7% or 2 students got the scores 72, 7.7% or 3 students got the scores 71, 32% or 2 student got the scores 72, 8% or 2 student obtain the scores 73, 19.2% or 5 students obtain the scores 75, 7.7% or 2 student obtain the scores 76, 15.4% or 4 student obtain the scores 78, 15.4% or 4 students obtain the scores 80. Based on the table above, the histogram can be seen as follow.
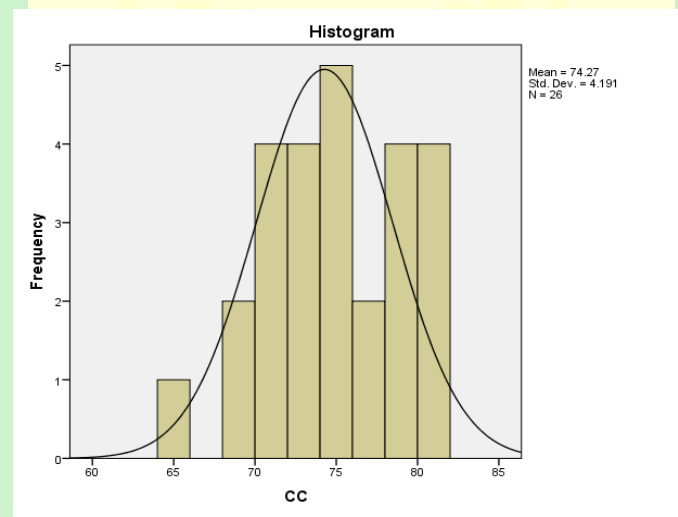
Figure 4.3 The Histogram of Pre -Test of Control Class

From the histogram above, it is stated Mean = 74.27 and Standard Deviation = 4.191. To determine the category of the student's pronunciation ability was good, medium, or low, the researcher grouped scores using the standard as follows:

1) More than M + 1. SD (74.27 + 4.191= 78.461) is categorized into good.

2) Between M – 1. SD (74.27 - 4.191= 70.079) to M + 1.SD (74.27 + 4.191= 78.461) is categorized into medium.

3) Less than M- 1.SD (74.27 - 4.191= 70.079) is categorized into low.

This is can be seen that the scores which are more than 78 are considered into good, the scores between 70 - 78 are categorized into medium, while the scores which

are less than 70 are categorized into low. That the categorization can be seen in the following:

Table 4.11 The Categorization of Pre –Test in Control Class

No.	Scores	Frequency	Percentage	Category
1.	More than 78	3	11.5%	Good
2.	Between 70-78	20	77%	Medium
3.	Less than 70	3	11.5%	Low
	Total	26	100%	

From the categorization above can be seen that the students' pronunciation scores demonstrated that 11.5% in the good category, 77% in a medium category, and 11.5% in a low category.

b. The Result Students' Post-Test in Control Class

The table below demonstrates the scores of the post-test of students in the control class.

Table 4.12 The Scores of Post-Test of Control Class

No.	Name	Scores of Post Test
1	AGUSTIN DWI NILASARI	70
2	AHMAD MUJJAYIN ROSID	72
3	ALFINO DIAN ROFITA	78
4	BAGUS AJI TRI PRAYOGO	78
5	DESI SUSILO RAHAYU	75
6	DEVILIA DWI PRATIWI	72
7	DIAH AYU RAHMAWATI	75
8	DIAH EMI WIDYANINGSIH	76
9	DYAH FAUZIAH PUTRI	75
10	FITRI ARIYANI	75
11	JEMADI	77
12	LAILA ANANDA TRI YULIANA	76

| No.	Name	Scores of Post Test
13	MOCHAMAD HASAN R.	75
14	NADILA RAHMAWATI	72
15	NUR LAILI RAHMAWATI	71
16	OKTA TRIWAHYUNI	77
17	REFI MARETA	76
18	RIA AYU MULYANINGTYAS	74
19	RISA WULANDARI	73
20	SALSABILA LUSYSIA R. A.	76
21	SELVI FITRI ANINGTIAS	74
22	SINDI KARMILA	78
23	SITI SAUDAH	72
24	TRIA PUSPITASARI	78
25	WIDYA FARADILLA	79
26	JAMUS KUNTO PURNOMO	76

Based on data obtained from oral test to 26 students indicated that the highest scores were 79; there was only one student who got the highest and the lowest scores were 70; there was only one student who got the lowest scores. The frequency distribution of the post-test of control class scores can be seen clearly on the following table.

Table 4.13 Frequency Distribution of Post -Test of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.8	3.8	3.8
	71	1	3.8	3.8	7.7
	72	4	15.4	15.4	23.1
	73	1	3.8	3.8	26.9
	74	2	7.7	7.7	34.6
	75	5	19.2	19.2	53.8
	76	5	19.2	19.2	73.1
	77	2	7.7	7.7	80.8
	78	4	15.4	15.4	96.2
	79	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

From the table above, could be seen that the scores of students in pronunciation were varieties. There were 3.8% or 1 student got the scores 70, 3.8% or a student got the scores 71, 15.4% or 4 students got the scores 72, 3.8% or a student got the scores 73, 7.7% or 2 students got the scores 74, 19.2% or 5 students got the scores 75, 19.2% or 5 students got the scores 76, 77% or 2 students got the scores 77, 15.4% or 4 students got the scores 78, 3.8% or a student obtain the scores 79. Based on the table above, the histogram can be seen as follow.
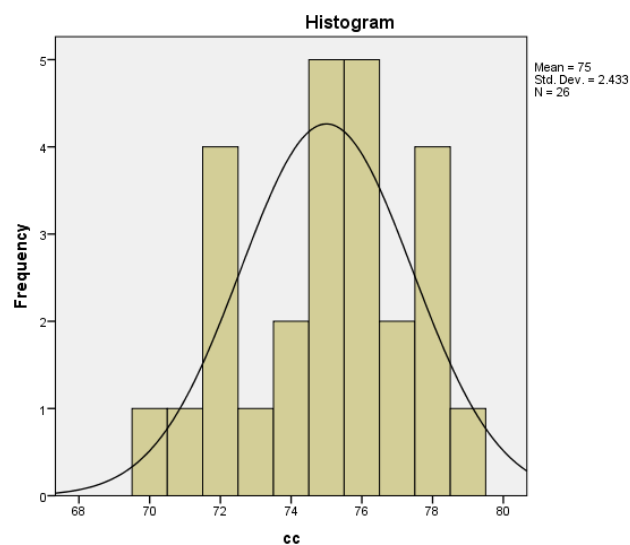
Figure 4.4 The Histogram of Post -Test of Control Class

From the histogram above, it is stated Mean = 75 and Standard Deviation = 2.433. To determine the category of the student's pronunciation ability was good, medium, or low, the researcher grouped scores using the standard as follows.

1) More than M + 1. SD (75 + 2.433 = 77.433) is categorized into good.

2) Between M – 1. SD (75 - 2.433 = 72.567) to M + 1.SD (75 + 2.433 = 77.433) is categorized into medium.

3) Less than M- 1.SD (75 - 2.433 = 72.567) is categorized into low.

This is can be seen that the scores which are more than 77 are considered into good, the scores between 72 - 77 are categorized into medium, while the scores which are less than 72 are categorized into low. That the categorization can be seen in the following.

Table 4.14 The Categorization of Post –Test in Control Class

No.	Scores	Frequency	Percentage	Category
1.	More than 77	3	11.5%	Good
2.	Between 72-77	21	81%	Medium
3.	Less than 72	2	7.5%	Low
	Total	26	100%	

From the categorization above can be seen that the students' pronunciation scores demonstrated that 11.5% in the good category, 81% in a medium category, and 7.5% in a low category.

4. The Result of Assumption Test for Parametric Statistic

In the use of a parametric statistical test, the main requirement that must be done before testing the hypothesis is the assumption of normality and homogeneity.

a. Homogeneity

To test the homogeneity of the data presented in the research using final exam scores of the first semester. The table below demonstrates the scores of the final exam in the first semester and post-test results from both classes.

Table 4.15The Score of Final Exam in First Semester

Experiment Class			Control Class		
No.	Name	Scores	No.	Name	Scores
1	AFIFAH WARDATUN NAZIAH	83	1	AGUSTIN DWI NILASARI	80
2	ANDRE PRASETIAWAN	76	2	AHMAD MUJJAYIN ROSID	79
3	ANI SRI LESTARI	82	3	ALFINO DIAN ROFITA	81
4	ARDY ABEL SAPUTRA	81	4	BAGUS AJI TRI PRAYOGO	78
5	ASTI AULIA A	80	5	DESI SUSILO RAHAYU	78
6	AZA ROSIDA	83	6	DEVILIA DWI PRATIWI	77
7	AZZURA NASMIA SYAHIN	80	7	DIAH AYU RAHMAWATI	82
8	DESI OKTAVIA MARGIANITA	82	8	DIAH EMI WIDYANINGSIH	80
9	DESY OLAVIA MARIYANTI	83	9	DYAH FAUZIAH PUTRI	84
10	FUAD NUR AINIA	83	10	FITRI ARIYANI	81
11	GUMELAR SURYO PRAYOGO	83	11	JEMADI	80

Experiment Class				Control Class	
No.	Name	Scores	No.	Name	Scores
12	IKA FEBRIANTI	83	12	LAILA ANANDA TRI YULIANA	82
13	IMA NUR AZIZAH	81	13	MOCHAMAD HASAN R.	79
14	INDAH SRI FATIMAH	82	14	NADILA RAHMAWATI	83
15	IRFIANA DINTA	79	15	NUR LAILI RAHMAWATI	83
16	LAUNDRI ADI SUSANTO	77	16	OKTA TRIWAHYUNI	80
17	NABILA INDRI WULAN A.	84	17	REFI MARETA	80
18	NADILA FITRIANA	84	18	RIA AYU MULYANINGTYAS	82
19	NAVALIA LINDA AGUSTIN	83	19	RISA WULANDARI	79
20	NUR ISHMAT PRIANDI	78	20	SALSABILA LUSYSIA R. A.	79
21	RANI NURRENZA INTIBA A.	83	21	SELVI FITRI ANINGTIAS	79
22	RENI PUTRI EKA W	81	22	SINDI KARMILA	83
23	RIDHO HARI CAHYANTO	76	23	SITI SAUDAH	81
24	YOGA ROMADHONA	79	24	TRIA PUSPITASARI	80
25	YUNITA DWI LESTARI	84	25	WIDYA FARADILLA	80
Total		2030		Total	2010
Average		81.2		Average	80.4
Highest Scores		84		Highest Scores	84
Lowest Scores		76		Lowest Scores	77

1) Formulated hypotheses

   Ho: the data was homogeny distributed

   Ha: the data was not homogeny distributed

2) The calculation used SPSS 21 program for windows as follow:

Table 4.16The Result of Homogeny Test

Levene Statistic	df1	df2	Sig.
2.904	1	48	.095

Based on the results, the researcher can state that the significance value of the calculation using SPSS is 0.095 and the significance value is more than 0.05 (sig.= 0.095, sig > 0.05). Therefore, it can be concluded that the null hypothesis is accepted. There is equal in English language skills between the tenth-grade student of MIPA 1 and 2.

b. Normality

To test the normality of data using pre-test and post-test results data using a t-test. The table below demonstrates the scores of students' post-test in the experimental and control class.

Table 4.17The Scores of Post-Test of Experiment and Control Class

	Experiment class				Control Class		
No	Name	Pre Test	Post Test	No	Name	Pre Test	Post Test
1	AFIFAH WARDA TUN NAZIAH	72	90	1	AGUSTIN DWI NILASARI	68	70
2	ANDRE PRASETIAWAN	71	80	2	AHMAD MUJJAYIN ROSID	65	72
3	ANI SRI	70	85	3	ALFINO	80	78
4	ARDY ABEL SAPUTRA	78	88	4	BAGUS AJI TRI PRAYOGO	70	78
5	ASTI AULIA A	75	85	5	DESI SUSILO RAHAYU	75	75
6	AZA ROSIDA	73	80	6	DEVILIA DWI PRATIWI	70	72
7	AZZURA NASMIA SYAHIN	72	82	7	DIAH AYU RAHMAWATI	75	75
8	DESI OKTAVIA MARG	75	80	8	DIAH EMI WID	78	76
9	DESY OLAVIA MARIYANTI	75	83	9	DYAH FAUZIAH PUTRI	80	75
10	FUAD NUR AINIA	73	80	10	FITRI ARIYANI	72	75
11	GUMELAR SURYO PRAYOG	80	90	11	JEMADI	73	77

	Experiment class				Control Class		
No	Name	Pre Test	Post Test	No	Name	Pre Test	Post Test
12	IKA FEBRIAN TI	80	87	12	LAILA ANAND A TRI YULIAN A	75	76
13	IMA NUR	71	85	13	MOCHA MAD H	78	75
14	INDAH SRI FATIMA H	75	85	14	NADILA RAHMA WATI	73	72
15	IRFIANA DINTA	78	83	15	NUR LAILI RAHMA WATI	71	71
16	LAUNDR I ADI SUSANT O	68	80	16	OKTA TRIWAH YUNI	76	77
17	NABILA INDRI WULAN A.	75	88	17	REFI MARET A	72	76
18	NADILA F	75	87	18	RIA AYU MULYA	75	74
19	NAVALI A LIND	73	86	19	RISA WULAN	68	73
20	NUR ISHMAT PRIANDI	80	90	20	SALSABI LA LUSYSI A R. A.	76	76
21	RANI NURREN ZA INTIBA A.	75	88	21	SELVI FITRI ANINGTI AS	78	74

Experiment class				Control Class			
No	Name	Pre Test	Post Test	No	Name	Pre Test	Post Test
22	RENI PUTRI EKA W	75	86	22	SINDI KARMILA	80	78
23	RIDHO HARI CAHYANTO	65	79	23	SITI SAUDAH	70	72
24	YOGA	65	79	24	TRIA	80	78
25	YUNITA DWI LESTARI	80	90	25	WIDYA FARADILLA	78	79
				26	JAMUS KUNTO PURNOMO	75	76

1) Formulated hypotheses

   Ho: the data was normally distributed

   Ha: the data was not normally distributed

2) The calculation used SPSS 21 program for windows as follow:

Table 4.18 The Result of Normally Test in Experiment Class

One-Sample Kolmogorov-Smirnov Test		pretest	Posttest
N		25	25
Normal Parameters[a,b]	Mean	73.96	84.64
	Std. Deviation	4.218	3.807
Most Extreme Differences	Absolute	.163	.169
	Positive	.163	.169
	Negative	-.157-	-.138-
Test Statistic		.163	.169
Asymp. Sig. (2-tailed)		.087[c]	.065[c]

Based on the calculation of SPSS 21 above, it can be seen that the test uses the Kolmogrov-Smirnov test. The data of the pretest and posttest in the experiment class is

normality distributed. It can be seen from the value of sig. (2-tailed) that is higher than 0.05. The pre-test has a significance of $0.087 > 0.05$ so that the result of the pre-test is distributed normally. And post-test has sign $0.065 > 0.05$ it can be concluded that the data have a normal distribution.

Table 4.19 The Result of Normally Test in Control Class

One-Sample Kolmogorov-Smirnov Test		pretest	Posttest
N		26	26
Normal Parameters[a,b]	Mean	74.27	75.00
	Std. Deviation	4.191	2.433
Most Extreme Differences	Absolute	.146	.154
	Positive	.086	.122
	Negative	-.146-	-.154-
Test Statistic		.146	.154
Asymp. Sig. (2-tailed)		.160[c]	.116[c]

Based on the calculation of SPSS 21 above, it can be seen that the test uses the Kolmogrov-Smirnov test. The data of the pretest and posttest in the control class is normality distributed. It can be seen from the value of sig. (2-tailed) that is higher than 0.05. The pre-test has a significance of $0.160 > 0.05$ so that the result of the pre-test is distributed normally. And post-test has sign $0.116 > 0.05$ it can be concluded that the data have a normal distribution.

C. Data Analysis

After testing the normality and homogeneity, it can be concluded that two samples are the MIPA 1 class as experiment class and the MIPA 2 class as control class distributed normal and homogeneous. Then the hypothesis test is done using a t-test. It is used to know whether the students who are taught pronunciation using the shadowing technique will show better achievement than those who are taught without using the shadowing technique. In this t-test calculation, the data used are the results of the post-test of both classes. The researcher compared the mean scores post-test of the experiment and control class. In this research, the researcher calculated the data of the research by using SPSS 21 version for windows.

Table 4.20 The Result of Mean Scores of one group pretest post-test

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
POSTTEST	MIPA 1	25	84.64	3.807	.761
	MIPA 2	26	75.00	2.433	.477

From the calculation using SPSS 21 version for windows above, it can be seen that the mean from the post-test of MIPA 1 class (using shadowing technique) is 84.64, and the mean from the post-test of MIPA 2 class (without using shadowing technique) is 75. It means that the shadowing technique gives a high value to students (effective).

Table 4.21 The Result of T-test Calculation of Independents Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTTEST	Equal variances assumed	7.728	.008	10.820	49	.000	9.640	.891	7.850	11.430
	Equal variances not assumed			10.729	40.552	.000	9.640	.898	7.825	11.455

Based on the table above, it can be seen that the result of the t-test was 10.82, and t table 2.009. Since the result of t-test is higher than t-table (t-test 10.82 > t-table 2.009). Then, the result of the significant value of 2 tailed = 0.000 was smaller than 0.05. It means that H0 is rejected and Ha is accepted. Therefore shadowing technique is effective in students' pronunciation.

D. Discussion and Interpretation

This research is conducted to find an effective teaching technique, especially in teaching pronunciation. From the calculation above, it was demonstrated that the differential coefficient of student's pronunciation taught by using the shadowing technique and taught without using the shadowing technique is 10.82. It was used to find out whether the different coefficient was a significant coefficient or not, and it could be used as a basic generate the population.

From the data description above, the researcher concluded that the hypothesis test (t_0) at 10.82 from the table above would be compared to the "t" index (t_t) with the condition state below:

1. If the $t_0 \geq t_t$ Ha was accepted. It means that the mean difference between both variables was significant.

2. If the $t_0 \leq t_t$ Ha was rejected. It means that there was no meaningful difference between those variables. It means that, the mean difference that was happened by accident as a result of error sampling.

To determine the by verifying db and consulted with scores:

Db = (N1+N2)-2

   = (30+30)-2

   = 58

From the db scores, the researcher could know that at 5% significant level $t_0 = 10.82$ and $t_t = 2.009$. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on this statement, the researcher interprets that the students who are taught pronunciation using the shadowing technique show better achievement than those who are taught without using the shadowing technique.

The result of the research was stating that applying the shadowing technique in teaching pronunciation is effective. It was proved by the significant difference in students' pronunciation who taught by the shadowing technique. This finding was consistent with Jennifer A. Foote statements that shadowing demonstrates promise as ways to assist learners to improve their pronunciation and fluency. And interviews with participants indicate that learners enjoyed shadowing and saw it as an effective way to improve their pronunciation.[74] Kun-Ting Hsieh additionally states that shadowing assists learners adapt to the flow of English sentences and the shadowing technique contributed to better overall pronunciation performance than the repetition

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[74] Jennifer A. Foote, *"Using shadowing with mobile technology to improve L2 pronunciation,"* The Language Learning JournalEnglish Language, 52.

technique, which denotes that the use of the shadowing technique in pronunciation instruction is effective.[75]

From the data above, the researcher concluded that there was a significant difference in students' pronunciation taught using shadowing technique and students' pronunciation not being taught using it. In other words, the shadowing technique was effective on students' pronunciation in the tenth grade at SMAN 1 Jetis Ponorogo in the academic year 2019/2020.

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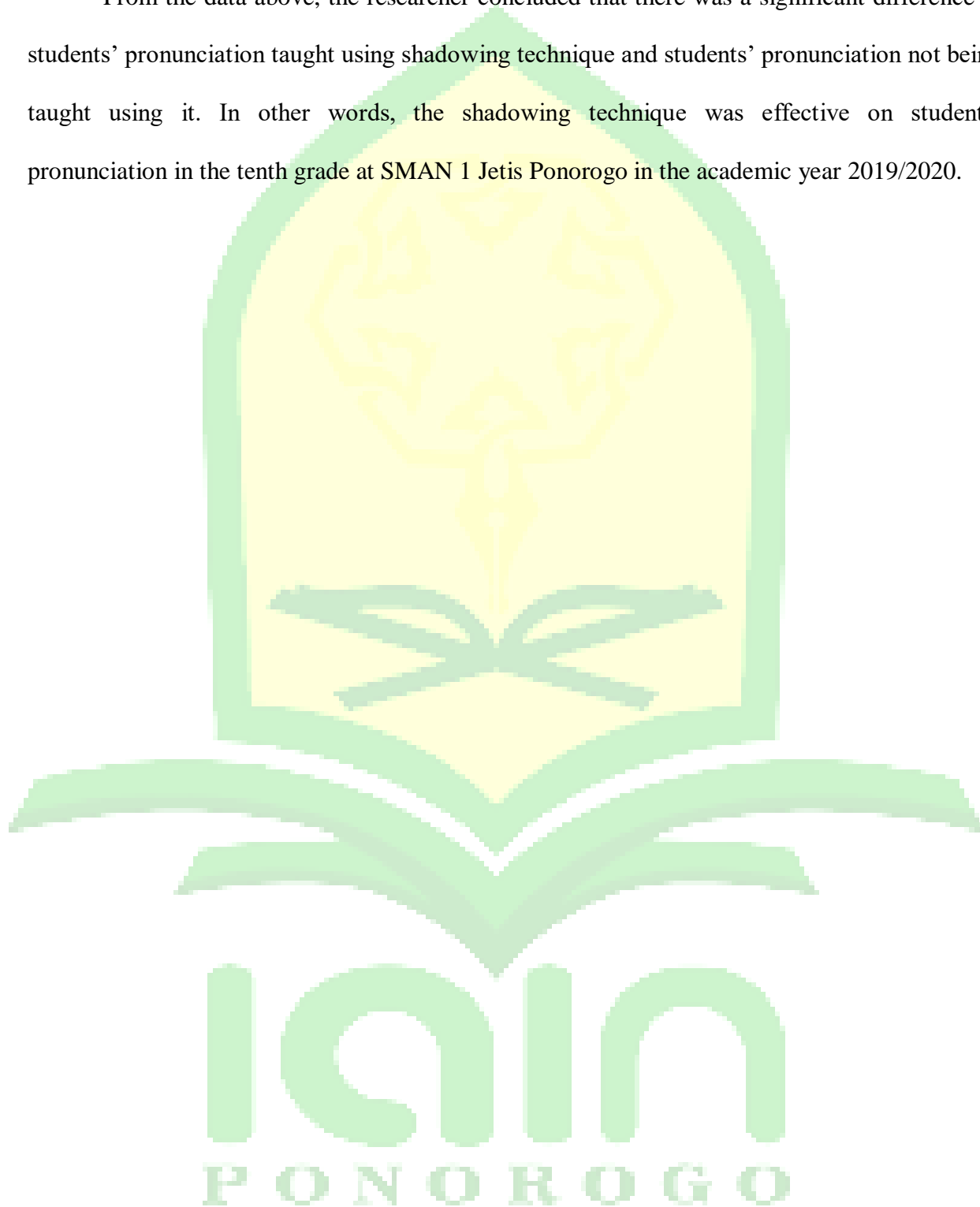
[75] Kun-Ting Hsieh , Da-Hui Dong , and Li-Yi Wang," *APreliminary Study of Applying Shadowing Technique to English Intonation Instruction,"* Vol. 11.2(2013), 57-58.

CHAPTER V

CLOSING

This research objective was to find out the effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo. This chapter gifts two primary parts. They are conclusions and recommendations. The discussion of each part is presented below.

A. Conclusions

After conducting the research and calculating the data, the researcher concluded that the shadowing technique was proven to be effective on tenth-grade students of SMAN 1 Jetis Ponorogo. It could be seen from the average scores of post-test in experiment class (the students who are taught by using shadowing technique) is 84.64, and the average scores of post-test in control class (the students who are not taught by using shadowing technique) is 75.

Statistically, it was proven that in significance degree of 5% is $2.009 < 10.82$. It meant that t_0 (t-observation/ t-hypothesis) was higher that t_t (t-table). Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The answer of research problem was answered by the calculated data that there was effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo, where there is a significant difference in students' pronunciation taught using shadowing technique and students' pronunciation taught without using it.

Students of experimental class got higher score than the control class since they taught by shadowing technique that was proven improving their pronunciation by creating more practice opportunities to them.

B. Recommendations

Related to the result of this research, there was a significant difference within students' pronunciation that is taught by using the shadowing technique and without the shadowing technique in at the tenth grade of SMAN 1 Jetis Ponorogo in the academic year of 2019/2020. The researcher gives three recommendations, as follow.

First, English teachers must know the various techniques in order to make the students enthusiast and pay attention to the lesson. The teacher must be creative teachers by exploring the other technique to make their students improve more of their ability (pronunciation).

Second, students should be more active in the learning process. They ought to be students who have confidence as well for confident brought the successful learning process. The researcher hopes that the students become more active students and enthusias to practice pronunciation by using the shadowing technique.

Last, for the other readers, the researcher hopes the result of this research can be useful as a reference to make other research about the shadowing technique with different skill.
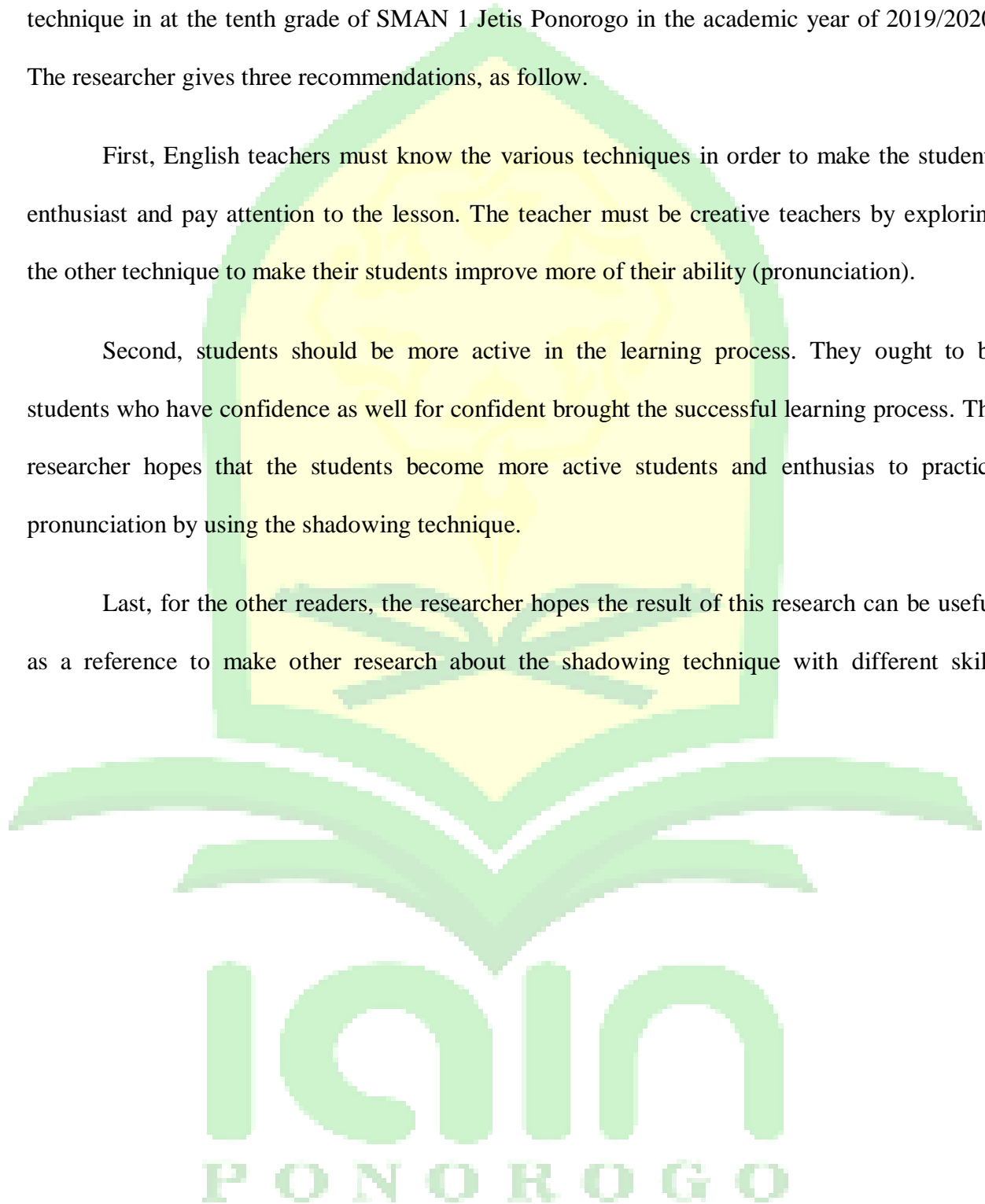
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