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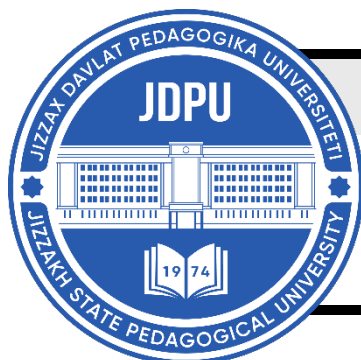
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USAGE OF SHADOWING METHOD IN ENHANCING LISTENING AND PRONUNCIATION

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ABOUT ARTICLE

Abstract: In modern times, the ability to speak a second language, especially English, is more important than ever. Learning English is a gateway to higher academic and professional prospects, and listening comprehension and good pronunciation is a key component of successful language acquisition. Shadowing is one of the strategies for teaching listening and pronunciation that involves intently monitoring and reproducing the speech of native speakers or proficient models. However, this technique presents its own set of obstacles and must be carefully considered to ensure its success. In this paper , we will investigate the effect of shadowing technique on school students' ability to understand spoken English and to examine the connection between Pronunciation Practice and English Listening Comprehension The results show a statistically significant correlation between pronunciation and English listening comprehension, implying that more shadowing texts leads to better comprehension.

INTRODUCTION

In mastering English, there are so many methods or techniques that can be applied (Alilateh & Widyantoro, 2019; Azar & Nasiri, 2014). One of the techniques that can be used in teaching English is the Shadowing technique. The shadowing method improves interpreting skills (H. Liu & Sammons, 2021; J. Liu & Bray, 2020). Although until recently, this method has been considered a non-traditional one in foreign language learning, lately it has been gaining in

popularity. Newly published teaching manuals for various levels of proficiency have this method at their core. The efficiency of the shadowing technique is not limited to simultaneous interpretation, which allows even beginners to benefit from it in mastering listening, speaking skills,and also their pronunciation These skills become even more important in foreign language classes since pronunciation is a basic skill in studying any foreign language. If learners do not have perfect pronunciation skills they will not be able to communicate effectively (Morley, 1991; Pourhosein Gilakjani, 2016b).

Being a rather intensive teaching method, in which students listen and repeat what they heard almost simultaneously, shadowing provides a smooth transition from understanding what one wants to say to the ability to truly fluently verbalize it. Thus, this technique improves abilities from intellectual understanding to practical use (Liu & Sammons, 2021). Repeated use of this method advances the student's intonation, pronunciation, and vocabulary. Furthermore, using printed text with recording the content of the dialog as a supporting material cultivates the ability to read quickly in a foreign language (Hamada, 2011).

The shadowing consider involves three steps: (a) focusing on accurate pronunciation while shadowing the hearing text, (b) paying attention to the meaning of the listening text, and (c) duplicating the listening text by visualizing it (Chiu et al., 2020; Tum & Kunt, 2021). The core principle of the shadowing approach is that we acquire proficiency in a foreign language not just by mimicking verbal utterances, but also by emulating the accompanying bodily movements and facial emotions that accompany a sentence or phrase.

Shadowing focuses students' attention on picking up the sounds, which precede meanings. Thus, the leading role of shadowing consists in improving students' ability to perceive phonemes, which at low proficiency levels implies the use of "bottom-up" processes (phoneme perception) to a greater extent than "top-bottom" ones, which are applied later and focus on catching the meaning and not phonemes (Hamada, 2014). Repeated use of shadowing in class in various forms allows students to better perceive the sounds, which enables them to understand the meaning (Omar & Umehara, 2010). However, the border between imitation and repetition is unclear, since the process of decoding information (overlaying sound differentiation) predetermines the conscious and productive use of shadowing. The larger the gap between perceiving the sound and decoding the information, the more imitative the reproduction of speech when using shadowing (Shiki et al., 2010). Sumiyoshi (2019) suggests that shadowing is a language teaching method that can be applied at different proficiency levels, as well as adjusted to the goals set to teach a specific skill. On the one hand, this technique targets students with low proficiency levels, intended to help them activate the perception and

imitation of unfamiliar speech sounds, followed by the processing and eventual acquisition of simple information. On the other hand, advanced students who have already mastered a satisfactory vocabulary can focus on intonation and expressiveness when using shadowing. For more proficient foreign language learners, this method is an ideal exercise to improve their speed of speech and information processing and when used in bilingual exercises – to strengthen their translation skills (Yavari & Shafiee, 2019).

LITERATURE REVIEW AND METHODOLOGY

This study is being undertaken within the classroom setting with the aim of addressing issues that arise during classroom activities. Classroom action research consists of four primary components. The four components are: planning, action, observation, and reflection. The first part focuses on the process of strategic planning. The essential components of the teaching and learning process at this stage encompass the aspects of what, who, where, and how. The planning stage encompasses several key steps: establishing the research calendar, devising learning activities (lesson plan), assembling teaching materials, and creating observation sheets and student worksheets (tests).

The third component involves self-reflection. In the final stage of this cycle, the researcher collects student work in the form of worksheets and summaries. Afterwards, analyze the observation checklist and video recorder data to infer the events that occur during cycle 1. Subsequently, the researcher will scrutinize the observation checklist and student success data from cycle one in order to pinpoint areas that want enhancement in the planning process. Following this study, the researcher will proceed to devise activities for cycle two, with a particular focus on areas where the indicators of achievement were not fulfilled. The research methodology employed in this study is observation. The researcher utilized an observation checklist and documented field notes. The purpose of the observation was to determine the dynamics of the teaching and learning process, including the lecturer's methodology for conveying the themes, the students' reactions, and the students' performance on the test. 2) Assessment. The researcher administered assessments to evaluate the pupils' advancement in pronunciation by implementing the shadowing approach. The researcher utilized a checklist/observation sheet and field notes to thoroughly examine the data and clarify the process of teaching and learning. Furthermore, the researcher calculated the data on students' listening abilities scores utilizing a specific algorithm.

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RESULTS AND DISCUSSION

Teachers would employ the shadowing method during a listening and pronunciation session. The sequence of actions unfolded as follows: In the listening examination, the instructor instructed the student to shadow the sentence, repeating it three times. The teacher requested the student articulate their statement and subsequently verified the response. The teacher positioned themselves at the front of the classroom and repeatedly played the audio. The student observed and recorded the second speaker's utterance on the audio record. In addition, he took no action if he observed that his students failed to promptly comprehend the second speaker's phrase upon hearing it. The teacher allowed the students to imitate the line immediately upon hearing it, despite earlier instructing them to mimic it as soon as they heard it. During the first and second meetings of the students 'activities, they engaged in identical tasks. The students closely observed the statement, recognized its structure, determined its meaning, and engaged in a discussion on the answer. Upon their initial encounter, the students experienced apprehension due to their uncertainty regarding the information they heard. Additionally, this was their first exposure to the shadowing approach. The students exhibited greater ease in the subsequent meeting because they were already familiar with the procedures involved in employing the shadowing technique during listening activities. On the subsequent occasion, the kids repeated the same action. The teacher will help the students carry out the activities.

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trepidation due to their uncertainty regarding the information they had heard. Additionally, this was their inaugural exposure to the shadowing approach. The students exhibited a greater sense of ease in the subsequent meeting because they were already familiar with the procedures involved in employing the shadowing technique during listening activities. On the subsequent occasion, the kids repeated the same action. The teacher will help the pupils complete the activities. The activities in cycle two follow the same steps as in cycle one. Cycle two's activities contribute to its success. The teacher instructed the students to shadow the statement, articulate what they heard, determine the meaning of the word and sentence, and then verify their responses. The students engaged in a uniform set of activities: they closely imitated the statement, simultaneously shadowed what they heard, ascertained the meaning of the words and sentence, and collaboratively deliberated on the answer. During the second cycle, the students performed similar tasks, but they exhibited a greater level of comfort and familiarity with the activities. They possess prior knowledge and engage in extensive listening and pronunciation practice. The activities in cycles one and two suggest that the shadowing technique effectively improves the students' listening skills and pronunciation.

CONCLUSION

In conclusion, the implementation of shadowing method for language learning has proved its efficiency in augmenting both listening comprehension and pronunciation skills. Through its immersive nature, learners engage actively with actual language resources, emulating native speakers in real-time. This method not only refines pronunciation but also hones listening abilities by attuning learners to natural speech patterns and nuances. Moreover, the repeated nature of shadowing builds muscle memory, resulting to enhanced articulation and fluency. As such, the employment of shadowing method serves as a vital instrument in language learning, allowing learners a realistic and enjoyable approach to developing spoken language competency.

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