SHADOWING AS A TECHNIQUE TO PRACTICE ENGLISH PRONUNCIATION DURING CLASSROOM ORAL ACTIVITIES IN SENIOR HIGH SCHOOL

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Abstract

This paper is aimedto explain how to use shadowing as a technique to practice English pronunciation during classroom oral activities in senior high school. As for the background of this paper teacher cannot find an appropriate technique in teaching pronunciation and lack motivation of the studentsso that pronunciation learning is not achieved.Before implementing shadowing technique to the students, the teacher explains shadowing technique and gives the example to the students. After that the teacher divides the students into 4 groups. One student of each group chooses the dialogue that the teacher has prepared and then they practice in their seat. Next, the teacher asks a pair from group A to do shadowing technique in front of the class without look at to the transcript and so on until all students do shadowing technique. Finally, the teacher assesses the students' pronunciation and announces which group is the winner. In conclusion, shadowing technique can help the teachers to teach pronunciation to the students and for students, this technique can improve their pronunciation and motivation in learning English pronunciation.

Key words: *Pronunciation, Classroom Oral Activities, Shadowing Technique*

A. INTRODUCTION

Pronunciation is one of speaking aspects that has an important function to communicate with others. The way speakers pronounce words clearly, makes the listeners easily understand what they hear and produce a clear voice to the listener. Clear pronunciation gives the speaker the power to be confident when expressing something that is to be conveyed in communicating with others (Zaigham, 2011)while making mistaken in pronunciation will make misperceptions between both speaker and listener so that the listeners cannot mean the speaker to say.In teaching pronunciation, Goodwin (2001) says that the

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purpose of teaching is threefold: to enable students to understand and be understood, to build students' confidence in speaking, and to enable students to monitor their way of speaking based on input from the environment. Based on the statement, it shows that pronunciation is very necessary to teach English as a foreign language because pronunciation is important thing in speaking.

Based on the experience of writer when teaching in junior high school 18th Padang, in teaching pronunciation there are many obstacles faced by the teacher. The first obstacle is that teacher often finds that he/she does not have enough time in class to provide lessons that are appropriate to aspects of teaching English, especially in teaching pronunciation at oral activities. When teacher has time to teach pronunciation in the classroom, the material and media from the learning topic are boring and unrelated so the students' interest and attention to the lesson lose and it makes pronunciation teaching ends with disappointing, and the last obstacle is the teacher cannot find a good technique to teach pronunciation or the teacher cannot apply the technique correctly in the classroom so that pronunciation learning is not achieved and only spends time learning English. Therefore, it is important for teacher to look for other techniques in teaching pronunciation so students are interested and enthusiastic about learning pronunciation.

Shadowing is a technique where students listen to audio and then they repeat afterward. Students are encouraged to follow the speaker on audio as soon as possible by only having a short time to delay it. According to Tamai (1997), shadowing is actually a cognitive and active activity where students try to guess the words they hear and clearly say the words while listening continuously (as quoted in Sumarsih, 2017).So when students say the words that they listen indirectly they will get the new vocabulary and how to pronounce it correctly. Shadowing technique can be implemented by the teacher in the classroom because this technique can make students enthusiastic about practicing pronunciation English.

B. REVIEW OF RELATED LITERATURE
1. Classroom Oral Activities

Oral communication is known as oral skill, which plays an important role in interaction and communication between people. According to Bryne in Muhtar (2014),oral communication is a process between speakers and listeners that involves the productive ability to speak and the receptive ability to understand. The speakers and the listeners both have a positive role to play. The speakers have encoded the message to be transmitted and the right language during the massage.

In oral communication, students are not only expected to be able to speak and communicate with others but also students have to know the elements of oral communication. There are several elements of oral communication that are expected to be understood by students which are pronunciation, vocabulary, grammar, completeness, and fluency. So it is important for teachers to help students understand the elements in oral communication.

In teaching oral communication to the students, the teacher has to have the appropriate activity that can make the students enthusiastic in learning oral

communication. Brown (2001) as quoted in Fitria (2013) states there are six distinct categories of classroom oral activities that can be carried out in the classroom which are:

a. Imitative

This category is purely focused on the phonetic level of oral production. The role of students in this activity is to repeat what they listen to from a tape recorder, such as practicing an intonation or pronouncing a certain vowel sound correctly. So the purpose of this category is not for meaningful interaction, but for focusing on some particular elements of language like intonation, stress, and pronunciation. The activity is called drilling.

b. Intensive

This category leads the students for producing the language by themselves. It is formed by responding to teachers' question or interacting with others. This technique focuses on a small range of grammatical, phrasal, lexical, or phonological competences. Here, the teacher controls the answers so the answers are fixed. This technique is realized in directed Response, Read-Aloud, Sentence/Dialogue Completion, Oral Questionnaire, Picture-Cued, and Translation.

c. Responsive

This category requires students to give response to teacher or other students' questions. The response is usually short, meaningful, and authentic. The activities are question and answer, giving instruction and directions, and Paraphrasing.

d. Transactional (dialogue)

This category is more complex form of responsive category. The purpose of this technique is to make the students be able to convey or exchange fact, information, or opinion with others. The following activities are examples of this technique: Interview, Discussion, and Games.

e. Interpersonal (dialogue)

The purpose of this technique is for maintaining social relationships. In this category is more difficult and complex because the students have to know casual register, ellipsis, sarcasm, slangs, andhumour. The examples of the specific activities are conversation and role play.

f. Extensive (monologue)

In this technique, the language production is frequently planned and the participants' role is as listeners. They might respond to the speech, but it is limited to nonverbal responses. The example of the activities are oral presentation, picture cued storytelling, retelling a story, news event, and translation.

2. Teaching Pronunciation

Pronunciation is one of the most important aspects that people have to master when they are learning English especially in speaking.According to Harmer (2000), Pronunciation is what concerns speakers, as it includes rules to pronounce words accurately. This definition shows that communication success

depends on the fluency of the speaker in speaking words. So when the speaker cannot convey what he means correctly, the listener will misunderstand what the speaker means.

Pronunciation is one of the basic requirements of learning skills and is also one of the most important characteristics of language training. Good pronunciation leads to learning, whereas bad pronunciation leads to major language learning difficulties (PourhoseinGilakjani, 2012). He also says that the purpose of the teaching of pronunciation is not to ask students to speak like native speakers. Instead, the real purpose of oral communication should be intelligible pronunciation. If students want to change the way English words are spoken, they must change their way of thinking about the sounds of the words.

Teaching pronunciation is needed for beginners of foreign language students because students need to know how to pronounce certain words correctly. Not only do teachers explain how to talk, but they also teach rhythm, intonation, and stress. All students can learn English pronunciation well if the teacher and students take part in the whole process of learning together.

Murcia (1996) states that the goal of teaching pronunciation not only to make them like native speaker of English but also a more modest and realistic goal is to enable students to avoid fewer mistakes. So when students bring the ability of their pronunciation in the daily activity like at school, house, and workplace they will ready to face it more confident. The way someone talks about himself leads people around him to something. Students with good pronunciation in English are better understood even if they make mistakes in other areas, whereas students with difficult pronunciation are not understood, although the grammar is perfect.

In teaching pronunciation, students must be encouraged by the teacher to teach pronunciation. Knowing that English is a foreign language in our country, students may have many communication difficulties, especially in saying words ,in this case, the teacher must help students to improve their English pronunciation. According to Burns and Claire (2003), there are three important things students can achieve when they learn pronunciation:

a. Intelligence (speakers make sound patterns that can be identified as English
b. Understanding (listeners can understand the meaning of what is said)
c. Interpretation (listeners can understand what is being said).

In other words, it is important that the language teacher teaches the students to speak English words. Teacher teaches students not only to produce sound, but also to produce rhythm, intonation, and stress. The teacher then also focuses on the objectives of teaching pronunciation in order to make the teaching process work well. In teaching pronunciation, the students have to produce the right sound and how English is spoken.

3. Shadowing Technique

Shadowing is a pronunciation technique that has been used widely for many years and has led to much better oral comprehension skills. Shadowing technique had been defined by many researchers. According to Shiota (2012), shadowing is a technique which repeats the same sounds at almost at the same time while listening to sounds of a recorder. In Oxford dictionary (1989) shadowing is a kind of repetition of another's words with the minimum of delay, as treatment for stuttering.

Lambert (1992) as cited in Zakeri (2014) defines technically speaking; shadowing is a paced auditory tracking task which involves the immediate vocalization of auditory presented stimuli, i.e. word-for-word repetition, in the same language, parrot- style, of a message presented through headphones. According to Lin (2009) shadowing is repeating verbatim what the students hear immediately after listening to the oral texts without waiting for complete meaningful units, or even a word in a sentence.

Marslen-Wilson (1973) as cited in Da-un Chung (2010) defined Shadowing as a task for a participant to repeat the speech when he or she hears it. He clarified the definition of shadowing by saying that when the audio has a sentence, the participant will repeat it before he has heard it all.

Based on several definitions of shadowing that have been explained by the experts above, it can be concluded that shadowing is a technique which is helpful for the students to learn pronunciation at oral activities and also make students be confident. This technique is implemented by repeat what they hear while listening to the audio or recorder speech immediately. The students also try to stay at the same speed as the speaker.

C. DISCUSSION

1. Preparation

a. Preparing the Media

By using shadowing technique in teaching learning process, teacher needs a laptop, a speaker and a projector as media to give the material to students about the expression of intention.

b. Preparing the Materials

After preparing the media for teaching, teacher also needs to prepare learning materials. The learning materials that are used a lesson plan and materials about the topic that will be taught in the classroom.For applying the shadowing technique in classroom, the writer chooses the topic about the expression of intention. The writer chooses the topic because in basic competency of senior high school based on the national 2013 curriculum of this topic, oral communication is a skill that students have to achieve in learning expression of intention.

2. Procedures of Teaching Pronunciation by Using Shadowing Technique

a. Pre-Teaching

In pre-teaching activity, teacher states a new topic that students will learn. Teacher explains about the expression of intention by informing students what are the goals and objectives of the expression of intention that they are going to learn. Then, teacher explains the students about the shadowing technique that they will practice in learning the expression of intention, what the purpose of using the technique and the advantage of shadowing technique. The explanation from the teacher must be clear for the students to avoid students confuse when they do the activity.

b. Whilst-Teaching

1. Observing

In this stage, teacher shows Microsoft Power Point to the students by using the projector. The teacher opens the slide of Microsoft Power Point and displays the video that contains about example of the expression of intention to do something. Before displaying the video, teacher asks the students to pay attention to the video.

2. Questioning

In this stage, after the teacher displayed the video, teacher may ask the students whether they understand the video or not. If there are students still do not get the point of the video, the teacher can replay the video once more.

3. Experimenting

In this stage, the students collect data to gain their understanding of the expression of intention. By the video that has shown in front of the classroom, the students discuss in pair about the language features and structure of the sentences. If the students find difficulty in doing this, the teacher can help them. After the students discuss, the teacher asks the students to give some examples of the expression of intention.

If the students finish, the teacher chooses some students to read their example of expression of intention. The teacher checks the correctness of the examples that students made. After the students understand about the expression of intention, the teacher tells to the students about shadowing technique, what is shadowing technique, what the students will do in shadowing technique. Here the teacher chooses Slash shadowing type in the classroom because the students will imitate the video says with some pauses between phrases or sentences. After explaining the shadowing technique to students, the teacher gives the example how using shadowing by look at the texts in the video and it is repeated 3 times and 2 times to shadow the video without transcript to make students understand and familiar with shadowing technique so in the next activities, the students do not feel anxiety and no confident in using shadowing technique.

4. Associating

In this stage, the students state and ask about the expressions of intention using shadowing technique. Before that the teacher divides the students into 4 groups. One of students from 4 groups goes in front to take a small piece of paper that teacher has prepared. There are four small pieces of paper which written the video number that will be shadowed by each group. After they know what number they get. Teacher gives transcript of the video that the students will

shadow and tell them to practice dialogue with their friends in the group. Teacher plays video 3 times for each group and ask students to practice it. Here students will practice how to speak with good pronunciation. Because the teacher will assess the pronunciation of each group and at the last activity teacher will decide which group will be the winner because of shadowing the video with good pronunciation.

5. Communicating

In communicating, the teacher asks two students from group A to go to the front of the class and do shadowing technique. The teacher assesses the pronunciation of the two students. After the teacher assesses the representative pair from group A, the teacher asks the partner from group B to do the same as the partner from group A that is doing the shadow technique according to the transcript they got. The teacher asks all couples from each group until all students can try using shadow techniques. After everything is finished, the teacher totalizes the scores that each group gets and announces which group is the winner.

c. Post-Teaching

At the end of the lesson, teacher and students conclude the lesson that has been learned and also teacher re-explains the material that has been taught. After teacher re-explains, teacher gives students homework to see the understanding about the topic. Giving homework is one of the best ways to remind the lesson at home, giving homework also make students keep practicing the topic that has been learned at school because in this topic the students have learned using shadowing technique, students need to practice a lot to improve their ability. The teacher can ask the student to write another dialogue about the expression of intention.

D. CONCLUSION AND SUGGESTIONS

1. Conclusions

Based on the previous discussion, it can be seen that practice English pronunciation during classroom oral activities by using shadowing technique is not easy to do in the classroom. The teacher should manage the time effectively to make all steps that have been explained in chapter three can be held smoothly and also the teacher should make the students enthusiast do shadowing technique.

One of the effective techniques to practice English pronunciation during classroom oral activities is shadowing technique. By using this technique the teacher can make the students active in practicing oral communication in English, then, this technique can improve their ability in pronounce new words that they do not know, helps students to gain their motivation to learn English especially in learning pronunciation, and last, shadowing technique can make the classroom activity not monotonous because the teacher makes competition to make students compete and want to be winners so they try to shadow the video well without making mistakes.

In practicing English pronunciation during classroom oral activities, the teacher needs to prepare the materials and media that suitable so the shadowing

technique can be implemented. Teaching and learning activity in this paper are in line with the 2013 curriculum in Indonesia. It follows the steps: observing, questioning, collecting data/ experimenting, associating, and communicating.

2. Suggestions

It is suggested to the teacher before implementing shadowing technique to prepare the audios based on students' ability level. The teacher can get the audios on internet or she can make the audios in audio maker software by herself and for the video, she can get them by downloading it on YouTube or by making the video on video maker. The video and audios that teacher prepares must be clear for the students because if it is not clear students will not catch what the speaker says and the use of shadowing technique will fail.

Besides preparing the video and audios, if teacher cannot prepare laptop and projector to give material to students, teacher can use portable speaker. Portable speaker is a speaker which does not need of using cables so the teacher can position it where the students can listen audio clearly. Portable speaker operates on rechargeable batteries if the electricity off the portable speaker can still operate as long as the battery has been charged by teacher. Beside portable speaker, teacher also needs print out of the materials, it contains explanation about shadowing technique and the example of the audio transcripts. But it is better for teacher to prepare the media not only by laptop, speaker and in focus projector, but also by portable speaker and print out to avoid something unexpected happened when teacher teaches in the class.

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