

THE EFFECT OF SHADOWING TECHNIQUE ON STUDENTS' INTONATION

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Abstrak

Teknik *Shadowing* adalah salah satu teknik dalam mendengarkan yang mana siswa di minta untuk mengulang kata demi kata atau frasa demi frasa. Mendengarkan sebagai aktivitas utama dalam teknik ini dapat membantu siswa untuk mampu menguasai kemampuan mendengarkan. Kemampuan mendengarkan berkaitan dengan intonasi, tekanan, struktur penulisan, pengenalan pelafalan, latar belakang, dsb. Selain itu, dalam tempo mendengarkan, siswa merasa teks menjadi lebih cepat dari waktu ke waktu. Untuk menyelesaikan masalah tersebut, intonasi harus dikuasai terlebih dahulu oleh siswa. Tujuan dari penelitian ini adalah untuk mengetahui efek dari teknik shadowing terhadap intonasi siswa setelah diterapkannya Teknik *Shadowing* pada pembelajaran mendengarkan. Penelitian ini menggunakan *Quasi Non-randomized Experimental Research* dan test sebagai data instrument yang mana diterapkan kepada group eksperimen dan group kontrol. Peneliti menggunakan SPSS untuk pengolahan data. Dari penelitian ini, peneliti menemukan adanya efek yang lemah dalam intonasi siswa setelah diterapkannya Teknik *Shadowing* dalam pelajaran mendengarkan.

Kata kunci: Teknik *Shadowing*, Intonasi, dan Kemampuan Mendengarkan

Abstract

Shadowing technique is one of the listening techniques in which the listener is required to repeat word-by-word or phrase by phrase. Listening as the main activity of this technique helps the students to master listening skills. Listening deals with intonation, stress, grammatical structure, recognize speech sounds, background knowledge, etc. Many students face difficulties in learning listening skills. They feel unfamiliar with the accent of the speakers. Furthermore, in the speed of listening, students feel the text being too fast from time to time. To solve the problem, the intonation aspect should be mastered first by the students. This study aimed to know there is an effect on students' intonation after the teacher applies Shadowing Technique in listening. This study was quasi non-randomized experimental research and the researcher used test as the instruments of the data which applied for experimental and control group. Furthermore, the data was analyzed quantitatively by using SPSS. The findings of this study showed that there was a weak effect on intonation after the teacher applied the shadowing technique in listening.

Keywords: Shadowing technique, intonation, and listening skills.

INTRODUCTION

Listening as the receptive skills, which demand students to understand then interpret words by hearing. Listening is a sensible process that requires us to focus on the mentally attentive (Low & Sonntag, 2013). According to that research, students asked to learn continuously to be able to master that skill. Listening relates to intonation, stress, grammatical structure, recognize speech sounds, background knowledge, etc.

Many students had problem in learning listening skills. They felt accent and speed of the listening as the problem in learning listening skills. Students often feel unfamiliar with the accent of the speaker. Then, in the speed of listening, students felt the text become faster from time to time (Gilbert, 1994). To solve the problem, students should be familiar with the speakers' words and follow the flow of the audio. As a result, students will feel comfortable with the speed of the audio, and they can understand every information from the speakers. Gilbert

believed that to solve the problem, the intonation aspect is mastered first by the students (Gilbert, 1994).

Intonation or called pitch of sequence, it is used to express what the speaker's aim. Wennerstrom believed that students who can master intonation proved more proficient in English (Wennerstrom, 1998). Intonation is a kind of tone modulation applied in whole utterances (Carr, 2008). The pattern of intonation refers to mean for interpreting information in speech. Intonation is an important aspect of mastering listening skills because knowing how to follow the flow of the audio will make students were more familiar with what the speakers said. However, intonation functions as an important aspect of learning English because it represented what the speaker aim in a particular is meaning (Cauldwell & Hewings, 1996). If the speaker used inappropriate intonation, the possibility of misunderstanding of the listener will appear.

For mastering intonation, students are given an applicable technique. A few years ago, in giving listening

practice teachers were dominant in using The Audio Lingual Method (Comings, Garner, & Smith, 2008). In some cases, it had weaknesses because in ALM not all of the listening activity used audio recording, but it used the teacher as the speaker. However, the teacher was a non-native speaker of the target language. It can consider as a gap and weakness for this method since it created a negative effect on all the aspects related to speaking, such as pronunciation, stress, intonation, and other patterns. Furthermore, students may pronounce words wrongly, stress inappropriately, and use inappropriate intonation tone. In results, the implementation of listening practice by using the teacher as the main speaker was not applicable. As a result, the use of technology was more suitable.

Furthermore, Brown stated that there were some types of listening enforcement such as intensive, responsive, selective, and extensive (Brown, 2004). Relating with Brown statements, the focus of this research was in the intensive performance because the function of that activity was used for some aspects such as phonemes, words, intonation, discourse made of a wider area of language. In this research, intonation is the main aspect to be observed.

The increase in technology affected all aspects of life, especially in education. Many teachers were required to use sophisticated technology in their classrooms. The use of technology should correspond with the use of an appropriate technique to create learning English effectively. The use of technology was found in Shadowing Techniques which the implementation was using audio tools.

Shadowing Technique as one of the listening techniques in which the learners were required to repeat word by word or phrase-by-phrase (Cherry, 1953). Shadow means that the interpretation practices what they heard immediately in the speaking term, without waiting for the end of the listening performance (Kao, 2013). For example, after the students heard the audio recording, they will repeat it immediately, and they make an interpretation or guessing about what they hear without continuing to the next part. Another researcher stated that the shadowing technique is a pronunciation treatment which it uses a listen and repeat the exercise (Foote, 2017). Listening and repeating audio in the shadowing technique make students were more familiar with the audio content. As a result, they could imitate the sound fluently. According to Sumarsih, she said that the Shadowing Technique was an applicable technique to improve listening skills (Sumarsih, 2017). She conducted that research and found there was a significant distinction score between experimental class and control class. According to Murphey, there are three main types for Shadowing Technique: Complete shadowing, Selective shadowing, and Interactive shadowing (Murphey, 1995).

1. Complete Shadowing

Complete Shadowing used a full imitation of speech as heard by the speakers. Murphey argued that shadowing involved "listeners shadowed everything that the speaker said". There was an example:

Audio : In 1785, a new species of mammals was found.

Listener : In 1785, a new species of mammals was found.

2. Selective Shadowing

Selective shadowing was the activity of the listeners selecting only particular words or phrases to be shadowed (Murphey, 1995). Furthermore, selective shadowing called keyword shadowing. The listener imitated some of the speakers' words, it means that they selectively shadowed the word was heard or was emphasized by the speaker. The example was:

Audio : I am going to tell you about an interesting place. It is Bali.

Listener: Interesting place. Bali.

Audio : Do you know where the Bali is? Bali is in Indonesia.

Listener: Indonesia.

3. Interactive Shadowing

Interactive shadowing was used by adding certain questions and opinions relates to the speakers' topic so that the listener naturally involved it in the conversation. Therefore, the listener commented or asked questions after the audio was played. There were some examples of interactive shadowing:

Eriko : I told you that he is a member of the basketball club yes

Wanda : ah really basketball club

Eriko : basketball club so he always tired in-home, yes so in-home, at home

Wanda : aha okay, oh really at home aha

Eriko : ah, yeah I can't hear, yes, it's quiet, so

Wanda : Oh! It's very quiet?

The benefit of the shadowing technique appeared in some aspects of speaking which was pronunciation, fluency, intonation. Shadowing was applicable in students' speaking fluency aspect. It proved by Zakeri's research, which found there was a link between shadowing and the fluency of EFL learners' speaking performance. The results were of great significance for ELT (Zakeri, 2014). Wong's study said there was a connection between pronunciation and listening comprehension (Wong, 1993). When the listeners conducted listening activity, their brains would imitate any sound that produced. To learn the pronunciation aspect, the speakers need to be familiar with each of the sounds and can produce orally. Based on those criteria, the shadowing technique was the applicable technique because it constructed with repeating and consider understanding the audio content deeply (Wong, 1993).

Hsieh, Dong, and Wang stated that after conducting Shadowing treatment in the classroom, especially in listening, students were easy to pronounce some words (Hsieh, Dong, & Wang, 2013). In that research, they found that the shadowing technique was a useful technique to promote English intonation acquisition. They also found the benefit of this technique appeared in the pronunciation, fluency, and intonation aspect, which relates to this research.

On the other hand, Brown found that intonation functions had three categories of intonation such as

attitudinal functions which relates with the expression of attitude means that it was not so much what the speaker said but the way the speaker said. Furthermore in the aspect of intonation, the tone voice affected the meaning and the people's interpretation. How people interpreted meaning as one of the important function of intonation, which was in attitudinal function, it allowed us to show emotions: confidence, surprised, hesitation, excitement, soreness, irony, etc. The attitudinal intonation function was affected by the lack of agreement categories and patterns relate to attitudes such as 'conspiratorial, awe, concern, perfunctory' etc. (Wichmann, 2000). On the other hand, whether the languages were similar or different in the number of nature attitudes they constructed, we shall not judge someone's attitude (O'Connor, 1980). Then, grammatical functions emphasize in showing the syntactic structures of speech. In discourse functions, it relates with the needs of delivering appropriate messages depended on the speaker's want (Brown, 1990). Discourse intonation in conversing to the old intonation theory, this intonation function refused the normal possibility linked between tone groups and clauses. Brazil suggested that the tone group of speech grammatically motivated rather required by the needs of delivering appropriate messages depended on the speaker's want (Brazil, 1980). Discourse intonation explained three major features to find the speaker's preferred on. Chapman stated that information delivered in the tone unit can serve the purpose of the speaker whether delivering something which already known or the speaker explained new information. (Chapman, 2007).

However, there was a gap that research from Hsieh, Dong, and Wang did not investigate the effect of The Shadowing Technique on intonation functions such as in grammatical functions, attitudinal functions, and discourse functions. The previous researcher only found that Shadowing Technique appeared in the general aspect, not in specific aspects such as listening, speaking, pronunciation, fluency, and pronunciation. Therefore, an investigation of the question **“Is there any effect on students’ intonation after the teacher applies Shadowing Technique in listening?”** was needed. To identify further, the researcher tried to find:

1. Which intonation function do the students get the highest score after the teacher applies Shadowing Technique in listening?
2. Which intonation function do the students get the lowest score after the teacher applies Shadowing Technique in listening?
3. Are there differences in the intonation function score in the post-test between those students taught with shadowing technique and those taught without shadowing technique?

METHOD

Based on the research questions and the research aims, the researcher conducted this research by using

Quasi-Experimental Research. The data on this research were analyzed quantitatively through the test. The data were the students’ intonation test scores. Quantitative research focused on measuring the effect of the shadowing technique on intonation by using a score. This research was conducted in one of the Senior High School in Ngawi. The researcher chose 2 classes of 11th-grade students as the control group and the experimental group. Each of the groups had a different procedure in which the control group got pre-test and post-test, the experimental group got pre-test, treatment, and post-test.

In conducting the test, the researcher chose test items for pre-test and post-test from several books, the test items were used:

1. “Come with me” (It said with shouted angrily).
2. “Come with me” (It said with smiling confidently).
3. “Come with me” (It said with ordered expression).
4. “Come with me” (It just said).
5. “Come with me” (It said with inviting expression). (Brown, 1990).
6. “They didn’t come happily”. (It said with the expression, not in a happy mood).
7. “They didn’t come happily”. (It said with the expression happy mood) (Tench, 1996).
8. “This book is mine”. (Tell that this particular book is his/hers, not the others).
9. “This book is mine”. (Tell that the book might have belonged to someone else in past but now it is his/hers).
10. “This book is mine”. (Tell that this book is his/hers, not anyone else).
11. “He’ll be twenty in August”. (Tell that when he will have his twentieth birthday).
12. “He’ll be twenty in August”. (Tell how old the age will be in August).
13. “In the cupboard”. (It said with the assumption you don’t have known expression).
14. “In the cupboard”. (It said with the expression where it always is).
15. “In the cupboard”. (It said with the expression why don’t you ever remember?) (Brazil, 1980)

Furthermore, for the treatment of shadowing technique the researcher used some steps (Hamada, 2012):

Table 1. Treatment Procedures

Step	Procedures
Dictation cloze	The students conducted to fill in the blanks activity in written form
Mumbling	The students silently shadow what the speaker said without reading scripts
Parallel reading	The students shadow within reading the script
Check to understand	The students checked the scripts in both English and Indonesian for three times
Shadowing	The students Shadowed what the speaker said three times
Check details	The students check sounds

	one could not hear or shadow, and meanings one could not understand in written scripts for three times.
Content shadowing	The students focused on both shadowing and interpreting the meaning of the passages
Dictation cloze	The students repeat step 1

After conducting pre-test and treatment, the researcher conducted a post-test to measure the effect of the Shadowing Technique on students' intonation. The researcher analyzed the data by using Audio Recorder Application. Then, to calculate the score, the researcher used SPSS.

RESULT AND DISCUSSION

In this section, the researcher found that **“There was a weak effect on students' intonation after the researcher conducted Shadowing Technique treatment”**. The results took after the researcher compared students' pre-test scores and students' post-test scores. The results were described specifically through this explanation:

After the researcher conducted pre-test and post-test for the experimental group, the result can be shown as in this table:

Table 2. Paired Sample Statistic

		Mean	N	Std. Dev.	Std. Error or Mean
Experimental group	Pre-test	2.3897	29	.99152	.18412
	Post-test	2.5207	29	1.11293	.20657

In the paired sample statistic table, the mean for the experimental pre-test score was 2.38, and the post-test was 2.52, the standard deviation of the pre-test was 0.99 and for post-test was 1.11. The number of participants was 29. It means that there was effect after the teacher applied Shadowing Technique in listening.

Furthermore, to measure the significance of the size effect, Cohen's theory was used. According to Cohen, if the value 0-0.20 is a weak effect, 0.21-0.50 is a modest effect, 0.51-1.00 is a moderate effect, and >1.00 is a strong effect (Cohen, Manion, & Morrison, 2007). After the researcher calculates the score, the result showed that it had value 0.096. It means that there is only a weak effect after the researcher implemented the shadowing technique for the experimental group.

1. Results analysis of RQ 1a “Which intonation function do the students get the highest score after the teacher applies Shadowing Technique in listening?”

In deciding which the highest intonation function score after the teacher applied the Shadowing Technique, the table was used:

Table 3. Intonation Function Mean Score

N o.	Subjects		N	The Mean of Intonation Functions Score		
				Attitudinal Function	Grammatical Function	Discourse Function
1.	Experimental Group	Pre-test	29	1.7	0.9	1.6
		Post-test	29	5.4	1.1	1.1

According to table above, after the experimental group conducted a post-test the result showed the mean score each of the intonation functions. Therefore, the attitudinal mean score was 5.4, the grammatical function means the score was 1.1, and the discourse function means the score was 1.1. The data each of the students' scores were described in appendix 10 and 12. According to the data, the highest score of intonation function was an attitudinal function.

2. Results analysis of RQ 1b “Which intonation function do the students get the lowest score after the teacher applies Shadowing Technique in listening?”

According to the table 4 showed that attitudinal function as the highest score of intonation function. On the other hand, the lowest score results showed that there grammatical and discourse function had a similar score which 1.1. It means that both of these functions became the lowest score of the intonation score.

3. Results analysis of RQ 1c “Are there differences in intonation function score in the post-test between those students taught with shadowing technique and those taught without shadowing technique?”

The result can be seen as in this table:

Table 4. Independent T-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
students' group	Control group	28	3.257	1.2291	.2323
	Experimental group	29	2.521	1.1124	.2066

According to the table above, the researcher found that when the experimental group conducted a post-test, this group got a score of 2.521 with the standard deviation 1.1124, and the control group got 3.257 with the standard deviation 1.2291.

Here, the control group got a higher score than the experimental group. It could be concluded that there were no differences in intonation score between those students taught with shadowing technique and those taught without shadowing technique.

On the other hand, according to table 4.3 showed that for the experimental group gained 5.4 for attitudinal function, 1.1 for grammatical function, and 1.1 for discourse function. On the other hand, for the control group, it gained 4.35 for attitudinal function, 1.9 for grammatical function, and 3.3 for discourse function. It means that there were only differences in students'

attitudinal function and grammatical function in which the experimental group got a higher score for those functions.

The researcher stated that there was the only weak effect after the researcher applied Shadowing technique on student's intonation. In the previous research, it was same as Hsieh, Dong, & Wang who investigated that shadowing technique can be used to promote English intonation acquisition (Hsieh, Dong, & Wang, 2013), in that research found that the mean of the experimental group was 65.1021 and control group was 65.0084 which showed that differences of the score were a bit. Relating to this research, the researcher believed that it only had a weak effect because the effect only appears in Attitudinal Intonation Function.

CONCLUSION

Based on the findings and suggestions in the previous chapter, it could be concluded as follows:

First, there was a weak effect on students' intonation of the eleventh grade in one of Senior High School in Ngawi who taught by using the Shadowing technique. Second, after the researcher conducted a post-test to the experimental group the results showed that attitudinal function score became the highest score and both grammatical and discourse function scores became the lowest score because it had the same score number. It happened because of some reasons such as translation factor and intonation function pattern.

The last, the researcher also found that there were differences in the group who taught with shadowing technique and taught without shadowing technique. The results showed that the mean score control group had a higher score than the experimental group. After identifying deeply, the researcher found that the experimental group got a higher score than the control group for attitudinal function, and the control group got a higher score than the experimental group for grammatical and discourse function. It answers why the shadowing technique had a weak effect in intonation because the effect of the shadowing technique only appears in attitudinal intonation function, not in all of the intonation functions.

SUGGESTION

Based on the conclusion above, some suggestions are for the teacher of English, and students in one of Senior High School in Ngawi could use the Shadowing technique as an alternative technique to improve students' intonation and listening comprehension. This technique can be useful to improve teaching and learning especially for teaching listening comprehension and learning intonation. Then, the researcher suggests and motivates students to improve their motivation in learning English especially listening and intonation through this technique. Besides, the students should

implement their listening activity by using this technique regularly to make the effect to be optimal.

Furthermore, for the other researchers who want to conduct the research about the shadowing technique, they should apply the treatment of shadowing technique a little bit longer because according to my research the students need time to accustom to this technique. However, it based on the students' condition of the research. Next, the next researcher should focus on each specific intonation function because the researcher found that it has wider materials to be observed. Last, the researcher can also consider the lack of results from this research to conduct better research.

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