

**THE EFFECT OF SHADOWING TECHNIQUE ON
STUDENTS' PRONUNCIATION ABILITY**

(A- Quasi- Experimental Study at Ninth Grade Students of SMPN 2
Pasir Sakti).

A Thesis

Submitted as Partial Fulfillment of the Requirement for S-1-Degree

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ABSTRACT

The Objective of the research is to find out whether or not there is a significant effect of using shadowing technique towards students' pronunciation ability at ninth grade of SMPN 2 Pasir Sakti.

The research used a Quasi-Experimental research. The researcher had conducted a five meetings for research. Three meetings for treatment, two meetings for pre test and post-test. The population of this research was the ninth grade of SMP N 2 Pasir Sakti that was categorized into experimental grup and control group. fifty six students were utilized as the sample of this research, which was choosed by using random sampling. To collect the data, the researcher managed test as the instrument which was reading text. Afterwards, the output from both of tests was examined statistically using the normality test, homogeneity test, and independent t -test. The data showed that mean score of students in pre-test was 37,14 and for the mean score in post-test was 49,64 there was an escalation in students' mean score by 12,5 points after using shadowing technique.

The result of the data analysis showed that independent t-test result was 0.001 with level of significance 0.05. From the analysis, the score of t_{observed} was higher than $t_{\text{critical (0.05)}}$, so H_0 was rejected and H_a was accepted. It meant that there is a significant effect of using shadowing technique towards students' pronunciation ability at ninth grade of SMPN 2 Pasir Sakti.

Keywords: *Pronunciation ability, Quasi Experimental Study, Shadowing technique*

DECLARATION

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards

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DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents: Mr. Widodo and Mrs. Turimah who always supported me in every condition.
2. My beloved sisters: Linda Setiawati, who always supports and made my day to have spirit in creating this research
3. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Lucky Setiawan. He was born in Karya Makmur on Desember 05th 1999. He is the first child of 2 siblings of Mr. Widodo and Mrs. Turimah. He has a little sister namely Linda Setiawati.

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During studying at UIN Raden Intan Lampung, the researcher only joined UKM Bahasa and ever bcome English teaching division since 2020 until 2022.

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Bandar Lampung, 2023

The Researcher,

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CHAPTER I

INTRODUCTION

A. Title Confirmation

“ The Effect of Shadowing Technique on Students’ Pronunciation Ability (A-Quasi-Experimental Study at Ninth Grade Students of SMPN 2 Pasir Sakti)”

Keywords: 1). Effect, 2). Shadowing Technique, 3). Pronunciation

1. **Effect** is the power that arises from an object person and also the symptoms that can give change to anything around him.¹ In this research title, effect means the ability of independent variable (Shadowing Technique) to affect dependent variable (Students’ Pronunciation Ability) by conducting an experimental research.
2. **Shadowing technique** is as the act of repeating simultaneously what one hears as accurately as possible. ²First of all, we are going to listen story, and all we need to do is pay close attention what video native speaker saying, then we will hear same story but now that will be pause after each sentence. This is your chance to repeat the sentence word for word. Paying close attention to word, and sentence and stress. In this research shadowing technique means independent variable that will be used as a treatment in the experimental class.
3. **Pronunciation** is the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning Pronunciation they make new habits and

¹ Winarto Surakhmad, *Pengantar Ilmiah Dasar*, Bandung: Teknik Tarsito, 1982.

² Hamada, Y. (2016a). *Teaching EFL Learners shadowing for listening: Developing learners’ bottom-up skills*. New York: Routledge. p.6

overcome the difficulties resulting from the first language.³ Yates states that pronunciation is the production of sounds that is used for making meaning. In this research pronunciation refers to suprasegmental features, focus on stress, and intonation.⁴

B. Background of the problem

The way a word or language is pronounced is called its pronunciation. Pronunciation, is the production of an English sound. Pronunciation is taught by repeating the sound and repeating the sound and correcting it when it is incorrectly produced.⁵ This refers to how words or sentences are pronounced in a specific dialect based on the intonation used (correct pronunciation). Moreover, it is the ability to speak English and one of the most important things in communication and one of the micro skills in speaking skill.

Speaking skills is productive skills because learners doing these need to produce output that language. How often does students get input and how often does the students produce output will affect their speaking's skill. For instance, get students to listen to as many native English speakers or play a variety of audio tapes either on the radio or television.⁶ These are the way for teaching effective pronunciation and it called input.

There are two particular problems occur in much pronunciation teaching and learning. 1) some students have

³ Pourhosein Gilakjani, A. (2016). *What factors Influence the English Peonunciation of EFL Learners?* Modern Journal of Language Teaching Methods (MJLTM), 6(2), 314-326

⁴ Yates, L. (2002). *What is pronunciation? Adult Migrant English Program (AMEP) Research Centre Fact Sheets*, Sydney, National Centre for English Language Teaching and Research, Macquarie University, Retrived from : http://www.amepre.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf, p.1

⁵ Pourhossein Gilakjani, Loc. Cit.

⁶ Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Pearson Education Limited.

great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first languages have problems with different sounds, especially where, a s with /b/ and /v/ for Spanish speakers, their language does not have the same two sounds. If they cannot distinguish between them, they will find it almost impossible to produce the two different English phonemes. 2) the problem of physical unfamiliarity, it is actually physically difficult to make the sound using particular parts of mouth, uvula or nasal cavity, the intonation problem, for many teachers the most problematic area of pronunciation is intonation. Some of us and many of our students find it extremely difficult to hear 'tunes' or identify the different patterns of rising and falling tones.⁷

Those matters usually occur in same schools in Indonesia for instance state junior high school 2 Pasir Sakti. Based on the preliminary research conducted at SMP Negeri 2 Pasir Sakti on February 20, 2023, it was found that most of the ninth grade students had problems with their pronunciation. The results of the questionnaire that was distributed to the students shows that 50.8% of the students do not enjoy learning English, while 54.1% of students do not understand the lesson given by the teacher. In the classroom, 52.5% of students stated that they hardly understand teacher's explanation but the feel assisted when the teacher using an attractive technique in the classroom. As a result, they are found in difficult to pronounce words in English (83.6% of students). these data lead to the conclusion that students of ninth grade have several issues of mastering English and they feel helped if the teacher administers an attractive technique in the classroom.

The result of interview with English teacher, Rudi Nugroho, said that he still used Indonesian language and English language to teach students when teaching English language. The teacher used method in teaching English those

⁷ *Ibid.*, p.249-250

are preaching, discussions, presentations. He used video, picture, for teaching English he take source except book there are youtube, or videos. Then he used drill technique when teaching pronunciation. Teacher said student have problem in pronunciation most of students had difficulties in pronouncing words correctly, they are not confident students try to say things in a foreign language in the classroom they are often inhibited. They are shy of the attention that their speech attracts.⁸

Rudi Nugroho stated that he still uses Indonesian and English to teach students when teaching English. He employed preaching, discussions, video, and pictures to teach English. He uses youtube and videos to teach English instead of books. When teaching pronunciation, he then adopted the drill technique. He teaches pronunciation but doesn't put much effort into it and only occasionally. He stated that most students have difficulty pronouncing words correctly, they are not confident, and when they try to say things in a foreign language in the classroom, they are generally inhibited. They are shy of the attention their speech attracts

Ramelan contends that in order to learn a foreign language, in this case English, as student must first acquire the ability to speak it. They must endeavor to speak in the manner of native speakers. This can be accomplished by imitating and mimicking them incessantly until their pronunciation is satisfactory and acceptable to them.⁹ It suggests that in order to master English, particularly pronunciation, students must practice more. A teacher or lecture should be able to show correct pronunciation or provide an appropriate teaching strategy in order to stimulate students' interest in improving their English pronunciation.

⁸ Rudi Nugroho, An English Teacher at SMPN 2 Pasir Sakti, February 20, 2023, *an interview*

⁹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003) p.2

Based on problem above, an interesting and fun technique will be used in this research that called shadowing technique. The technique is appropriate and suitable to develop student pronunciation then make them speak English well. shadowing technique is one popular method that well known in Japan and it is as a technique for improving second language (L2) acquisition in which learners repeat speech aloud as precisely as possible while remaining attentive to the incoming speech. It will definitely help students to become more confident to become less fluent and to reduce their accent.

Shadowing technique is similar to copying actions or words. This technique is all about copying something that a native speaker is saying, exactly. It teaches EFL (English Foreign Language) to listen to the sounds and patterns of English and trains EFL to make those same sounds their self. Lambert defined shadowing s a paced, parrot-style auditory tracking task, conducted with headphones.¹⁰

From the explanation above, the researcher is interested to do research about the effect of shadowing technique on students' pronunciation ability; in hopes, this technique can help the learners to overcome the lack of their speaking ability, especially in pronunciation. The researcher make a research entitled, “ The effect of shadowing technique on students' pronunciation ability” t know whether there is have a significant effect of using shadowing technique towards student pronunciation ability.

C. Identification & Limitation of the problem

Based on the background above, the identification of the problem are as follow:

1. Most of students had difficulties pronouncing English words.

¹⁰ Lambert, S. (1992). Shadowing. *Meta*, 37(2), 263-273

2. They are often inhibited
3. Most of students do not enjoy learning English because they do not understand the lesson that have given by the teacher

On the basis of discovering the above- mentioned problems, the researcher used the shadowing technique to find out that the effect on students learning pronunciation ability.

D. Formulation of the problem

Based on identification and limitation of the problem, the researcher formulated the problem as follow: “is there any significant effect of using shadowing technique on students’ pronunciation ability in the ninth grade at SMPN 2 Pasir sakti?”

E. Objective of the research

Related to the problem formulation, the objective of the research is to find out whether or not there is a significant effect of using shadowing technique towards students’ pronunciation ability at the ninth grade of SMPN 2 Pasir Sakti.

1. Theoretical Contribution
It may support the theory that using shadowing technique can be applied to teach pronunciation.
2. Practical Contribution
It may inform English teacher how to teach pronunciation by shadowing technique.

F. Relevant research

These are some previous studies that deal with shadowing technique one of them was done by hamada, 202

entitled “ An effective way to improve listening skills through shadowing” based on this research it was proven that can improve learners’ listening comprehension skills.

While Jennifer A. Foote, Kim McDonough under the title, “ Using shadowing with mobile technology to improve L2 pronunciation” the shadowing task assessed learners’ ability to imitate a speech model, whereas the extemporaneous speaking task assessed comprehensibility, accentuation, and fluency. During the study, participants’ perspectives on the activities were also gathered through interviews. The results showed that participants improved significantly on pronunciation and fluency.

Moreover, Yahya, 2021 entitled “ The implementation of shadowing technique to improve students’ speaking ability at SMAN 2 Sidrap (A Pre-experimental research). The improvement of students’ pronunciation could be seen from the mean score in terms of content in pre-test was 58 and post-test was 77. The improvement of the content was 0.31% in conclusion that teaching English by using shadowing techniques could improve the students’ speaking ability.

From the third previous research above, all of them used the same technique namely shadowing technique, however they are different, first research by Hamada focus on improving listening skill. The second, research by A Foote, McDonough focus on improving speaking measures apart from accentuation, comprehensibility, and fluency. The third research by Yahya focus on speaking ability in accuracy pronunciation.

The different my research from the other research is my research focus on improving speaking ability from aspect suprasegmental feature including stress and intonation.

G. Systematic of the research

This research divided into five chapter, as follows:

1. Chapter I Introduction

In the first chapter contains the title confirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and also systematic of the research. This introduction is useful to give the initial information of the readers.

2. Chapter II Frame of theory

The second chapter is discuss about the theory that related and use in this research. This is gives information to the reader about the theories, reference or foundation in this research. Beside provide the theory, here also provide a hypothesis that inform to the reader about the prediction of research results.

3. Chapter III Research Method

This chapter explains the research method in detail, start from the place and time of the research, research design, population and sample, data collecting technique, data analysis, operational definition of variables, research instrument, fulfilment of the assumption, and until hypothesis testing.

4. Chapter IV Research and Discussion

This chapter provides the information about the effectiveness of using shadowing technique toward students' pronunciation ability for the ninth grade of SMP Negeri 2 Pasir Sakti.

5. Chapter V Result and Discussion

This chapter tells about the closing as the end of the research which contains conclusion and suggestion.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Pronunciation Ability

1. The Definition of Pronunciation Ability

Pronunciation is extremely important in English speaking because it has a significant impact on the meaning of utterances. If we have a good pronunciation then the person who receives the information or who is talking to us will understand what we mean.

Speaking requires good pronunciation (oral communication). It entails producing the right sounds in a given language as well as how those sounds are combined during speech (not just in isolated words). According to Boyer, understanding how to correctly stress words and use intonation are also essential components of understandable pronunciation in English.¹¹ Additionally, pronunciation is generally defined as the production of meaningful sounds in two senses by Christian Dalton and Barbara Seidlhofer in their book on pronunciation. When discussing pronunciation, one should first consider how sound communication is produced and received. Speaking of acts of speaking, the second topic is pronunciation.¹²

Pronunciation is not only one of the important aspects in English but also as central to language use in social, Interactive context. It is the way that the speaker and the hearer work together to establish and maintain common ground for producing and understanding each other's utterances.¹³ If someone makes an error in pronouncing some words in a sentence, so it will disturb communication and even be one of the factors that leads to the conversation breakdown.

In fact there is some error made by students when they pronounce word in English. For instance, students

¹¹ Susan Boyer, *Understanding English Pronunciation: an Integrated Practice Course*, (Australia: Boyer Educational Resources, 200 11

¹² Christiane Dalton and Barbara Seidlhofer, *Practical Issues in Second Language Acquisition*, (USA, Oxford University Press, 1995)

¹³ Marnie Reed and John M. Levis, *The Handbook of English Pronunciation: First Edition*. (Oxford: John Wiley & Sons, Inc., 2015), p.353.

pronounce the word fruit /fru:t/ some students make a mistake of saying fruit like, Frutt. it just /fru:t/. And next word is chaos /'keɪs/ so many student actually pronounce it "kaos" but the correct pronounce is chaos /'keɪs/ and next word is queue /kju:/ it just one syllable but some students make a mistake of saying queue like kuwewe , kyuuwu. It's hard to say word correctly therefore we have to study pronunciation.

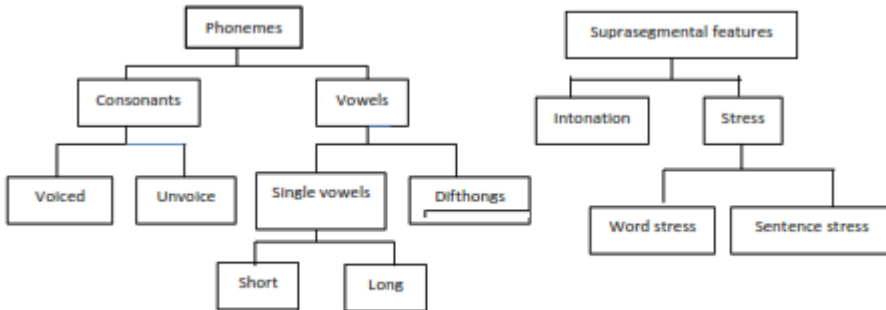
In simple words, the researcher can define pronunciation is the way how to pronounce word in English. With good pronunciation, it can make producing and understanding each other's utterances from the speaker to the hearer.

2. Features of Pronunciation

Many experts have different ideas about what pronunciation is in language teaching. Kelly is one who looks at pronunciation in terms of its fundamental pieces. He contends that pronunciation has two fundamental features: phonemes and suprasegmental features. He has broken down the main feature of pronunciation and describes them using the graphic below

Figure 2.1: Pronunciation Features¹⁴

¹⁴ Kelly, Gerald, op. cit. p.1



Meanwhile, Penny Ur stated that the concept of pronunciation may be said to include the sound of language, stress, intonation and rhythm.¹⁵

a) Segmental Features of Pronunciation

English segmental features include vowels, diphthongs, and consonants.

Here are the classifications:

1) Vowels

A vowel is a sound produced with a comparatively open configuration of the vocal tract. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.¹⁶ There are five English vowels, A, E, I, O, U. Examples in Words:

- hat
“a” is a vowel in this word
- teeth
“e” and “e” are vowels in this word
- Rate
“a” and “e” are vowels in this word

¹⁵ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.47

¹⁶ Kelly, Gerald, Op. cit. p.29

There is another group of vowel sounds called diphthongs. Diphthongs are sounds that change from one vowel sound to another (but in the same syllable).

2) Diphthong.

A diphthong is two vowel sounds together¹⁷. Diphthongs are sounds that change from one vowel sound to another (but in the same syllable. diphthong is a combination of vowel sounds. diphthong divided into 2 namely, Centring diphthongs and Closing diphthongs.

Centring diphthongs end with a glide towards /ə/. they are called ‘ centring’ because /ə/ a central vowel.

Examples;

1. clearing / ɪə/
2. sure / ʊə/
3. there / eə/

Closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/, The glide is towards a higher position in the mouth.

Examples;

- | | | |
|----------------------|------------------------|---------------------|
| 4. <u>they</u> / eɪ/ | 6. <u>Mighty</u> / aɪ/ | 8. <u>Now</u> / aʊ/ |
| 5. <u>boy</u> / ɔɪ/ | 7. <u>Go</u> / ʊə/ | |

There are dividing opinions about the number of diphthongs in American English Some will say eight; others ten.

They are:

1. /eɪ/ as in *rain* /reɪn/, *eight* /eɪt/
2. /ɪə/ as in *career* /kə' rɪr/, *hear* /ɪər/
3. /eə/ as in *fair* (/feə/) or *care* (/keə/)
4. /ʊə/ as in *sure* (/ʃʊə/) or *pure* /pjʊər/
5. /ɔɪ/ as in *globe* (/ˈ gləʊb/) or *show* (/ʃəʊ/)
6. /ɔɪ/ as in *boy* /bɔɪ/, *join* /dʒɔɪn/
7. /aɪ/ as in *cry* /kraɪ/, *my* /maɪ/

¹⁷ Rachel Smith, *American English Pronunciation*, (Rachel's English LLC,2015), p.60

8. /**əʊ**/ as in *cow* (/kaʊ/) or *how* (/haʊ/)

3. Consonant

A consonant is a letter of the alphabet that represents a basic speech sound produced by obstructing the breath in the vocal tract. A consonant can be combined with a vowel to form a syllable.

There are two kind of consonant namely, unvoiced and voiced consonant sounds. unvoiced consonant sounds, which means that the sound is made by air moving from the back of our mouth, through and out our lips. There is an extra unvoiced consonant is h. Voiced consonant sounds, which means that sound is made with our vocal cords. And unvoiced sounds use just air.

These consonants are voiced and voiceless pairs /p/ /b/, /t/ /d/, /k/ /g/, /f/ /v/, /s/ /z/, /θ/ /ð/, /ʃ/ /ʒ/, /tʃ/ /dʒ/. These consonants are voiced /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/.

b) Suprasegmentally Features

Phonemes, as we have seen, are units of sound which we can analyse. They are also known as segments. Suprasegmentally features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

1) Stress

a) Word stress (stress on a syllable inside a word)

In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly. Stress can fall on the first, middle or last syllables of words, As is shown here:

Ooo	oOo	OoO
SYLlabus SUBStitute TECHnical	EnGAGEment baNAna phoNETic	usheRETTE kangaROO underSTAND

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group are stressed on the second syllable, and those in the third group are stressed on third syllable.¹⁸

Two important rules about word stress:

1. One word, one stress
2. The stress is always on a vowel

Words: **photograph**, **photographer** and **photographic**.
c. Do they sound the same when spoken? No. Because we accentuate (stress) ONE syllable in each word. ONE syllable in each word is STRESSED (stronger than the others). And it is not always the same syllable. So the "**shape**" of each word is different. as is shown here:

3 syllables, stress on #1	PHO tograph
4 syllables, stress on #2	pho TO grapher
4 syllables, stress on #3	photo GRA PHIC

This happens in ALL words with 2 or more syllables:
TEACH**er**, Ja**PAN**, CH**INa**, a**BO**VE, con**ver**SAtion,
In**ter**esting, im**PO**rtant, de**MA**ND, et**CE**Tera,

b) Sentence stress (stress on words inside a sentence).

With sentence stress, some words in a sentence are STRESSED (loud) and other words are weak (quiet).

below is the example how the sentence is stressed

1. We **WANT** to **GO**.

¹⁸ Kelly, Gerald, op. cit. p.66-67

2. We WANT to GO to WORK.
3. We DON'T WANT to GO to WORK.
4. We DON'T WANT to GO to WORK at NIGHT.

2) Intonation

Intonation and stress are closely linked. In fact it's impossible to dissociate them. They go hand in hand. The term intonation refers to the way our voices rise and fall in pitch when we talk. It's a fundamental part of the way we express our own thoughts and it enables us to understand those of others.¹⁹ In a simple way we can define intonation as the way the voice rises and falls when speaking, in other words the music of the language.

Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.²⁰

Many attempts have been made to show connections between intonation patterns and particular types of grammatical structure, and

¹⁹ Kelly, Gerald, op. cit. p.86

²⁰ *English for ESL learners*. English Pronunciation - Intonation | Learn English Today. (n.d.). Retrieved November 8, 2022, from <https://learn-english-today.com/pronunciation-stress/intonation.html>

the following list show some of these. The reader will find it easy to say these examples in other ways; it should be remembered that these are generalisations rather than rules. They can, however, help in giving students guidance in making appropriate choices with regard to intonation.

1. **Information questions** with *who, what, where*, etc: Falling Intonation (if being asked for the first time), e.g. *what's your name? what's the time? Where do you live?*
2. **Questions** expecting a 'yes/no' answer: Rising (*is it the blue one? Have you got a pen?*)
3. **Statements:** Falling (*He lives in the house on the corner. It's over there.*)
4. **Imperatives:** Falling (*Sit down. Put it on the table.*)

5. **Question tags** expecting confirmation: Falling (*You're French, aren't you? He's very tall, isn't he?*)
6. **Question tags** showing less certainty: Rising (*You're French, aren't you? Your train leaves at six, doesn't it?*)
7. **List of items:** Rising, rising and finally falling (*You need a pen, a pencil and some paper. The stall sells ribbon, beads, elastic and buttons.*)²¹

There is always one main syllable in word that is stressed. It's stronger than the others. Pronouncing it incorrectly can be confusing.

1. **Present** (noun) / **present** (verb)
2. **Object** (noun) / **object** (verb)
3. **Contract** (noun) / **contract** (verb)

²¹ Gerald Kelly, page 89

Learning to push down on the strongest syllable will help us to add emphasis to our speech and our pronunciation. It will help us to sound more sincere, more interesting and natural. Such as ;

1. I *really* like it.
2. Your home is *beautiful*.
3. What a *perfect* afternoon.

Speaking English clearly and confidently is about more than just pronunciation of sounds. Words stress and syllable stress are just as important.

As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear message about their attitude from the way things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying, and so on. Such ideas can be used in the classroom to help underline the function of particular phrases and utterances.

In short, intonation needs to be feature of classroom language analysis and practice. This will help students toward greater expressiveness and articulation in English, and also help them to a better.

3. Problem of pronunciation

There are particular problems occur in much pronunciation teaching and learning

a. What students can hear?

Some pupils have a hard enough time hearing the pronunciation qualities that we want them to create. Speakers of different first languages frequently struggle with different sounds. First languages struggle with different sounds. Especially if /b/ and /v/ are used by Spanish speakers. Their languages do not have same two sounds. If they can't tell the difference, producing the two different English phonemes will

be nearly impossible.²² That occur in Indonesia, English is used as a foreign language in our country. The majority of students only use English in school when they have a lesson. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word vegetable is pronounced /'vɛdʒ(ɪ)təbl/. Whereas in Indonesian language, we pronounce it /vegetable/. The word Wednesday and Tuesday are pronounced /'wɛnzdeɪ/, /'tju:zdeɪ/. We pronounce it /wed.nes.day/, /tuwesday/. Furthermore,

b. What students can say?

All babies are born with the ability to produce a wide range of sounds that humans can use. However, as we mature and concentrate on one or two languages, we lose the habit of producing some of those sounds. Physical unfamiliarity is a common issue when learning a foreign language (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity).

There are two ways of dealing with this: first, we can show students how sounds are made through demonstration, diagrams, and explanation. However, we can bring the sounds to their attention every time they appear on a recording or in our own conversation. In this way, we gradually train the students' ears. They will be able to speak correctly once they can hear correctly.

c. The intonation problem

For many teachers, the most difficult aspect of speech is intonation. Some of us (and many of our students) have a tough time hearing 'tunes' or identifying different patterns of rising and falling tones. One of teacher tasks, then, is to give students opportunities in recognise such moods and intentions

²² Harmer, Jeremy, op. cit. p 249-250

either on an audio track or through the way teacher model them. Teacher can then get students to imitate the way these moods are articulated, even though we may not (be able to) discuss the technicalities of the different intonation patterns themselves.

The key to effective pronunciation instruction, however, is not so much getting students to produce correct sounds or intonation tunes as it is having them listen and notice how English is spoken; whether on audio or video or by their teachers themselves, the more aware they are, the more likely their own intelligibility levels will rise.

4. The Techniques of Teaching Pronunciation

There are two techniques are useful in the development of Pronunciation namely, drills and minimal pairs.

a) Drilling

Drilling is a common approach for students to practice their pronunciation in the classroom. Drilling, in its most basic form, consists of the teacher repeating a word or structure and having the class repeat it. Drilling seeks to assist pupils improve their pronunciation of language objects and recall new ones. Drilling frequently follows the eliciting process, which involves helping pupils to repeat a previously studied word, phrase, or structure. Drilling is most effective before students face the written version of the language. The primary task of the teacher in drilling is to provide a model of a word, phrase, or structure for the students to repeat. Another term in drilling is Choral drilling, where Students are invited one-by- one to repeat. Furthermore, There are back chain, Front chain ‘ open pair’ drilling and Substitution drilling,²³ The following examples show how the teacher isolates certain parts of sentence, modelling them separately for students to repeat, and gradually building the sentence up until it is complete.

²³ Kelly, Gerald, Op. cit. p 15-20

Substitution drilling , as follows :

Teacher : This is a book
 Student 1 : This is a book
 Teacher : This is a pen
 Student 2 : This is a pen

b) Minimal pairs

A minimal pair is two words. Which are identical in form except for a contrast in one phoneme, and occur in the same position.²⁴ In simply words, Minimal pairs are two words that sound almost identical yet differ by one sound. The sound might be either a vowel or a consonant.

Here is an example for minimal pairs

1) Pen and Pan

A *pen* is a thin, small tool used to write and draw.

A *pan* is a circular, flat utensil used to cook food like eggs.

The middle vowel distinguishes these two words. The "e" sounds like the vowel in hen or end. Meanwhile, the "a" looks similar to the one in the hand.

2) Hard and Heart

If something is *hard*, it is either physically solid or it is difficult to do.

The *heart* is the organ in our body that constantly pumps our blood.

The different sounds of “d” and “t” in these words make them sound different.

3) Writer and Rider

A *writer* is someone who writes, usually for a living.

A *rider* is someone who rides an animal or a vehicle. This is commonly used in the context of riding a horse. What's interesting about this pair is that, while having different first letters, their beginning sounds (phonemes) are the same. The

²⁴ Nurhayati, Dwi Astuti Wahyu. *Introduction To English Phonology*, Akademia Pustaka:2019, p.62

consonants in the center ("t" and "d") distinguish them in pronunciation.²⁵

5. Assessing Pronunciation

If we want to improve your English pronunciation skills, it's a great idea to start with an assessment or evaluation. Assessment pronunciation is useful tool to know whether our English pronunciation is good or not. In Assessing Pronunciation there are the micro skills and. The macroskillls. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskillls imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. basic designing assessment task there are five namely, imitative, intensive, responsive, interactive, extensive. In this section researcher only attempt designing assessment task for imitative speaking.

In a simple repetition task, test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question (to test for intonation production).

Word repetition task²⁶

Test-takers hear:	Repeat after me:
	beat [pause] bit [pause]
	etc. I bought a boat yesterday.

²⁵ Ray, D. (2022, June 3). *20 minimal pairs in English to practice perfect pronunciation.*

²⁶ Brown (2004) *Language Assessment Principles and Classroom Practices*, p 144-145

Scoring scale for repetition tasks

6. Shadowing Technique

1. General description of Shadowing Technique

Speaking about Shadowing, The concept of shadowing can be traced back to Cherry's research. Participants in his speech recognition experiment listened to two different passages. To ensure that they were only paying attention to one of the passages, they were asked to repeat what they had been paying attention to, which was shadowing, at the same time. Furthermore, Shadowing was later used as a technique for training simultaneous interpreters to learn how to listen and speak at the same time. Prior to the advanced stage of translating one language into another, shadowing was used to practice listening to one language and repeating it simultaneously for beginner, Shadowing as a paced, auditory tracking task that involves the immediate vocalization of auditory presented stimuli, i.e. word-for-word repetition in the same language, parrot-style."²⁷

²⁷ Hamada, Yo, *Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension*. Language Teaching Research 1-9, 2015, p 2. Retrieved November 6, 2022, from <https://journals.sagepub.com/doi/10.1177/1362168815597504>,

Thirty years have passed since the introduction of a teaching technique known as shadowing in Japanese EFL contexts. This technique has recently gained popularity all over the world. Given the number of studies on shadowing that has been published. Shadowing, originally a training technique for simultaneous interpreters, was introduced into Japanese EFL contexts in 1992 as a listening teaching technique for bottom-up process improvement (Tamai, 1992). Tamai (1997), one of the pioneers of shadowing research in EFL contexts, defined it as an active and highly cognitive activity in which learners track the speech that they hear and vocalize it as clearly as possible while simultaneously listening. Not only in Japan but shadowing also has gradually gained popularity in East Asia (e.g., Hsieh et al., 2013; Lin, 2009) and has recently been recognized internationally (e.g. Hamada, 2016a, Hamada, 2016b; Foote and McDonough, 2017)²⁸

Shadowing benefits students' listening processes as follows: (e.g., Commander & Guerrero, 2013; Hamada, 2011a; Kato, 2009; Kuramoto, Shiki, Nishida, & Ito, 2007; Miyake, 2009; Mochizuki, 2006; Mori, 2011; Murphey, 2001; Nakayama, 2011; Nakayama & Suzuki, 2012; Oki, 2010; Tamai, 1997). The findings of these studies on shadowing indicate that it is effective for improving listening skills.

²⁸ Hamada, Yo, *Shadowing: What is it? how to use it. where will it go?* Language Teaching Research p.386-387 Retrieved November5,2022,from <https://journals.sagepub.com/doi/full/10.1177/0033688218771380>

learners are required to store the input temporarily when repeating, while they have little time to store it when shadowing. The following examples are based on Murphey (2001).

Shadowing (on-line)

Model: Boston is in America, in the north-east part of America.

Learner: Boston is in America, in the north-east part of America.

Repetition (off-line)

Model: Boston is in America, in the north-east

Learner: Boston is in America in the north-east in the north-east

7. Definition Shadowing Technique

Shadowing Technique is similar to copying something. Usually, copying actions or words pronunciation, stress, pauses, intonation, facial expressions and gestures. this technique is all about copying something that a native speaker is saying, exactly. It teaches EFL (English Foreign language) to listen to the sounds and patterns of English and trains EFL to make those same sounds themselves.²⁹ Shadowing is a parrot-style paced auditory tracking exercise of a message delivered over headphones.³⁰ Then, shadowing Technique is developed by American Professor Alexander Arguelles which he first used in Germany and then in Korea. He states Shadowing is a language learning approach in which a learner listens to a recording of target language audio and mimics's Native speaker. Moreover, Shadowing is defined as the act of

²⁹ Imitation. mmmEnglish, loc. cit.

³⁰ Hamada, Yo. (2012). *An effective way to improve listening skills through shadowing*. The Language Teacher, Feature Article, 4

repeating as accurately as possible what one hears at the same time.³¹

In simple way, researcher define the shadowing technique is you speak at same time , at the same pace as your source. Your source is usually a recording – for example, a TED talk, a short movie scene or a podcast.

Theoretical of shadowing is Psycholinguistic principles that contribute to its effectiveness. Shadowing technique use Baddeley’s (2007) theory on working memory to see how shadowing functions in the working memory. then refer to the Cohort Model and cognitive resource to focus on the relationship of phoneme perception and shadowing³². There is much less research on shadowing for speaking than for listening, but by applying the concepts of attention and cognitive resource, we can theorize that once learners’ bottom-up listening skills improve, they can allocate more attention and cognitive resource to speaking when shadowing.³³

8. Advantages and disadvantages of Shadowing technique

Shadowing is an active and highly cognitive technique for developing EFL listening skills in which learners track heard speech and vocalize it at the same time. Several studies have shown that it can be an effective way to improve listening. However, Shadowing Technique has advantages and disadvantages.

I. Advantages

The benefits from shadowing; First, Previous research has found that shadowing is most effective for low-proficiency listeners (Hamada, 2016a; Kato, 2009; Tamai, 1997).In other words, The use of the Shadowing Technique

³¹ Hamada, Yo. (2017). *Teaching EFL Learners Shadowing For Listening: Developing Learners’ Bottom-up skills*. New York: Routledge research in language education, 6

³² Ibid., 9

³³ Hamada, Yo. (2016), Op. cit. p. 390

improved their listening comprehension skills. Second, shadowing showed statistically significant improvement in the listening comprehension test. This research was done by Hamada (2014). The study discusses shadowing practice before or after learning the content by providing eight shadowing-based lessons to 56 Japanese university freshmen using an EFL textbook. Then, shadowing also may improve reading skills as Kuramoto et al. (2007) shows, and possibly pronunciation if learners shadow together with a written script of the target passage.

2. Disadvantages

Several studies indicate there were disadvantages. First, found in (Vandergrift and Goh, 2012), Their studies indicate L2 learners are unable to monitor their shadowing performance because their primary focus is on listening to input and verbally reproducing it. They also recommend that students record their shadowing performance for reflection. Second, disadvantages also found In Nakayama and Suzuki (2012) the results show that the self-monitoring group outperformed the pair-monitoring and control groups.

In order to use shadowing as a technique for speaking skill development, the minimal condition is that the participants shadow successfully with the help of another activity³⁴. Oral reading, or reading aloud a written script, was originally thought to be an effective technique for improving learners' reading skills (Kuramoto et al., 2007).

³⁴ Hamada, Yo. (2017), Op. cit. p 151

9. Procedure of Shadowing Technique

Table 1.1 examples of shadowing varieties ³⁵

Name	Procedure
Complete shadowing	Learners shadow everything speakers say
Selective shadowing	Learners select only certain words and phrases to shadow
Parallel reading	Learners shadow while

²⁴ Hamada, Y. (2016a). *Teaching EFL learners shadowing for listening: Developing learners' bottom-up skills*. New York: Routledge. p.5.

	reading the text
Content shadowing	Learners concentrate on both shadowing and the meaning
Mumbling	Learners silently shadow the incoming sounds without text
Interactive shadowing	Selective shadowing, and adds questions and

	<p>comments to make it more natural and show more involvement on the part of the learners</p>
<p>Conversational shadowing</p>	<p>Learners repeat conversation partner's words</p>
<p>Phrase shadowing</p>	<p>Learners shadow phrase by phrase with a slight delay</p>
<p>Phonemic shadowing</p>	<p>Learn</p>

	ers shado w each sound as soon as they hear

In this research, researcher chose complete shadowing, following to Emma's procedure.

Here is how it works:

Students will hear the same story three times

1. Listen and read

Students will just need to listen and read. Listen to the topic, the vocabulary and expression. They are learning the script.

2. Listen & imitate

Then, students will hear the same script again but this time there will be a short pause after each clause or sentence. This is so that they can say it aloud, exactly as it was said in the recording. Students have to imitate, to copy, the native English speaker video.

3. Shadowing

Students, which involves the whole class, try to watch a native English speaker video while he or she is speaking. Perform each

sentence with the same expression and intonation while he or she is speaking³⁶



Figure 2: Shadowing Technique

10. Drill technique

a). Definition of drill technique

A drill is a classroom technique used to practise new language. It involves the teacher modelling a word or a sentence and the learners repeating it. There are different kinds of drilling, such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition. Drilling has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. Drilling also fundamental to the teaching of word stress, sentence stress and intonation. It is important tool in pronunciation work. At its simplest, drilling means The teacher says (models) the word or phrase and the students repeat it.

³⁶ Imitation, mmmEnglish, loc. It.

b). Types of drill

1) Choral drill

Choral drills, often known as listen-and-repeat drill, are frequently used to model language. These activity involves the teacher reading or saying aloud a word or sentence, and the learners repeating it back to the teacher. Choral drilling can help to build confidence, and gives students the chance to practise pronouncing the drilled item relatively anonymously.³⁷

Example

The following sequence is an example of a Choral drill:

Teacher: I have a pen

Learners: I have a pen

Teacher: I put my book on the table

Learners: I put my book on the table

Teacher: I am standing in front of the door

Learners: I am standing in front of the door

2) Substitution drills

Sutrisno claims that a substitution drill is a classroom technique used to practise new language. substitution drills, or question and answer drills It involves the teacher first modelling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure.

Example

The following sequence is an example of a substitution drill:

Teacher: I have a new book

Learners: Have you?

Teacher: I don't like coffee

Learners: Don't you?

Teacher: I love tea

Learners: Do you?

³⁷ Kelly, Gerald, Op. cit. p 16.

B. Procedure of using drill effectively in the classroom

Here are some procedures for using drilling effectively in the classroom.

1. Repetition drills
2. Guessing games
3. Disappearing text
4. Dialogue building
5. Mingle activities
6. Information gaps
7. Songs, rhymes and chants

1. Repetition drills

When learners are getting used to the sounds of English it may be easier for them not to see the language written down before they practise saying it, so get them to listen to your model and then repeat.³⁸

1. Make sure you give clear, natural sounding and consistent models.
2. Use hand movements to indicate intonation, use your fist to beat the stress, and join or separate fingers to show word boundaries and where linking occurs in phrases. This kind of gesturing may in particular help visual learners since it helps them visualise the language they are practising.
3. Back chaining helps learners focus on correct pronunciation and intonation and is also attention-grabbing. For example, when you are modelling a phrase, start at the end, getting the learners to repeat after each

³⁸ Author Julie Tice. (n.d.). *Drilling 2*. TeachingEnglish. Retrieved November 9, 2022, from <https://www.teachingenglish.org.uk/article/drilling-2>

chunk you give them. For example: book / this is a book/
that is a book / is this your book?

2. Guessing games

Simple guessing games which require lots of repetition of the target language are ideal for practising language items at low levels and are in fact a form of drill.

1. After you have used pictures to introduce vocabulary or phrases stick the pictures on the board back to front so they can't be seen. Students try to guess which picture is which.
2. Pick out one picture and don't show it. Students guess which one it is. If you're using real objects you can use the same principle by hiding the objects under a cloth or in a bag and getting them to guess which object you're holding.
3. For practising 'Is it...?' questions, classroom objects and describing location with children, hide a plastic spider somewhere in the room and get the children to guess where it is. 'Is it under the teacher's desk?', 'Is it behind Jose's chair?'

3. Disappearing text

This can be done with a list of vocabulary items or phrases, a short text or a dialogue at any level.

1. Write up the text on the board. Read out the text and drill.
2. Rub off a small part of it. Students have to say the whole text again.
3. Gradually rub off more and more in bits and each time get the students to say the whole text.

4. Dialogue building

This is useful particularly for low level students to build confidence in speaking and to learn useful chunks of language. Use pictures to set a scene and elicit a dialogue.

Example:

Do you have a pen?

Yes, I have.

what's your pen colour?

It's black pen.

5. Mingle activities

With smaller classes, mingle activities work well and provide opportunities for lots of repetition of target language. A simple example of this for low level learners is 'Say and swap'.

1. Learners are given flashcards or small pictures of target vocabulary items or phrases.
2. They mingle and swap their pictures but as they swap they have to say the word on the picture they have. Alternatively this can be done as a more stationary chain drill: students pass the flashcards or pictures around the whole class and again say the word each time they pass it on.
3. Another example is 'Find Someone Who' which can be adapted to any level. Students have a list of people to find.

Example: Find someone who Dress up at 05.00, cooks in the morning, and eats fruit before breakfast,

Students go around asking the question. In this example the language practised is 'Do you...?' and the topic daily routines. This activity generates lots of repetition of this pattern as well as providing opportunities for freer responses if the learners develop the conversation. In larger classes it can be done as a stationary group work activity.

6. Information gaps

Information gap activities are often designed to provide highly controlled practice of particular structures. By swapping information which requires use of a particular language pattern, the students have to solve a problem. This problem solving provides a communicative purpose to what is essentially a drill.

Example:

1. The students have a shopping list of fruit they need to buy (six oranges, 1 kilo of apples, etc.)
2. Student A has the prices of various fruits in one shop, student B has the prices in another shop.
3. They have to ask each other and answer about the prices and complete a grid with the information.
4. The task is then to decide which shop will be the cheaper one for them to buy their fruit in.

7. Songs, rhymes and chants

Many primary aged learners respond very well to songs, games and chants. These young learners can find it very difficult to remember how to say complete phrases in a foreign language when they are first learning, but they remember whole songs and chants with ease. Action songs like 'Head, shoulders, knees and toes' provide fun drills of language for parts of the body. Or you can make up your own action songs by putting target language to a well known tune and getting the children to do actions. For example, as you sing this to the tune of '*Frere Jacques*', do actions of putting on all the clothes mentioned:

Shorts	and	T-shirt	
Shorts	and	T-shirt	
Shoes	and	socks	
Shoes	and	socks	
Jumper	hat	and	trousers
Jumper hat and trousers			

C. The advantages & Disadvantages of Practice & Drills in Teaching

The most important aspect of transferring knowledge is the teaching technique; inaccuracies in technique selection might create problems in learning activities. There are numerous teaching methods for teaching pronunciation,

including minimal pairs, tongue twister, mimicking, and others. Each technique has advantages and disadvantages, drill is one of them.

1) Advantages of practice & drill in Teaching

1. It ensures the participant of the students.
2. It helps the students in earning the content of the subject
3. It has a strong effect on learning attitude and social relationship among students in group.
4. It enables students to understand the dialogue ³⁹

2) Disadvantages of practice & drill in Teaching

- 1) Students who only learn through drills may get distracted and bored with practice drills, especially if they have already mastered the skills. After every student demonstrates knowledge concerning the subject, the drills and practice exercises should be used occasionally to maintain proficiency.
- 2) Students may be relying on just remembering in order to take a test, but are not really understanding the material properly.

3) Hypothesis

Based on the theories in above the sub-chapter, the researcher form the researcher hypothesis as follows:

H_a : There is a significant effect of using shadowing technique on students' pronunciation ability.

H₀ : There is no significant effect of using shadowing technique on students' pronunciation ability.

³⁹ Isnaini Mauliyana, Thesis. *"The Implementation of drill technique in teaching speaking at SMA YP Unila Bandar Lampung"* Bandar Lampung:Unila,2016), p.32

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

The research be held at SMP Negeri 2 Pasir Sakti, Located on JL. Merdeka Desa No.2, Pasir Sakti, East Lampung.

B. Research Design

The researcher employed a quasi-experimental pre-test and post-test design in this research. A quasi-experimental design is one that includes assignment but not random assignment or grouping of participants. It is because the experimenter cannot construct groups for the experiment artificially. It means that the researcher does not have the option of randomly assigning pupils to special groups with varying conditions. The most common sort of participant group is an intact group. The researcher chose two classes for this purpose: one was the control class, and the other was the experimental class. Table 1 displays the research design.

Table 1
Research Design

Select control group	=	$T_1 O T_2$
Select experimental group	=	$T_1 X T_2$

Note:

X : Treatment by Using Shadowing Technique.

- O : Treatment by Using Drill Technique.
- T₁ : Pre-test
- T₂ : Post-Test
- G1 : Experimental Class
- G2 : Control Class

In this research, the researcher gave a pre-test to know the students' pronunciation abilities, particularly with regard to stress and intonation. After the researcher gave the pre-test to students, the researcher gave the treatment to the experimental class and the control class. Treatment by using the shadowing technique was used in the experimental class, and the control class also gave the treatment, namely the drill technique that is usually used by the teacher. At the end of the research, students were given the post-test in order to know their achievement after using the shadowing technique.

C. Population, Sample and Data Collecting Technique

1. Population of the research

Daniel defines population as the group of persons to whom we aim to generalize.⁴⁰ Based on the definition provided above, the researcher decided that the population of this research is the ninth grade of SMPN 2 Pasir Sakti. The total class is 4 class which are IX.9.1-IX.9.4. the sample have taken for this research was two classes of ninth grade students in SMPN 2 Pasir Sakti, total of sample was 56 students that became experimental and control class.

⁴⁰ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications Ltd, 2004), p. 15

Table 2
Population of students at the ninth grade of SMPN 2
Pasir Sakti in the academic year 2023

NO	CLASS	Gender		Total
		Male	Female	
1	IX.1	12	16	28
2	IX.2	15	13	28
3	IX.3	12	16	28
4	IX.4	15	13	28
Total number of students		54	58	112

(Source: Students attendance List)

2. Sample of the research

Sample, according to Balnavas and Peter, is a subset of population parameter estimations.⁴¹ According to the definition above, a sample is a subset of the population employed in this research. There were four classes in the first grade English education study program: IX.1, IX.2, IX.3, and IX.4.

The cluster random sampling procedure is employed to acquire samples in this research. Cluster random sampling refers to the selection of groups, or clusters, of topics rather than individuals.⁴² The following processes are taken to determine the experimental class and control class:

- a) the first, the name of each class was written in small pieces of paper
- b) the second, these pieces of paper was rolled and put into the glass

⁴¹ Mark Balnavas and Peter Caputi, *Intruduction to Quantitative Research*, (London: Sage Publication, 2001),p.177

⁴² Jack R, Fraenkel*Op Cit*, p. 95

c) third, the researcher shook the glass and took one of paper for the experimental class

d) next, the researcher shook the glass again and took one small piece of rolled paper. The name of class must be different with the name in the first shaken. Thus, the second paper was chosen as the control class

3. Data Collecting Technique

The researcher administered a test to gather the data. A test, according to Ari et al., is a combination of stimuli that are shown to a person in order to elicit responses from them, from which a score can be calculated.⁴³ Based on the definition above, The pre-test and post-test tests were used to collect data for this research.

1. Pre-test

Both the experimental group and the control group have given a pre-test before the treatment. The function of the pre-test is to administer the sample before doing the treatment. A pre-test has been given to the experimental group and control group. It was used to measure the student's achievement before applying the treatment—a pre-test that consists of an oral test. In the pre-test, the researcher asked students to pronounce the script about the learning materials.

2. Post-test.

After the treatment, the post-test was given to the students. The post-test was the final test in this research, especially in measuring the effect of treatment and whether it was significant or not. It means knowing whether the treatment has an effect or not on the students' English pronunciation ability.

⁴³ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* 8th ed, (Belmont: Nelson Education, Ltd, 2010). p. 201

The researcher followed various procedures to get the research's data:

- a. Providing the experimental group with a pre-test. The researcher recorded practice test of the students
- b. Giving treatment experimental group: applied shadowing technique
- c. Giving post-test to experimental group. The researcher recorded practice test.
- d. Scoring the test.

3. Research Procedure

The researcher has planned a few actions to implement the research. The research's procedure was as follows:

a. Planning

Before the researcher applied the research procedure, the researcher made some plans to run the application well. There are some steps that were planned. The procedure for planning the research can be seen as follows:

1. Determining the subject

The researcher determined the subject; in this case, the researcher chose the ninth grade students of SMPN 2 Pasir Sati was the subject of the research. One class has been taken as the control class (IX.9.1) and the other as the experimental class. (IX.9.2)

2. Preparing Pre-test

The researcher prepared a pre-test that was given to the students.

3. Determining the material to be taught

The researcher determined the material was taught to the students.

4. Preparing the post-test

The researcher prepared a post-test that was given to the students. By giving the post-test, the researcher knew whether the students could increase their pronunciation ability or not.

b. Application

After making the plan, the researcher applied the research procedure that was already planned. There are some steps in doing this research:

1. In the first meeting, the researcher gave a pre-test to the students.
2. In the second meeting, the researcher gave a treatment to the students in the experimental class.
3. In the third meeting, the researcher gave a post-test to the students.

c. Scoring Procedure of Student's Pronunciation Ability

The students' ability to consistently pronounce English words with emphasis, stress, and intonation was assessed. The five rating categories in the pronunciation rubric employed by Rui Ma in his analysis of the results of speaking tests taken from the Educational Testing System formed the basis for the decision to adopt the term "consistency." The specification is shown in the following table:

Table 3**Five Rating Scale Criteria of Pronunciation**

Category	Word stress	Intonation
5	Places stress on the right syllable of multisyllabic words all the time	Uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc.
4	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a few words.	Uses rising or falling intonation appropriately most of the time but sometimes ineffectively.
3	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on certain words.	Uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.
2	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a large number of words.	Uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for both

		wh-questions and yes/no questions. ⁴⁴
1	Frequently misplaces stress on multisyllabic words.	Uses rising or falling intonation inappropriately frequently.

D. Operational Definition of Variables

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study. There are two variables in this research namely independent variable and dependent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any other types of variable may have on it.⁴⁵

There are two variables in this research, they are;

1. Independent Variable

The independent variable in this research is shadowing technique (X).

2. Dependent Variable

The dependent variable in this research is students' pronunciation ability (Y).

In order to clarify the variables that were handled in this research and prevent misunderstandings regarding the

⁴⁴ Rui Ma, *The Role of Pronunciation in Speaking Test Ratings*, (All Thesis and Dissertations, 2015)

⁴⁵ Jack R Frankel and Norman R Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 2008), p.42

variables that were reported, the operational variable was employed. Here are some of them:

a) Independent Variable (X)

Shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible while simultaneously listening. On-line immediate process of repeating speech, while repeating is an off-line task because it provides learners with silent pauses to reproduce the sounds.

b) Dependent Variable (Y)

This research focuses on students' pronunciation ability in English, highlighting segmental and supra-segmental aspects, particularly stress and intonation, which are crucial for mastering the language's sounds..

E. Research Instrument

The instrument of this research was collected by using oral tests. The test based on the topic has given by the researcher, it was practiced test based on their applying shadowing technique in pronouncing stress and intonation. The tests were in the form shadowing technique. In getting the data in this research, there is procedure that was taken by the researcher namely; pre-test, treatment (teaching) and post-test.

F. Validity and Reliability of the instrument

1. Validity of Test

A good test is a test which has a high validity. The test was examined to check whether the test measures what was intended to be measured.⁴⁶ A test is considered valid if it

⁴⁶ Hughes Arthur, *Testing For language Teacher* (2nd Ed) (Cambridge: Cambridge University Press, 2003), p.26

measures the things that it promises to assess, according to Best and Khan. A good test must therefore have validity in order to be able to measure the desired characteristics. If the test is able to accurately test what should be done in its place, it is valid. There are numerous ways to evaluate the test's validity in this research. Here are some of them:

a. Content Validity

Content validity refers to the extent to which a test accurately measures or is related to the traits it is designed for. It is determined by careful examination of course textbooks, syllabus, objectives, and subject matter specialist judgments.

b. Construct Validity

Construct validity refers to the theoretical knowledge of a concept or achievement measure, focusing on its abstraction and generalization for clear measurement and examination, similar to a concept.

2. Reliability of Test

Reliability is a measurer's consistency, as defined by Ary and Creswell, ensuring stable and consistent scores from an instrument.⁴⁷ Reliability refers to the degree of consistency or stability in the test when it is tested, as a test cannot measure anything well without consistency.

The researcher utilized intra-class Coefficient Correlation (ICC) analysis interrater-reliability analysis, measuring test reliability using SPSS among multiple raters with multiple scale categorizations⁴⁸

⁴⁷ Donald Ary, *Op.Cit.*, p. 236

⁴⁸ Gliner Jeffrey et al. *Research Method in Applied Settings: An Integrated Approach to Design and Analysis*. (New York: Routledge, 2017). p. 310

Table 5
The Level of Intra-class Coefficient Correlation

Value	Interpretation
(lesser) – 0.5	Poor
0.5-0.75	Moderate
0.75-0.9	High
0.9-(bigger)	Excellent

G. Data Analysis

Parametric statistic were designed to produce result, the basic assumption was the result of normality test and the homogeneity test that must be satisfied.

1. Normality Test

The researcher used the normality test to determine the normal distribution of experimental and control data, employing SPSS for statistical computation, with Shapiro Wilk's hypotheses for a sample of less than 50. And the hypotheses were formulated.

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Homogeneity Test

The researcher used SPSS and Levene statistic tests to determine the homogeneity of the sample data, formulated hypotheses for the test.

H_o = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H. Hypothetical Test

When the fulfilment of the assumptions in normally test and homogeneity test are fulfil, the researcher used independent sample t-test to know whether the treatment had an effect on students' performance.

In this case, the researcher used manual calculation using the formula by Ravid which shown below:⁴⁹

Where:

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1 - 1)s1 + (n2 - 1)s2}{n1 + n2 - 2} \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

X1: Mean of gain in experimental class

⁴⁹ Ruth Ravid. *Practical Statistics for Educator*. (Plymouth: Rowman and Littlefield Publisher, 2011). p. 148

X2: Mean of gain in control class

S1: Variance of experimental class

S2: Variance of control class

n1: Number of students in experimental class

n2: Number of students in control class

The hypotheses are:

H_a: There is a significant effect of using shadowing technique towards students' pronunciation ability in the ninth grade students of SMPN 2 Pasir Sakti.

H_o: There is no a significant effect of using shadowing technique towards students' pronunciation ability in the ninth grade students of SMPN 2 Pasir Sakti.

While the criteria are:

Ha is refused if $t_{\text{observed}} < t_{\text{critical}}$

Ha is accepted if $t_{\text{observed}} \geq t_{\text{critical}}$

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In finding section, the researcher presents finding based on the data collected during research. The aimed of this study would to find out significant effect of using shadowing technique towards students' pronunciation ability at the ninth grade of SMPN 2 Pasir Sakti. The explanation can be seen as follows:

1. Data Description

This research was conducted over five meetings. It started with a pre-test, then the researcher gave three treatments in experimental and control classes, and the last was a post-test. Wednesday, August 9th, 2023 The researcher administered the pre-test and post-test. The researcher gave the pre-test and post-test to the experimental class (IX 9.1) and the control class (IX 9.2).

English was taught twice a week at SMPN 2 Pasir Sakti. The researcher gave the pre-test at different times on Monday, July 24th, 2023, from 09.05 a.m. to 10.45 a.m. in control class and then on Wednesday, July 26th, from 09.05 a.m. to 10.45 a.m. in experimental class. Both classes consist of 28 students. When the researcher gave the pre-test, all of the students followed the test.

The treatment was held at various times. On Thursday, July 26th, 2023, at 07.45–09.05 a.m., was the first treatment in the control class. And then, on Thursday, July 27th, 2023, at 10.05–11.25 a.m., was the first treatment in the experimental class. There was no student absent in experimental or control classes. On Monday, July 31st, 2023, at 09.05 a.m.–10.45 a.m., was the second treatment in the control class. And then, on Wednesday, August 2, 2023, at 09.05 a.m.–10.45 a.m., was the second treatment in the experimental class. There was no student absent in experimental or control classes. On Wednesday, August 2nd, 2023, at 07.45–09.05 a.m., as the third treatment in control class, and on Thursday, August 3rd, 2023, at 09.05–10.45 a.m., as the

third treatment in experimental class, There was no student absent in experimental or control classes. And for the last meeting, the researcher gave the post-test to the students in experimental and control classes at different times. On Monday, May 7th, 2023, from 9.05 a.m. to 10.45 a.m., there was a post-test in the control class. And then, on Wednesday, August 9th, 2023, at 09.05–10.45 a.m., there was a post-test in experimental class. There was no student absent in experimental or control classes.

a. Description of the first treatment

The first treatment was administered on Thursday, July 26th, 2023. The lesson began by greeting and introducing herself, and the next step is teaching the learning process. The topic in this treatment was ‘’ Morning routine’’. Early on, the researcher introduced the shadowing technique. After students understood the technique, the researcher played a video of a native speaker and asked the students to listen and read the sounds and patterns of English without guessing. The researcher then pauses in the story and instructs the students to listen to and reproduce the rhythm, expression, intonation, and stress of the native speaker’s video. The researcher then invited the students to shadow the native speaker until they were ready to tell the story on their own. After the time was up, the researcher gave the students the chance to ask if they had difficulty. at

the first meeting, they looked interested in making their speaking better. In the last activity, the researcher and the student came to conclusions about what they had learned. After that, the researcher evaluated the students by asking some questions to some students randomly. Finally, the researcher closed the first meeting.

b. Description of the second treatment

The second treatment was conducted on Monday, July 31st, 2023. The topic of this treatment was the morning routine. In this session, the students also seemed interested in the teaching and learning process, which was better than the first because they did not look shy anymore and felt more enjoyable. In the second treatment,

the student was given the same method, which was the shadowing technique. In pre-teaching, the researcher and student prayed together in the class and checked the student's name. The students were given the same method as the first treatment. In this session, the researcher tries to manage their time better than in the first meeting. Although they still looked a little bit slow while shadowing the natives', they were making progress. The students seemed better than in the first treatment.

c. Description of the third treatment

The third was conducted on Wednesday, August 2nd, 2023. The topic in this treatment was morning routine; similar things were done as in the first and second treatments. The researcher and student prayed together in the class, checked the students' names, and gave their perceptions about the material to the students. While teaching, the researcher asked about the last material. The students were given the same method as the first treatment. In this section, there were many improvements in the students' speaking abilities. The students looked more enthusiastic and enjoyed the learning process. The students felt it was easier to pronounce the English word because they had studied the material in two previous meetings. All of the students already understand how to use the shadowing technique. The student was more active in practicing pronouncing English words. The students looked happy and enjoyed the learning process of shadowing native speakers.

d. Gain score

The researcher got a score from the post-test and pre-test scores. The gain score was used to analyze normality, homogeneity, and independent t-tests. If the gain score is calculated in this manner, a positive gain score indicates that the post-test score is higher than the pre-test score. This is the detail score pre-test, post-test, and gain in the experimental class and control class. (*See appendix 11 and 12*)

2. Data Analysis

The researcher used parametrical statistics to analyse data, ensuring normality and homogeneity for a hypothetical test. Students' performance was assessed by the researcher with pre-test and post-test records. The final scores were averaged and converted into interval data for mathematical calculation. The research provides detailed descriptions of the data and analysis.

1. Data Description

a. Data Description of Experimental Class

Table 4.1

Pre-test and Post-test Score Experimental Class

No	Students' Code	Result of Pre-test	Result of Post-test	Gained Score
1	E1	20	40	20
2	E2	50	40	-10
3	E3	40	50	10
4	E4	30	50	20
5	E5	20	50	30
6	E6	20	50	30
7	E7	20	60	40
8	E8	40	40	0
9	E9	40	40	0
10	E10	20	50	30
11	E11	40	60	20
12	E12	20	60	40
13	E13	40	30	-10
14	E14	40	50	10
15	E15	30	50	20
16	E16	30	40	10
17	E17	30	60	30
18	E18	50	50	0
19	E19	30	40	10
20	E20	50	60	10

21	E21	40	40	0
22	E22	40	50	10
23	E23	50	60	10
24	E24	60	60	0
25	E25	40	50	10
26	E26	70	80	10
27	E27	50	40	-10
28	E28	30	40	10
Total Score		1040	1390	350
Mean		37,14	49,64	12,5
Median		40	50	10
Mode		40	50	10
Min		20	30	-10
Max		70	80	40

The above data shows the ranking of 28 students in the IX SMPN 2 Pasir Sakti experimental class. The average score is 37,14, median 40, mode 40, the cumulative score before the test is 1040, with minimum score is 20, while maximum score is 70. After processing the shadowing technique, the data also represents the ranking of 28 students in the SMPN 2 Pasir Sakti experimental class. The cumulative ranking after the test is 1390, and the average score is 50, median 50, mode 50. In this category, the lowest score is 30, while the highest score in the later test is 80.

b. Data Description of Control Class

Table 4.2
Pre-test and Post-test of Control Class

No	Students' Code	Result of Pre-test	Result of Post-test	Gained Score
1	C1	20	20	0
2	C2	40	50	10
3	C3	30	30	0
4	C4	30	40	10
5	C5	40	40	0
6	C6	50	40	-10
7	C7	40	50	10
8	C8	40	20	-20
9	C9	20	30	10
10	C10	30	40	10
11	C11	50	50	0
12	C12	50	50	0
13	C13	30	20	-10
14	C14	40	40	0
15	C15	30	40	10
16	C16	20	30	10
17	C17	50	50	0
18	C18	60	60	0
19	C19	40	30	-10
20	C20	60	60	0
21	C21	30	30	0
22	C22	40	40	0
23	C23	50	50	0
24	C24	40	50	10
25	C25	30	40	10
26	C26	40	50	10
27	C27	30	30	0
28	C28	20	30	10

Total Score	1050	1110	60
Mean	37,5	39,64	2,14
Median	40	40	0
Mode	40	50	0
Min	20	20	-20
Max	60	60	10

The above data shows the ranking of 28 students in the IX SMPN 2 Pasir Sakti control class. The average score is 37,5, median 40, mode 40. The cumulative score before the test is 1050, with a students in the IX SMPN 2 Pasir sakti control class. The cumulative ranking after the test is 1110, and the average is 39,64, median 40, mode 50. In this category, with a lowest score is 20, while a highest in the later test is 60.

a. Result of Normality Test

In analysing normality of the data obtained from the tests, the researcher carried out normality test by using SPSS especially Shapiro-Wilk. Normality test itself was aimed to know whether the data were normally distributed and the result would be taken as a decision whether to use parametrical statistics or non-parametrical statistics. If data was proven to be normal by computation and criteria, the parametrical statistics can be carried out. In this analysis, the following steps were used to know the normality data in SPSS:

- a. Run the SPSS and go to Variable View.
- b. Make two Variables consisting of:
 - 1) Result of pre-test to post-test.
 - 2) Lable/code with differ from each term of test.
- c. Go to data view and input the data being analyzed
- d. Click analyze > descriptive statistics > Explore
- e. Drag the data to „variable“
- f. Click on “plots” and check “Normality”
- g. Then ok

Tabel 4.3 The Result of Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control Pretest	.173	28	.032	.920	28	.035
Experimental Pretest	.163	28	.027	.915	28	.027
Control Posttest	.176	28	.055	.919	28	.033
Experimental Posttest	.201	28	.005	.883	28	.005

a. Lilliefors Significance Correction

The result of normality test in table 3.3 above, it was known that significant score both of Kolmogorov-Smirnov or Shapiro-Wilk > 0.05 . It could be concluded that score of residual data was normal distributed and paired sample test could be conducted as the next step to know the homogeneity of variances.

b. Result of Homogeneity Test

As the data must be normal, in conducting parametrical statistics the data also must be homogenous. In analysing homogeneity test, the researcher operated the SPSS to know the homogeneity result. The following steps were used to know the homogeneity result operated in SPSS:

- a. Input the data of pre-test in both class with different code
- b. Click Analyze> Compare means> One-way Anova
- c. Put the variables on dependent list and factor
- d. Click on “options” and check homogeneity of variance
- e. Then ok

The result of Pre-test

Table 4.4
The Result of Homogeneity

The result of pre-test

Levene Statistic	df1	df2	Sig.
.0360	1	54	.551

The result of Post-test

Levene Statistic	df1	df2	Sig.
.619	1	54	.435

The result which was appeared was shown that the data of pre-test and post-test were homogenous. The result of pre-test homogeneity test was 0.551 and the post-test homogeneity test was 0.435. Those two values passed the minimum value 0.05 which meant that the data obtained were homogenous.

c. Result of Hypothetical Test

After the two requirements which were normality and homogeneity fulfilled, the hypothetical test can be carried out. The researcher used the following independent sample T-test for hypothetical of test.

The hypothesis as follow:

- H_a : There is a significant effect of using shadowing technique on students' pronunciation ability.
- H_o : There is no significant effect of using shadowing technique on students' pronunciation ability.

H_a is accepted if $\text{Sig. (P}_{\text{value}}) \leq 0.05$

H_0 is accepted if Sig. (P_{value}) ≥ 0.05

Table 4.5
Hypothetical 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
The result of students score	Equal variances assumed	.619	.435	-3.439	54	.001	-10.000	2.90795	-15.830	-4.1699
	Equal variances not assumed			-3.439	53.528	.001	-10.000	2.90795	-15.831	-4.1687

According to the table above, the independent sample test Sig (2 tailed) = 0.001. This means that the null hypothesis was rejected and the alternative hypothesis was accepted because sig (0.001) is lower than Sig $\alpha = 0.05$ (5%). This also means that the post-test results between the experiment and the control group are statistically significantly different. In other words, there was a significant effect of Using Shadowing Technique on Students' Pronunciation Ability.

B. Discussions

The purpose of this research is to find the effect of the shadowing technique on the' pronunciation ability of ninth grade students in SMPN 2 Pasir Sakti. There are 28 participants, both from the experimental and control classes, to find the result of this study, and those classes gave positive results from this research. Table 4.1 shows the output of the pre-test experimental class before the shadowing technique treatment was given, with an average score of 37.14. And after giving the treatment, Data shows that the result of the post-test from the experimental class increased, with an average score of 50. Comparing the control class' pre-test and post-test in Table 4.2, it indicates a mean pre-test score of 37,50; and Data shows the post-test mean of 39,64. So the experimental class gives the most favorable result than the control class because the result from the experimental class is significantly higher than the control class.

Moreover, the researcher used the t-test calculation method that applied the sample t-test to get the sig or p value (2-tailed) = 0.001. The output shows that the null hypothesis was rejected. And the alternative hypothesis was accepted because the p-value (0.001) was lower than sig $a = 0.05$. It means that this research had a significant effect of using shadowing technique on students' pronunciation ability.

This research also assisted by a previous research from Hamada. The researcher had conducted shadowing technique in improving listening skill. In his research, he said that the shadowing

technique could improve learners' listening comprehension skills.⁵⁰ Another research was done by Bali yahya. In her research, she said that the shadowing technique could develop students' pronunciation at the first grade SMAN 2 Sidrap.⁵¹ Moreover, Jennifer, Mc Donough has implemented the shadowing technique to improve L2 pronunciation. And the result of their research participants improved significantly on pronunciation and fluency.⁵²

From the third previous research above, all of them used the same technique namely shadowing technique. However they are different first, research by Hamada focus on improving Learners' listening Comprehension skill and he applied an quasi-exerimental research design. The second, research by Bali yahya focus on improving students'pronunciation and her research applied a Pre-Experimental Research. The last research by Jennifer, Mc Donough their focused is using to shadowing technique in improving comprehensibility, accentedness, and fluency. Meanwhile, in this research, the researcher conducted the research at SMPN 2 Pasir Sakti and, was applied an quasi-exerimental research design, and shadowingtechnique was used for students' ability to in producing stress and intonation.

⁵⁰ Hamada,y, *An effective way to improve listening skills through shadowing*, the language teacher: 36.1 (2012), 9

⁵¹ Yahya, Andri Tenri B., A Thesis: *THE IMPLEMENTATION OF SHADOWING TEACHING TECHNIQUES TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMA 2 SIDRAP* (Makassar: Universitas Muhammadiyah Makassar,2020).

⁵² A. Foote,j. and McDonough, Kim. *Using shadowing with mobile technology to improve L2 pronunciation Journal of second Language Pronunciation 3:1 (2017), 34.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The previous chapter's data indicates that the shadowing technique positively effects students' development of their pronunciation skills. This is because the result that experimental class gained, for the first at pre-test both students' average in experimental and control class was not quite different. Then after students were taught a post-test, experimental class gained score and mean were higher than score of control class. Thus based on the data in table 4.5 that has been showed, the result pointed sig $0.001 < 0.05$, or H_0 is rejected.

Based on the findings of this research, researcher concluded that there is a significant effect of shadowing technique on students' pronunciation ability in the ninth grade at SMPN 2 Pasir Sakti.

B. Suggestion

After conducting this research, the researcher have several suggestions to English teachers, students and next researcher

1. Teachers

The teacher has to choose an appropriate and interesting video native speaker to be displayed to students in relation to the content that will be presented.

2. Students

Students are encouraged not to limit their efforts to improving their English skills. Students can use the shadowing technique to gradually practice speaking until they pronounce accurately.

3. for the next researcher,

Because the limitation of this study is the students' ability to produce stress and intonation, the researcher suggests that the next researcher investigate the students' pronunciation problems related to vowels and consonants. The researcher also suggests extending the time spent conducting research to get more specific results

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**Five Rating Scale Criteria of
Pronunciation**

Category	Word stress	Intonation
5	Places stress on the right syllable of multisyllabic words all the time	Uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as apology, sarcasm, etc.
4	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a few words.	Uses rising or falling intonation appropriately most of the time but sometimes ineffectively.
3	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on certain words.	Uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.
2	Places stress on the right syllable of multisyllabic words most of	Uses intonation appropriately sometimes to express emotion, but uses up-rising

	the time, but misplaces it on a large number of words.	intonation for both wh-questions and yes/no questions. ⁵
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STRESS, INTONATION: max. 20x 1 = 20

Maximum score : 100

Minimum score : 20

Students' score = Total score

Note:

Value Interval	Explanation
20 – 46	Poor
47 – 73	Good
74 – 100	Very Good

Appendix 1

Questionnaire for the Students in Preliminary Research

Berilah tanda ceklis

“√” pada pilihan jawaban “iya” dan “-“ untuk “tidak”. Sebagai respon terhadap pernyataan yang telah disediakan sebagai berikut

No	Pernyataan	Skala persetujuan		Jawaban responden	
		Iya	Tidak	Iya	Tidak
1	Saya menyenangi / menggemari belajar bahasa Inggris.	49,2%	50,8%	30	31
2	Saya dapat memahami materi bahasa Inggris dengan baik.	45,9%	54,1%	28	33
3	Saya dapat memahami penjelasan bapak/ibu guru dalam Menyampaikan materi bahasa Inggris dengan mudah.	47,5%	52,5%	29	32
4	Saya sering menggunakan bahasa Inggris sebagai alat komunikasi.	4,9%	95,1%	3	58

5	Saya menggemari pembelajaran bahasa Inggris mengenai pelafalan kata dalam bahasa Inggris (<i>Pronunciation</i>).	41%	59%	25	36
6	Saya mengalami kesulitan dalam melafalkan kata-kata Dalam bahasa Inggris.	83,6%	16,4%	51	10
7	Saya tidak memiliki kesulitan dalam melafalkan huruf-huruf konsonan.	41%	59%	25	36
8	saya tidak memiliki kesulitan dalam melafalkan huruf-huruf vowel.	47,5%	52,5%	29	32
9	Saya tidak memiliki kesulitan dalam (stress) penekanan suara pada suatu suku kata bahasa inggris	49,2%	50,8%	30	31
10	Teknik yang digunakan guru sangat menarik dalam mempelajari pelafalan kata.	77%	23%	47	14
11	Saya suka belajar dengan suasana kelas yang tidak monoton.	77%	23%	47	14
Total				344	297

Appendix 2

A Teacher's Interview Guideline The Interview for the English Teacher

Interviewer : Lucky Setiawan (the Researcher)

Interviewee : Rudi Nugroho, S.Pd, M.Pd. (the English Teacher)

Place : SMPN 2 Pasir Sakti

Day/Date : - **Time** : -

1. What is your name?
2. Tell Me About Your Education Background?
3. Where were you born?
4. How long have you been teaching English?
5. In teaching English, do you use full English or mixed with Indonesian?
6. How do you teach English, what method do you use, pictures or just from a textbook?
7. What sources do you usually use to teach English?
8. How do you teach pronunciation in class?
9. What technique do you usually use in teaching pronunciation?
10. What difficulties students feel in learning pronunciation
11. How do you solve this problem?
12. Have you ever used the shadowing technique in teaching pronunciation?
13. Do you know the shadowing technique?

Appendix 2

B Transcript of Teacher's Interview

Interviewer : Lucky Setiawan (the Researcher)
Interviewee : Rudi Nugroho, S.Pd, M.Pd (the English Teacher)
Place : Mr. Rudi's House
Day/Date : Tuesday, January 24th, 2022
Time : 15.00 p.m.

TEKS WAWANCARA

Lucky : Selamat sore bapak, kami mahasiswa dari pendidikan bahasa inggris, universitas raden intan lampung, maksud kedatangan kami kerumah untuk melakukan wawancara dengan bapak, kami ingin mengetahui mengenai kegiatan KBM dikelas, kami mohon bantuan bapak untuk menjadi narasumber kami dalam mengumpulkan informasi

Lucky : Sebelumnya siapa nama bapak?

Mr. Rudi : Okay nama saya Rudi Nugroho`

Lucky : Bagaimana latar pendidikan bapak?

- Mr. Rudi : Untuk s1 saya universitas muhammadiyah metro, pendidikan bahasa inggris
Kemudian untuk S2 nya di universitas muhammadiyah metro juga jurusan management pendidikan
- Lucky : Lalu bagaimana dengan tempat lahir bapak?
- Mr. Rudi : Tempat tanggal lahir, saya lahir di lampung tengah, 16 feburay 1983
- Lucky : Sudah berapa lama bapak mengajar mata pelajaran bahasa inggris
- Mr. Rudi : Di smp ini saya sudah mengajar mulai 2014 -2024 jadi sudah 9 tahun saya mengajar di smp
- Lucky : Dalam mengajar bahasa inggris, apakah bapak menggunakan full bahasa inggris atau dicampur bahasa Indonesia,
- Mr. Rudi : Kalau disini masih dicampur, masih di miks ya. Nama nya dikampung , anak anak masih dalam kesulitan makany saya masih campur.
- Lucky : Lalu bagaimana cara bapak mengajar bahasa inggris, apa metode yang dipakai, gambar atau hanya dari buku paket?

- Mr. Rudi : Jadi mengajar nya kalau saya di smp ini, ceramah iya, diskusi iya, presentasi iya, anak anak yang kemudia mereka menggali, menemukan, kemudian mempresentasikan materi apa yang akan kita bahas, kemudian sumbernya saya serahkan ke mereka. Kalau saya yang Makai, bias pakai video,gambar, selain daribuku, ya. Kalau untuk mereka. Saya cari sumber untuk menggali matrei untuk dipresentasikan saya serhkan ke mereka. Saya beri keluasaan, bias dengn google rata rata mereka browsing kemudian mempresentasikan menggunakan aplikasi yang mereka kuasai Biasa dengn powerpint, canva, dan seterusnya.
- Lucky : Biasanya sumber yang bapak gunakan untuk mengajar bahasa inggris dari mana saja
- Mr. Rudi : Kalau sumber selain dari buku, bias dari sumber lain youtube,, kemudian ada video video dari youtube kita ambil beberrapa yang sesuaidengan materi yang akan kita bahas.
- Lucky : Lalu apakah bapak mengajarkan pronunciation dalam proses belajar mengajar didalam kelas
- Mr. Rudi : Pronunciation ada tapi tidak focus banyak, sekali waktu kita memang bermain di pronunciation. Anak anak gitu ya.
- Lucky : Bagaimana cara bapak mengajara pronunciation dikelas

- Mr. Rudi : Masih kalau disini masih sebatasrepetition ya. Jadi saya menyapaikan kemudian anak anakmengulang,mengikuti, menirukan terutama kata kata nya yang agak asing lah. Yang agak sulit bagi mereka. Kalau kata kata yang sudah familiar mungkin mereka sudah pernah dengar sih. Sudah bias, tapi kalau yang untuk yang agak sullit biasanya, ya dengan reppitition aja, bunyi yang dikeluarkan dari lisan.
- Lucky : Lalu teknik apa yang bisasa bapak gunakan dalam mengajar pronunciation
- Mr. Rudi : Sementara ini saya masih sebatas drilling. Saya mencoba untuk terapkan. Untuk yang lainbelum sih. Kalau unyuk ini repetition tadi yang saya lakukan dari saya. Ataubisa jadi dari video, tapi hanya ngulang mengulang membaca, mengucapkan kalau yang lain selain drilling kayaknya belum.
- Lucky : Lalu apa saja kesulitan dalam mengajar pronunciation
- Mr. Rudi : Yang jelas karena kita bukan native ya., sumber pasti itu, harus harus banyak cari dan itu memang . dan itu dari saya. Apalagi kondidi kita dikampung, untuk mendapatkan sumber ada keterbatasan,bdeda dengan temen temen dikota agak lebih mudah gitu.
- Lucky : Lalu kesulitan apa yang dirasakan oleh siswa dalam mempeelajari pronunciation

- Mr. Rudi : Nah ini , siswa ini ya mereka rata rata dikampung mereka susah ngomong, bahasa mereka susah lo ngomongnya, nirukan nya, mereka masih ada yang merasa lucu dengan bentuk mulut yang harus membunyikan bunyi itu, mereka menganggap itu suatu kusulitan, apalagi ditambah dengan. Nanti temenya ketaw dengan bentuk wajah yang seperti itu jadi bahasa ketawaan, kalau sudah diketawain mereka sudah down malu dan sebagainya, itu membuat mereka down pasti itu, lalu bahasa mereka sehari hari yang mereka gunakan masih bahasa daerah , bahasa ibu, ataupun bahasa Indonesia. Jadi mereka kayak aneh gitu, mulut kok harus begini ini amat. Tapi memang harus begitu untuk membunyikan nya, apa ya , pronunciation mgkin. Mereka masih merasa aneh gitu.
- Lucky : Lalu bagaimana cara bapak mengatasi kesulitan tersebut?
- Mr. Rudi : Kalau kesulitan dari saya untuk saya andalan kita ke apa ya....internet, kemudian untuk beberapa kata yang agak agak aneh, agak agak asing gitu pakai google translate kemudian kayak kita bunyikan, ini juga saya terapkan ke siswa nya agar siswa ini jadi paham ini loh kita
Misalnya ini saya pakai hp, anak anak kan gak boleh pakai hp, saya pakai hp saya ketikan kemudian saya speaker saya besarkan, oh mereka bilang oh begini, sementara ini itu sih.
- Lucky : Pernahkah bapak menggunakan teknik shadowing dalam mengajar pronunciation?

- Mr. Rudi : Untuk shadowing belum, belum sampai sekarang, masih drill saja, shadowing belum belum pernah.
- Lucky : Apakah bapak mengetahui tehnik shadowing?
- Mr. Rudi : yang sata tahu teknik shadowing tu salah satu teknik untuk pronunciation, ditampilkan native lalu kemudian disertai video, kemudian disertai bagaimana cara pengucapan nya. Pronunciation nya seperti apa .Mungkin nanti mas lukibisa ada penelitian mencoba shadowing, saya rasa luar bias dicoba gitu yak an, karena saya belum pernah coba.mungkin nantiakan menimbulkan ketertarikan sendiri ke anak anak dan nanti, ehh bias lah kita saling belajar, saya mungkin bias meniru gaya dan model nya gitu yak an., dan kalau memang itu terbukti efektif eh dipenelitian yang mau akan dilakuin mas luki, saya ikut coba giyu, selama ini belum pernah dan yang saya tahu ya seperti itu,

Appendix 2

C Teacher's Interview Result

Interviewer	Lucky Setiawan (the Researcher)
Interviewee	Rudi Nugroho, S.Pd, M.Pd
Place	SMPN 2 Pasir Sakti
Day/Date	Tuesday, January 24 st , 2023
Time	15.00 p.m.

The Result of Interview for English Teacher

The following of interview with the English Teacher:

No	Question	Answer	Conclusion
1	What is your name?	my name is Rudi Nugroho`	The teacher's name is Rudi Nugroho
2	Tell Me About Your Education Background?	For my bachelor degree, Muhammadiyah Metro University, English education Then for the master's degree at the University of Muhammadiyah Metro also majoring in education management	The teacher studied for bachelor degree in Muhammadiyah Metro University, English education. Then for the master's degree at the University of Muhammadiyah Metro also

			majoring in education management
3	Where were you born?	I was born in central Lampung , 16 February 1983	The teacher was born in central Lampung , 16 February 1983
4	How long have you been teaching English?	At this junior high school I have been teaching from 2014 - 2024 so it has been 9 years since I have taught at junior high school	The teacher has been teaching English for 9 years.
5	In teaching English, do you use full English or mixed with Indonesian?	if teaching pronunciation is still mixed here, it's understandable because in the village, children are still having difficulty understanding the meaning of English words	The teacher used Indonesia and English language
6	How do you teach	The method that I use in	The teacher used method in

	English, what method do you use, pictures or just from a textbook?	teaching English is preaching method, discussions, presentations, for sources other than books I use videos, pictures. for students I usually ask them to find the material to be presented, I give them the flexibility, they can search on Google, then to present it, they use an application that they are good at. It can be PowerPoint, Canva, and so on	in teaching English those are preaching, discussions, presentations. He used videos, picture and gave flexibility to student to present their presentation by using any app that they are good at. It can be PowerPoint, Canva, and so on
7	What sources do you usually use to teach English?	For sources other than books, usually from other sources, YouTube, then there are videos from YouTube, we take some that are in accordance with the material that we will discuss.	The teacher take source from you tube, videos other than books

8	How do you teach pronunciation in class	Here it's still just repetition, right? So I said then the student repeated, followed, and imitated especially the words that were a bit foreign. Which is a bit difficult for them? If the words are familiar, they may have heard them before. It's normal, but for those who are a bit difficult, usually, just with repetition, the sound that comes out of the mouth.	The teacher used repetition in teaching pronunciation
9	What technique do you usually use in teaching pronunciation?	Meanwhile I am still limited to drilling. I'm trying to apply. For others, not yet. If it's for fun, this is the repetition that I did from me. Or it could be from the video, but just repeating reading, saying that it doesn't seem like there's anything other than drilling.	The teacher used the drilling technique in teaching pronunciation.
10	Do you have problems in teaching pronunciation?	Of course there are difficulties in teaching. they are generally in the village they find it difficult to speak, their language is difficult for	The teacher has the problem in teaching pronunciation those are the students are not confident to practice in front of

		you to	the
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		<p> speak, imitate it, they still find it funny with the shape of the mouth that has to make that sound, they consider it a difficulty, let alone add to it. Later the theme of laughing with a face like that will become the language of laughter, if you laugh at it they will feel embarrassed and so on, that makes them feel down for sure, and then their daily language they use is still the regional language, mother tongue, or Indonesian. So they're like crap, how come their mouths have to be like this. But it has to be like that to sound it, what it, pronunciation maybe is. They still find it strange. </p>	<p> class. and Students use their mother tongue, or Indonesia language </p>
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11	How do you solve this problem?	If it's difficult from me, what do we rely on for me.... the internet, then for some words that are a bit strange, a bit foreign, use Google translate then like we say it, I also apply this to the students so that these students understand this you know, for example, I use a smartphone, children can't use a smartphone, I use my smartphone to type, then I raise the speaker, they say oh, this is it, while this is that.	the teacher searches using his laptop or smartphone about how to pronounce a word correctly on YouTube, translate,
12	Have you ever used the shadowing technique in teaching pronunciation?	Not yet for shadowing, not until now, still just drilling, no shadowing yet.	The teacher never use shadowing technique in the class
13	Do you know the shadowing technique?	I know that the shadowing technique is one of the techniques for pronunciation, it is shown natively and then accompanied by a video, then	The teacher know the shadowing technique

		<p>accompanied by how to pronounce it. What is the pronunciation like? Maybe later, Mr. Luki, there can be research on trying shadowing. I think it's amazing to try that, right? Because I've never tried it. Maybe later it will generate interest in the children and later, uhh, we can learn from each other, I might be able to imitate his style and model. That's right, and if it really proves to be effective in the research that Luki wants to do, I'll give it a try, so far I've never been and what I know is like that,</p>	
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Appendix 3

Rencana Pelaksanaan Pembelajaran

(kelas eksperimen)

Pertemuan ke 1

Mata Pelajaran	: Bahasa Inggris
Materi/Tema	: -
Submateri	: My morning routine
Kelas/Semester	: IX
Tahun Pelajaran	: 2022/2023
Alokasi Waktu	: 2 X 40 Menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan, pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

KD 1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

KD 3: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaanya.

C. Indikator

1. Mampu Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Mampu Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional
3. Mampu Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaanya.

D. Materi pembelajaran :

Ungkapan : I usually, I always, I'm normally

Unsur kebahasaan : ucapan, tekanan kata, intonasi

E. Teknik pembelajaran

Teknik : Shadowing technique

E. Media Pembelajaran & Sumber Belajar

Media : Youtube, Laptop, Hp, Lcd Proyektor, Speaker mini, Lembar penilaian , script video morning routine.

Alat/bahan : Penggaris, spidol, papan tulis.

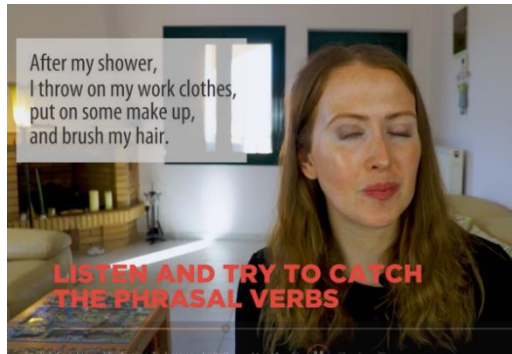
Sumber : Youtube,
Belajar <https://www.youtube.com/watch?v=8bb186g9o24>

F. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	<p>Mengucapkan salam dan Menanyakan kabar siswa, dan dilanjutkan dengan memeriksa kehadiran peserta didik dikelas sebagai bentuk kedisiplinan.</p> <p>Meminta siswa untuk berdoa sebelum memulai pelajaran</p> <p>Menyanyikan lagu kebangsaan Indonesia raya</p> <p>Guru melakukan ice breaking untuk membangkitkan semangat belajar</p> <p>Guru mengenalkan Teknik shadowing</p>	10 Menit

<p>KEGIATAN INTI</p>	<p>KEGIATAN LITERASI</p> <p>Guru menunjukkan video (Morning routine) yang akan diamati oleh peserta didik guna memberikan stimulasi untuk materi yang akan dibahas</p> <p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru bertanya kepada peserta didik mengenai apa yang mereka dapatkan setelah melihat video Morning Routine yang ditampilkan sebelumnya.</p>	<p>60 Menit</p>
	<p>PENGUNAAN TEKNIK SHADOWING</p> <ul style="list-style-type: none"> ➤ Siswa diminta untuk mendengarkan native speaker yang sedang bicara sambil melihat script video. ➤ Guru meminta siswa untuk mendengarkan dan menirukan native speaker bicara. Kemudian siswa menirukan suara ketika video sedang di pause. Siswa menirukan suara, ekspresi, intonasi, tekanan kata. ➤ Guru memutar kembali video Morning Routine hingga dianggap cukup oleh pesertadidik. Dan peserta didik siap untuk melakukan shadowing. ➤ Guru meminta siswa untuk menirukan ucapan native speaker secara bersamaan. <i>Speaking at the</i> 	

same time.



COLLABORATION

Guru memberikan kesempatan kepada masing masing siswa untuk mencoba menirukan native speaker bicara secara bersamaan

Guru menunjuk satu per-satu siswa untuk mencoba menirukan native speaker bicara.

Guru memberikan kesempatan untuk bertanya mengenai kosakata yang belum dipahami siswa

Guru memutar Kembali video morning routine, lalu meminta siswa untuk melakukan shadowing.

Hingga siswa dianggap sudah cukup lancar menirukan video native speaker

PENUTUPAN	Guru memberikan motivasi kepada peserta didik Berdoa dan memberi salam	10 menit
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Pasir sakti,.....2023

Guru Mata Pelajaran

Pratikan

Rudi Nugroho, S.Pd., M.Pd
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LuckySetiawan
NPM. 191104039

Rencana Pelaksanaan Pembelajaran
(kelas eksperimen)
Pertemuan ke 2

Mata Pelajaran	: Bahasa Inggris
Materi/Tema	: -
Submateri	: My morning routine
Kelas/Semester	: IX
Tahun Pelajaran	: 2022/2023
Alokasi Waktu	: 2 X 40 Menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan, pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

KD 1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

KD 3: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaannya.

C. Indikator

4. Mampu Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
5. Mampu Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

6. Mampu Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengn konteks penggunaanya.

G. Materi pembelajaran :

Ungkapan : I usually, I always, I'm normally

Unsur kebahasaan : ucapan, tekanan kata, intonasi

H. Teknik pembelajaran

Teknik : Shadowing technique

E. Media Pembelajaran & Sumber Belajar

Media : Youtube, Laptop, Hp, Lcd Proyektor, Speaker mini, Lembar penilaian , script video morning routine.

Alat/bahan : Penggaris, spidol, papan tulis.

Sumber : Youtube,

Belajar <https://www.youtube.com/watch?v=8bb186g9o24>

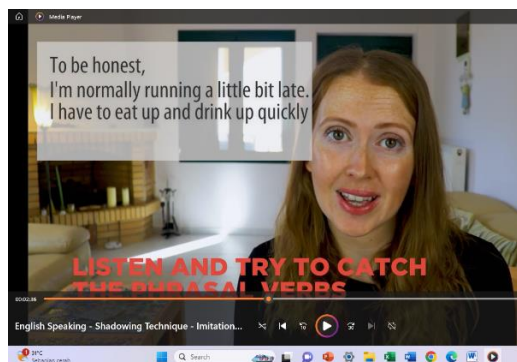
I. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKA SI WAKT U

<p>PENDAHULUAN</p>	<p>Mengucapkan salam dan Menanyakan kabar siswa, dan dilanjutkan dengan memeriksa kehadiran peserta didik dikelas sebagai bentuk kedisiplinan.</p> <p>Meminta siswa untuk berdoa sebelum memulai pelajaran</p> <p>Menyanyikan lagu kebangsaan Indonesia raya</p> <p>Guru melakukan ice breaking untuk membangkitkan semangat belajar</p> <p>Guru menanyakan materi yang telah dipelajari</p>	<p>10 Menit</p>
<p>KEGIATAN INTI</p>	<p>KEGIATAN LITERASI</p> <p>Guru menunjukkan video (Morning routine) yang telah dipelajari minggu sebelumnya</p> <p>Guru bertanya kepada peserta didik mengenai apa penerapan Teknik shadowing, seperti?” apakah kalian pernah mencoba tkenik shadowing ini dirumah divideo naïve speaker yang lain nya yang ada di youtube, tiktok, dll.</p> <p>Guru mengulang Kembali materi yang sudah dipelajari. (ditahap ini guru lebih menekankan kepada stress dan intonasi pada klaimat tertentu.</p> <p>Seperti ; I <u>n</u>ormally get up about 8.15, I love a hot <u>s</u>hower in the <u>m</u>orning, I usually put on the cold tap</p> <p>Guru memutar Kembali video native speaker dan menemukan kata yang harus ditekan mana kalimat yang berintonasi</p>	<p>60 Menit</p>

PENGGUNAAN TEKNIK SHADOWING

- Siswa diminta untuk mendengarkan native speaker yang sedang bicara sambil melihat script video.
- Guru meminta siswa untuk mendengarkan dan menirukan native speaker bicara. Kemudian siswa menirukan suara ketika video sedang di pause. Siswa menirukan suara, ekspresi, intonasi, tekanan kata.
- Guru memutar kembali video Morning Routine hingga dianggap cukup oleh pesertadidik. Dan peserta didik siap untuk melakukan shadowing.
- Guru meminta siswa untuk menirukan ucapan native speaker secara bersamaan. *Speaking at the same time.*



COLLABORATION

	<p>Guru memberikan kesempatan kepada masing masing siswa untuk mencoba menirukan native speaker bicara secara bersamaan</p> <p>Guru menunjuk satu per-satu siswa untuk mencoba menirukan native speaker bicara.</p> <p>Guru memberikan kesempatan untuk bertanya mengenai kosakata yang belum dipahami siswa</p> <p>Guru memutar Kembali video morning routine, lalu meminta siswa untuk melakukan shadowing. Hingga siswa dianggap sudah cukup lancar menirukan video native speaker</p>	
<p>PENUTUPAN</p>	<p>Guru memberikan motivasi kepada peserta didik Berdoa dan memberi salam</p>	<p>10 menit</p>

Guru Mata Pelajaran

Pratikan

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Lucky Setiawan
NPM. 191104039

Rencana Pelaksanaan Pembelajaran
(kelas ekperimen)
Pertemuan ke 3

Mata Pelajaran : Bahasa Inggris
Materi/Tema : -
Submateri : My morning routine
Kelas/Semester : IX
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan, pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

KD 1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

KD 3: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaannya.

C. Indikator

7. Mampu Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
8. Mampu Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional
9. Mampu Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan

aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaanya.

J. Materi pembelajaran :

Ungkapan : I usually, I always, I'm normally

Unsur kebahasaan : ucapan, tekanan kata, intonasi

K. Teknik pembelajaran

Teknik : Shadowing technique

E. Media Pembelajaran & Sumber Belajar

Media : Youtube, Laptop, Hp, Lcd Proyektor, Speaker mini, Lembar penilaian , script video morning routine.

Alat/bahan : Penggaris, spidol, papan tulis.

Sumber Belajar : Youtube,

<https://www.youtube.com/watch?v=8bb186g9o24>

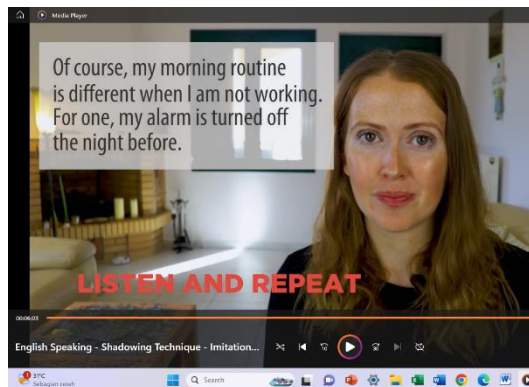
L. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	Mengucapkan salam dan Menanyakan kabar siswa, dan dilanjutkan dengan memeriksa kehadiran peserta didik dikelas sebagai bentuk kedisiplinan. Meminta siswa untuk berdoa sebelum	10 Menit

	<p>memulai pelajaran</p> <p>Menyanyikan lagu kebangsaan Indonesia raya</p> <p>Guru melakukan ice breaking untuk membangkitkan semangat belajar</p> <p>Guru menanyakan materi yang telah dipelajari</p>	
<p>KEGIATAN INTI</p>	<p>KEGIATAN LITERASI</p> <p>Guru menunjukan video (Morning routine) yang telah dipelajari minggu sebelumnya</p> <p>Guru bertanya kepada peserta didik mengenai apa penerapan Teknik shadowing, seperti” apakah kalian pernah mencoba tkenik shadowing ini dirumah divideo naïve speaker yang lain nya yang ada di youtube, tiktok, dll.</p> <p>Guru mengulang Kembali materi yang sudah dipelajari. (ditahap ini guru lebih menekankan kepada stress dan intonasi pada klaimat tertentu.</p> <p>Seperti ; I <u>normally</u> get up about 8.15, I love a hot <u>shower</u> in the <u>morning</u>, I usually put on the cold tap</p> <p>Guru memutar Kembali video native speaker dan menemukan kata yang harus ditekan mana kalimat yang berintonasi</p>	<p>60 Menit</p>

PENGGUNAAN TEKNIK SHADOWING

- Siswa diminta untuk mendengarkan native speaker yang sedang bicara sambil melihat script video.
- Guru meminta siswa untuk mendengarkan dan menirukan native speaker bicara. Kemudian siswa menirukan suara ketika video sedang di pause. Siswa menirukan suara, ekspresi, intonasi, tekanan kata.
- Guru memutar kembali video Morning Routine hingga dianggap cukup oleh pesertadidik. Dan peserta didik siap untuk melakukan shadowing.
- Guru meminta siswa untuk menirukan ucapan native speaker secara bersamaan. *Speaking at the same time.*



COLLABORATION

Guru memberikan kesempatan kepada masing masing siswa untuk mencoba

	<p>menirukan native speaker bicara secara bersamaan</p> <p>Guru menunjuk satu per-satu siswa untuk mencoba menirukan native speaker bicara.</p> <p>Guru memberikan kesempatan untuk bertanya mengenai kosakata yang belum dipahami siswa</p> <p>Guru memutar Kembali video morning routine, lalu meminta siswa untuk melakukan shadowing.</p> <p>Hingga siswa dianggap sudah cukup lancar menirukan video native speaker</p>	
PENUTUPAN	<p>Guru memberikan motivasi kepada peserta didik</p> <p>Guru meminta murid untuk mempersiapkan diri dalam mengikuti test yang akan dilaksanakan diperytemuan berikutnya.</p> <p>Berdoa dan memberi salam</p>	10 menit

Pasirsakti,.....2023

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Rencana Pelaksanaan Pembelajaran
(kelas kontrol)
Pertemuan ke 1

Mata Pelajaran : Bahasa Inggris
Materi/Tema : -
Submateri : My morning routine
Kelas/Semester : IX
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan

lingkungan sosial dan alam jangkauan, pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

KD 1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

KD 3: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaannya.

C. Indikator

- 1) Mampu Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2) Mampu Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional
- 3) Mampu Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan

aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaanya.

D. Materi pembelajaran :

Ungkapan : I usually, I always, I'm normally

Unsur kebahasaan : ucapan, tekanan kata, intonasi

E. Teknik pembelajaran

Teknik : Drill technique

F. Media Pembelajaran & Sumber Belajar

Media : Youtube, Laptop, Hp, Lcd Proyektor, Speaker mini, Lembar penilaian , script video morning routine.

Alat/bahan : Penggaris, spidol, papan tulis.

Sumber Belajar : Youtube,

<https://www.youtube.com/watch?v=8bb186g9o24>

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	<ul style="list-style-type: none"> • Mengucapkan salam dan Menanyakan kabar siswa, dan dilanjutkan dengan memeriksa kehadiran peserta didik dikelas sebagai bentuk kedisiplinan. • Meminta siswa untuk berdoa sebelum memulai pelajaran • Menyanyikan lagu kebangsaan Indonesia raya • Guru melakukan ice breaking untuk membangkitkan semangat 	10 Menit

	belajar	
KEGIATAN INTI	<p>KEGIATAN LITERASI</p> <ul style="list-style-type: none"> • Guru menunjukkan video (Morning routine) yang akan diamati oleh peserta didik guna memberikan stimulasi untuk materi yang akan dibahas <p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik mengenai apa yang mereka dapatkan setelah melihat video Morning Routine yang ditampilkan sebelumnya. <p>PENGUNAAN TEKNIK DRILL</p> <ul style="list-style-type: none"> • <i>Guru memberikan kosa kata yang berkaitan dengan morning routine</i> • <i>Pesertadidik mengikuti apa yang diucapkan oleh guru mengenai kosa kata yang diberikan</i> 	60 Menit

	<ul style="list-style-type: none"> • <i>Guru membacakan teks morning routine kata per kata, kalimat-perkalimat.</i> • <i>Peserta didik mengikuti apa yang diucapkan guru.</i> <p style="text-align: center;">COLLABORATION</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada masing masing siswa untuk mencoba membaca teks morning routine • Guru menunjuk satu per-satu siswa untuk mencoba membaca teks morning routine • Guru memberikan kesempatan untuk bertanya mengenai kosakata yang belum dipahami siswa • Peserta didik diberikan hard copy script video morning untuk memudahkan siswa dalam pengucapan • Guru menjelaskan tentang penekanan kata dan intonasi • Siswa ditugaskan untuk menulis kosa kata dan kalimat stress , intonasi yang diberikan guru 	
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	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Guru meminta Peserta didik melatih kemampuan pengucapan stress dan intonasi • Guru memberikan apresiasi kepada peserta didik <p>Guru memberikan feedback kepada peserta didik</p>	
<p>PENUTUP</p>	<ul style="list-style-type: none"> • Guru dan peserta didik menarik kesimpulan mengenai point-point penting pada sub materi Morning Routine. • Peserta didik diminta melakukan refleksi terhadap proses pembelajaran pada hari ini • Guru memberikan tugas kepada peserta didik dan mengingatkan peserta didik untuk mempelajari materi yang sudah dipelajari • Guru memberikan motivasi kepada peserta didik <p>Berdoa dan memberi salam</p>	<p>10 menit</p>

Guru Mata Pelajaran

Pratikan

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NIP. 19650913 19870 32 003

NPM. 1911040383

Rencana Pelaksanaan Pembelajaran
(kelas kontrol)
Pertemuan ke 2

Mata Pelajaran : Bahasa Inggris
Materi/Tema : -
Submateri : My morning routine
Kelas/Semester : IX
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun

dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan, pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

KD 1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

KD 3: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaannya.

C. Indikator

- 4) Mampu Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 5) Mampu Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

- 6) Mampu Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengn konteks penggunaanya.

F. Materi pembelajaran :

Ungkapan : I usually, I always, I'm normally

Unsur kebahasaan : ucapan, tekanan kata, intonasi

G. Teknik pembelajaran

Teknik : Drill technique

F. Media Pembelajaran & Sumber Belajar

Media : Youtube, Laptop, Hp, Lcd Proyektor, Speaker mini, Lembar penilaian , script video morning routine.

Alat/bahan : Penggaris, spidol, papan tulis.

Sumber : Youtube,

Belajar <https://www.youtube.com/watch?v=8bb186g9o24>

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU

PENDAHULUAN	<ul style="list-style-type: none"> • Mengucapkan salam dan Menanyakan kabar siswa, dan dilanjutkan dengan memeriksa kehadiran peserta didik dikelas sebagai bentuk kedisiplinan. • Meminta siswa untuk berdoa sebelum memulai pelajaran • Menyanyikan lagu kebangsaan Indonesia raya • Guru melakukan ice breaking untuk membangkitkan semangat belajar 	10 Menit
KEGIATAN INTI	<p style="text-align: center;">KEGIATAN LITERASI</p> <ul style="list-style-type: none"> • Guru menunjukkan video (Morning routine) yang akan diamati oleh peserta didik guna memberikan stimulasi untuk materi yang akan dibahas <p style="text-align: center;">CRITICAL THINKING (BERPIKIR KRITIK)</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik mengenai apa yang mereka dapatkan setelah melihat video Morning Routine yang ditampilkan sebelumnya. <p style="text-align: center;">PENGUNAAN TEKNIK DRILL</p> <ul style="list-style-type: none"> • <i>Guru memberikan kosa kata yang berkaitan dengan morning routine</i> 	60 Menit

	<ul style="list-style-type: none"> • <i>Pesertadidik mengikuti apa yang diucapkan oleh guru mengenai kosa kata yang diberikan</i> • <i>Guru membacakan teks morning routinekataperkata, kalimat-perkalimat.</i> • <i>Peserta didik mengikuti apa yang diucapkan guru.</i> <p>COLLABORATION</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada masing masing siswa untuk mencoba membaca teks morning routine • Guru menunjuk satu per-satu siswa untuk mencoba membaca teks morning routine • Guru memberikan kesempatan untuk bertanya mengenai kosakata yang belum dipahami siswa • Peserta didik diberikan hard copy script video morning untuk memudahkan siswa dalam pengucapan • Guru menjelaskan tentang penekanan kata dan intonasi 	
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	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Guru meminta Peserta didik melatih kemampuan pengucapan stress dan intonasi • Guru memberikan apresiasi kepada peserta didik <p>Guru memberikan feedback kepada peserta didik</p>	
PENUTUP	<ul style="list-style-type: none"> • Guru dan peserta didik menarik kesimpulan mengenai point-point penting pada sub materi Morning Routine. • Peserta didik diminta melakukan refleksi terhadap proses pembelajaran pada hari ini • Guru memberikan tugas kepada peserta didik dan mengingatkan peserta didik untuk mempelajari materi yang sudah dipelajari • Guru memberikan motivasi kepada peserta didik <p>Berdoa dan memberi salam</p>	10 menit

Guru Mata Pelajaran

Pratikan

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NPM. 1911040383

**Rencana Pelaksanaan Pembelajaran
(kelas kontrol)
Pertemuan ke 3**

Mata Pelajaran : Bahasa Inggris
Materi/Tema : -
Submateri : My morning routine
Kelas/Semester : IX
Tahun Pelajaran : 2022/2023
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan, pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

KD 1: Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD 2: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional

KD 3: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaannya.

C. Indikator

- 7) Mampu Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 8) Mampu Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam komunikasi fungsional
- 9) Mampu Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari pembicaraan aktifitas rutin pagi (morning routine) sesuai dengan konteks penggunaanya.

H. Materi pembelajaran :

Ungkapan : I usually, I always, I'm normally

Unsur kebahasaan : ucapan, tekanan kata, intonasi

I. Teknik pembelajaran

Teknik : Drill technique

F. Media Pembelajaran & Sumber Belajar

Media : Youtube, Laptop, Hp, Lcd Proyektor, Speaker mini, Lembar penilaian , script video morning routine.

Alat/bahan : Penggaris, spidol, papan tulis.

Sumber : Youtube,

Belajar <https://www.youtube.com/watch?v=8bb186g9o24>

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU

PENDAHULUAN	<ul style="list-style-type: none"> • Mengucapkan salam dan Menanyakan kabar siswa, dan dilanjutkan dengan memeriksa kehadiran peserta didik dikelas sebagai bentuk kedisiplinan. • Meminta siswa untuk berdoa sebelum memulai pelajaran • Menyanyikan lagu kebangsaan Indonesia raya • Guru melakukan ice breaking untuk membangkitkan semangat belajar 	10 Menit
KEGIATAN INTI	<p style="text-align: center;">KEGIATAN LITERASI</p> <ul style="list-style-type: none"> • Guru menunjukan video (Morning routine) yang akan diamati oleh peserta didik guna memberikan stimulasi untuk materi yang akan dibahas <p style="text-align: center;">CRITICAL THINKING (BERPIKIR KRITIK)</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik mengenai apa yang mereka dapatkan setelah melihat video Morning Routine yang ditampilkan sebelumnya. <p style="text-align: center;">PENGUNAAN TEKNIK DRILL</p> <ul style="list-style-type: none"> • <i>Guru memberikan kosa kata yang berkaitan dengan morning routine</i> 	60 Menit

	<ul style="list-style-type: none"> • <i>Pesertadidik mengikuti apa yang diucapkan oleh guru mengenai kosa kata yang diberikan</i> • <i>Guru membacakan teks morning routinekataperkata, kalimat-perkalimat.</i> • <i>Peserta didik mengikuti apa yang diucapkan guru.</i> <p style="text-align: center;">COLLABORATION</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada masing masing siswa untuk mencoba membaca teks morning routine • Guru menunjuk satu per-satu siswa untuk mencoba membaca teks morning routine • Guru memberikan kesempatan untuk bertanya mengenai kosakata yang belum dipahami siswa • Peserta didik diberikan hard copy script video morning untuk memudahkan siswa dalam pengucapan • Guru menjelaskan tentang penekanan kata dan intonasi 	
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	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Guru meminta Peserta didik melatih kemampuan pengucapan stress dan intonasi • Guru memberikan apresiasi kepada peserta didik <p>Guru memberikan feedback kepada peserta didik</p>	
PENUTUP	<ul style="list-style-type: none"> • Guru dan peserta didik menarik kesimpulan mengenai point-point penting pada sub materi Morning Routine. • Peserta didik diminta melakukan refleksi terhadap proses pembelajaran pada hari ini • Guru memberikan tugas kepada peserta didik dan mengingatkan peserta didik untuk mempelajari materi yang sudah dipelajari • Guru memberikan motivasi kepada peserta didik <p>Berdoa dan memberi salam</p>	10 menit

Guru Mata Pelajaran

Pratikan

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Appendix 4 Instrument of pre test**Read The Text Bellow With The Right And Proper Pronunciation! (Morning routine)**

My **alarm** goes off at 8 AM.

It **isn't very** loud, so I wake up **slowly listening** to **music**.

I **normally** get up **about** 8.15.

I take off my **pyjamas** And jump in the **shower**.

I love a hot **shower** in the **morning**. It helps me **mentally prepare** for the day.

And the end of my **shower**, I **usually** put on the cold tap, As this **really** wakes me up

After my shower, I throw on my work clothes, Put on some make up And brush my hair, Then, I go downstairs for breakfast.

I turn on the TV, and listen to the morning news.

I usually have turn up the volume When the kettle is on, and I'm making my tea.

To be honest, I'm normally running a little bit late.

I have to eat up and drink up quickly So I can start work by 9 AM.

I always start work by checking my emails and then progress from there.

Of course, my morning routine is different when I am not working.

For one, my alarm is turned off the night before.

Keterangan :

Word stress

Transcript of The Word stress

Words	Words stress
Alarm	ə'la:m
isn't very	'ɪznt 'veri
Slowly	'sləʊli
Listening	'lɪsnɪŋ

<u>Music</u> .	'mju:zɪk. _
<u>Normally</u>	'nɔ:məli _
<u>About</u>	ə'baʊt _
Pyjamas	pə'dʒɑ:məz _
<u>Shower</u> .	'ʃaʊə. _
<u>Morning</u> ,	'mɔ:nɪŋ, _
<u>Mentally</u>	'mentəli _
Prepare	prɪ'peə _
<u>Usually</u>	'ju:ʒʊəli _
<u>Really</u>	'riəli _
<u>After</u>	'ɑ:ftə _
Down <u>stairs</u>	daʊn'steəz _
<u>Breakfast</u> :	'brɛkfəst. _

<u>T</u> V	ti:vi:
<u>L</u> isten	li:sn
<u>V</u> olume	vɒlju:m
<u>K</u> ettle	ketl
<u>M</u> aking	meɪkɪŋ
<u>H</u> onest	ɒnɪst
<u>N</u> ormally	nɔ:məli
<u>R</u> unning	rʌnɪŋ
<u>L</u> ittle	lɪtl
<u>Q</u> uickly	kwɪkli
<u>A</u> lways	ɔ:lweɪz
<u>C</u> hecking	tʃeɪkɪŋ
<u>E</u> mails	i:meɪlz
<u>P</u> rogress	prəʊgrəs

<u>Different</u>	dɪfrənt _
<u>Working</u>	wɜ:kɪŋ _
<u>Before</u>	bɪ'fɔ:. _

Transcript of The Intonation

My ↗ alarm goes off at ↘ 8 AM.

It ↗ isn't very loud, so I wake up slowly
listening to music. I ↗ normally get up
about ↘ 8. 15.

I ↗ take off my pyjamas And ↘ jump in the shower.

I ↗ love a hot shower
in the morning, It
helps me mentally
prepare for ↘ the day.

And the end of my ↗ shower, I usually put on the cold tap,

As this ↗ really wakes me up

After my ↗ shower, I throw ↗ on my work clothes, ↗ Put on some
make up

And ↘ brush my hair,

Then, I go ↘ downstairs for ↘ breakfast.

I turn ↗ on the TV, and ↘ listen to the morning news.

I usually have ↗ turn up the volume

When the kettle is on, and ↘ I'm making my tea.

↗To be honest,

I'm ↗ normally
 running ↘ a little bit
 late. I have to ↗ eat up
 and ↘ drink up quickly
 So I can ↗ start work
 ↘ by 9 AM.

I ↗ always start work by ↘
 checking my emails and then
 progress from ↘ there.

Of course, my ↗ morning routine is different when I am
 ↗ not working. For ↗ one, my alarm is ↗ turned off the
 ↘ night before.

Appendix 5 Instrument of post test

Read The Text Bellow With The Right And Proper Pronunciation!

(Food)

I am such a foodie...

I live to eat.

Whether it's breakfast in bed, a bottomless lunch or fast food, I will devour it.

The only food I don't like is mushroom.

I find them slimy and a little bit disgusting.

I am currently trying to eat more vegetables.

I wouldn't say I'm a vegetarian, but I do only eat meat once or twice a week.

I have to **sometimes** lay off sweet food, such as cake and **biscuits**. As I have a sweet tooth, I have watch what I eat.

Sometimes, when I'm in a rush I don't have time to cook, so I just grab a bite to eat. I stop at the **local** takeaway and just pick **something** up to go.

This **isn't** the best way to save money, but it does help with my **busy** **schedule**. In the UK, if you go to a **restaurant** but you can't **finish** all your food, you may ask for a **doggy** bag, and take your **leftovers** home with you.

If you asked me, what my **favorite** food was....

I would have to say **sushi**. It's fun to eat and it's **also** great to share with **other** **people**.

There is a **saying**, ' food feeds the soul'. I **truly** **believe** this.

Having a good meal, can make your **stomach** and heart **happy**.

It may bring you closer to someone else, and **creates** **memories** to last – time. Do you eat to live or live to eat?

Keterangan :

Word
stress

Transcript of The Word stress

Words	Words stress
a foodie	ə f u:di

Whether	ˈweðər
Breakfast	ˈbrekfəst
a bottomless	ə ˈbɒtəmləs
Devour	dɪˈvaʊər
Only	ˈəʊnli
mushroom.	ˈmʌʃrʊm.
Slimy	ˈslaɪmi
a little	ə ˈlɪtl
Disgusting	dɪsˈɡʌstɪŋ
currently	ˈkʌrəntli
Trying	ˈtraɪɪŋ
Vegetables	ˈvedʒtəbʰlz
wouldn't	ˈwɒdnt
Vegetarian	vedʒɪˈteəriən

<u>S</u> ometimes	'sʌmtaɪmz
<u>B</u> iscuits	'bɪskɪts
<u>L</u> ocal	'ləʊkəl
<u>S</u> omething	'sʌmθɪŋ
<u>B</u> usy	'bɪzi
<u>s</u> chedule .	'ʃɛdʒu:l
a <u>r</u> estaurant t	ə 'rɛstrɒnt
<u>F</u> inish	'fɪnɪʃ
<u>D</u> oggy	'dɒgi
<u>L</u> eft <u>o</u> vers	'left'əʊvəz
<u>F</u> avorite	'feɪvərɪt
<u>S</u> ushi	'sʊʃɪ
<u>A</u> lso	'ɔ:lsoʊ
<u>O</u> ther	'ʌðə

People	'pi:pl.
Saying	'seɪɪŋ
Truly	'tru:li
Believe	brɪ'li:v
Having	'hævɪŋ
Stomach	'stʌmək
Happy	'hæpi.
Create ;	kri'eɪts
Memory	'meməɪz

Transcript of The Intonation

I am ↗
 such ↘ a
 foodie...

I ↗ live to
 ↘ eat.

Whether ↗ it's breakfast in ↗ bed, ↗ a bottomless lunch or ↗ fast food, ↘ I will devour it.

↗The only food I don't like is ↘ mushroom.

I find them ↗ slimy and ↘ a little bit ↘ disgusting.

I am ↗ currently trying to eat more ↘ vegetables.

I ↗ wouldn't say I'm a vegetarian, but I do only eat meat once or twice a week. I have to sometimes lay off sweet food, ↗ such as cake ↘ and biscuits. As ↗ I have a sweet tooth, I have to ↗ watch ↘ what I eat.

Sometimes, when I'm in a rush I don't have time to cook, so I just grab a bite to eat. I stop at the local takeaway and just pick something up to go.

This isn't the ↗ best way ↘ to save money, ↗ but it does help with my busy schedule.

In the UK, if you go to a restaurant but you can't finish all your food, you may ask for a doggy bag, and take your leftovers home with you.

If you asked me, what my favorite food was....

I would have to say sushi. It's fun to eat and it's also ↗ great to share with ↘ other people.

There is a saying, " food feeds the soul". I ↗ truly believe this.

Having a good meal, can make your ↗ stomach and heart ↘ happy.

It may bring you ↗ closer to someone else, and creates memories to last – time. Do you eat to ↗ live or live to ↘ eat?

Appendix 6

EXPERT VALIDATION FORM FOR PRE-TEST AND POST-TEST

Directions:

For each question, please give your response by ticking () a box representing choice.

No	Questions	Yes	No	Comments
1	Does the instrument of the test cover all aspects measured?			
2	Is the kind of the test effective enough to measure the aspects measured			
3	Does the scoring rubric cover all aspects measured?			
4	Is the scoring rubric			

	understandable?			
5	Does the scoring rubric measure the aspects accurately			
6	Is the instruction of the instrument clear enough to be followed			

General comments:

Validator

Rudi Nugroho, S.Pd., M.Pd

Appendix 7

The Result of Inter rater reliability of pre-test in Control Class

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.681	.685	2

Based on the output of the table reliability above, it was gained score of Cronbach's Alpha 0.681. according to Arikunto, the

data was reliable if the score of Cronbach's Alpha ≥ 0.600 , it means that the score of pre-test above was reliable because the score of Cronbach's Alpha was 0.681 and it is high reliability

The Result of Reliability of Post-Test in Control Class

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.580	.589	2

Based on the table of reliability above, we can see the score of Cronbach's Alpha of the pre-test score was 0.580. it means that the reliability score of post-test above it was medium reliability

The Result of Reliability of Pre-Test in Experimental Class

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.750	.753	2

Based on the output of the table reliability above, it was gained score of Cronbach's Alpha 0.750. according to Arikunto, the data was reliable if the score of Cronbach's Alpha ≥ 0.600 , it means that the score of the pre-test above was reliable because the score of Cronbach's Alpha was 0.750 and it is high reliability.

The Result of Reliability of Post-Test in Experimental Class

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.621	.624	2

Based on the table of reliability above, we can see the score of Cronbach's Alpha of the post-test score was 0.621. It means that the data above was reliable because it is related to the theory from Arikunto that the score of Cronbach's Alpha would be reliable if the score ≥ 0.600 . From the table reliability score of post-test score above it was high reliability.

Appendix 8

Students' Gain Score of Experimental Class

No	Students' Code	Result of Pre-test	Result of Post-test	Gained Score
1	E1	20	40	20
2	E2	50	40	-10
3	E3	40	50	10
4	E4	30	50	20
5	E5	20	50	30

6	E6	20	50	30
7	E7	20	60	40
8	E8	40	40	0
9	E9	40	40	0
10	E10	20	50	30
11	E11	40	60	20
12	E12	20	60	40
13	E13	40	30	-10
14	E14	40	50	10
15	E15	30	50	20
16	E16	30	40	10
17	E17	30	60	30
18	E18	50	50	0
19	E19	30	40	10
20	E20	50	60	10
21	E21	40	40	0
22	E22	40	50	10
23	E23	50	60	10
24	E24	60	60	0
25	E25	40	50	10
26	E26	70	80	10
27	E27	50	40	-10
28	E28	30	40	10
Total Score		1040	1390	350
Mean		37,14	49,64	12,5
Median		40	50	10
Mode		40	50	10
Min		20	30	-10
Max		70	80	40

Students' Gain Score of Control Class

N	Students'	Result of Pre-	Result of Post-	Gained
---	-----------	----------------	-----------------	--------

o	Code	test	test	Score
1	C1	20	20	0
2	C2	40	50	10
3	C3	30	30	0
4	C4	30	40	10
5	C5	40	40	0
6	C6	50	40	-10
7	C7	40	50	10
8	C8	40	20	-20
9	C9	20	30	10
10	C10	30	40	10
11	C11	50	50	0
12	C12	50	50	0
13	C13	30	20	-10
14	C14	40	40	0
15	C15	30	40	10
16	C16	20	30	10
17	C17	50	50	0
18	C18	60	60	0
19	C19	40	30	-10
20	C20	60	60	0
21	C21	30	30	0
22	C22	40	40	0
23	C23	50	50	0
24	C24	40	50	10
25	C25	30	40	10
26	C26	40	50	10
27	C27	30	30	0
28	C28	20	30	10
Total Score		1050	1110	60
Mean		37,5	39,64	2,14
Median		40	40	0
Mode		40	50	0
Min		20	20	-20

Max	60	60	10
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Appendix 9

Result of Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
ControlPretest	.173	28	.032	.920	28	.035

ControlPostest	.176	28	.027	.919	28	.033
ExperimentalPretest	.163	28	.055	.915	28	.027
ExperimentalPostest	.201	28	.005	.883	28	.005

a. Lilliefors Significance Correction

The result of normality test in table above, it was known that significant score of pre-test and post-test in control and experimental class in both of Kolmogorov-Smirnov of Shapiro-Wilk > 0.05 . it could be concluded that score of residual data was normal distributed.

Appendix 10 Result of Homogeneity Test

a. Result of Pre-test

Test of Homogeneity of Variances

The result of pre-test

Levene Statistic	df1	df2	Sig.
------------------	-----	-----	------

Test of Homogeneity of Variances

The result of pre-test

Levene Statistic	df1	df2	Sig.
.0360	1	54	.551

b. Result of Post-test

Test of Homogeneity of Variances

The result of Postest

Levene Statistic	df1	df2	Sig.
.619	1	54	.435

The result which was appeared was shown that the data of pre-test and post-test were homogeneous. The result of pre-test homogeneity test was 0.551 and the post-test homogeneity test was 0.435. those two values passed the minimum value 0.05 which mean that the data obtained were homogeneous.

Appendix 11 Hypothetical 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
The result of students score	Equal variances assumed	.619	.435	-3.439	54	.001	-10.0000	2.90795	-15.8308	-4.1692
	Equal variances not assumed			-3.439	53.528	.001	-10.0000	2.90795	-15.83126	-4.16874

Based on the table above, it was gained all of significant (2-tailed) $0.000 < 0.05$. therefore, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was significant effect of using shadowing technique towards students; pronunciation ability in the ninth-grade students of SMPN 2 Pasir Sakti.

Appendix 12

DOCUMENTATION OF THE RESEARCH

INTERVIEW WITH ENGLISH TEACHER



OBSERVATION



STUDENTS' CONTROL CLASS

(Treatment by using drill technique)



STUDENTS' EXPERIMENTAL CLASS

(Treatment by using Shadowing technique)





Pre-test



POST-TEST



JADWAL PELAJARAN UPTD SMP NEGERI 2 PASIR SAKTI

JADWAL PELAJARAN UPTD SMP NEGERI 2 PASIRSAKTI SEMESTER GANJIL TAHUN PELAJARAN 2023-2024																
SENIN																
Jam ke	Waktu	7.1	7.2	7.3	7.4	7.5	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4	9.5
0	07.15-07.45	Upacara Bendera														
1	07.45-08.25	16F	7M	21L	24F	11G	14D	26C	17C	2E	28J	10C	20N	8G	6E	3B
2	08.25-09.05	16F	13B	21L	24F	11G	14D	26C	17C	2E	28J	10C	20N	8G	6E	3B
3	09.05-09.45	25A	13B	11G	7M	9I	24F	20I	14D	2E	28J	10C	18A	5D	23L	3B
		Istirahat														
4	10.05-10.45	25A	13B	11G	28J	9I	24F	20I	14D	7M	2E	16F	8G	5D	23L	10C
5	10.45-11.25	25A	21L	24F	28J	9I	26C	20I	11G	17C	2E	16F	23L	5D	8G	10C
6	11.25-12.05	7B	21L	24F	28J	13B	26C	25A	11G	17C	2E	3B	23L	18A	8G	10C
		Istirahat														
7	12.30-13.10	7B	9I	4E	21L	13B	11G	25A	28J	24F	17C	3B	6E	18A	5D	16F
8	13.10-13.50	7B	9I	4E	21L	13B	11G	25A	28J	24F	17C	3B	6E	18A	5D	16F
SELASA																
Jam ke	Waktu	7.1	7.2	7.3	7.4	7.5	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4	9.5
0	07.15-07.45	Literasi														
1	07.45-08.25	30G	19N	22C	24F	27E	26C	14D	12H	11G	8G	6E	16F	5D	20N	23L
2	08.25-09.05	30G	19N	22C	24F	27E	26C	14D	12H	11G	8G	6E	16F	5D	20N	23L
3	09.05-09.45	21L	19H	22C	27E	7M	30E	14D	12H	2E	24F	23L	26K	16F	10C	8G
		Istirahat														
4	10.05-10.45	21L	22C	11G	27E	19H	30E	12H	14D	2E	24F	23L	26K	16F	10C	8G
5	10.45-11.25	4E	22C	11G	27E	19H	30E	12H	14D	24F	23L	20N	26K	8G	10C	5D
6	11.25-12.05	4E	22C	27E	9I	19H	7M	12H	14D	24F	23L	20N	10C	8G	18A	5D
		Istirahat														
7	12.30-13.10	16F	30G	27D	9I	21L	24F	11G	2E	17C	14D	5D	10C	23L	18A	6E
8	13.10-13.50	16F	30G	27D	9I	21L	24F	11G	2E	17C	14D	5D	10C	23L	18A	6E
RABU																
Jam ke	Waktu	7.1	7.2	7.3	7.4	7.5	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4	9.5
0	07.15-07.45	Literasi														
1	07.45-08.25	9I	20I	4E	22C	28J	19H	26C	24F	11G	2E	16F	8G	10C	12H	6E
2	08.25-09.05	9I	20I	4E	22C	28J	19H	26C	24F	11G	2E	16F	8G	10C	12H	6E
3	09.05-09.45	9I	20I	4E	22C	28J	19H	11G	25A	13B	24F	8G	5D	10C	12H	6E
		Istirahat														
4	10.05-10.45	4E	16F	24F	19H	22C	26C	11G	25A	13B	12H	8G	5D	6E	3M	20N
5	10.45-11.25	4E	16F	24F	19H	22C	26C	2E	25A	13B	12H	3M	5D	6E	8G	20N
6	11.25-12.05	4E	25A	9I	19H	22C	13B	2E	20I	18A	12H	10C	6E	3B	8G	5D
		Istirahat														
7	12.30-13.10	22C	25A	9I	11G	24F	13B	28J	20I	18A	17C	10C	6E	3B	16F	5D
8	13.10-13.50	22C	25A	9I	11G	24F	13B	28J	20I	18A	17C	10C	6E	3B	16F	5D
KAMIS																
Jam ke	Waktu	7.1	7.2	7.3	7.4	7.5	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4	9.5
0	07.15-07.45	Literasi														
1	07.45-08.25	20I	22C	19H	29D	27E	11G	13B	17C	12H	14D	26K	5D	10C	16F	8G
2	08.25-09.05	20I	22C	19H	29D	27E	11G	13B	17C	12H	14D	26K	5D	10C	16F	8G
3	09.05-09.45	20I	22C	19H	29D	27E	25A	13B	28K	12H	14D	26K	3M	10C	5D	16F
		Istirahat														
4	10.05-10.45	19H	9I	27D	22C	11G	25A	14D	28L	20I	17C	8G	12H	26K	5D	16F
5	10.45-11.25	19H	16F	27D	22C	11G	25A	14D	28L	20I	17C	8G	12H	26K	5D	3M
6	11.25-12.05	19H	16F	25A	22C	14D	9I	28J	13B	20I	18A	5D	12H	26K	3B	10C
		Istirahat														
7	12.30-13.10	22C	27D	25A	11G	14D	9I	28J	13B	17C	18A	5D	16F	20N	3B	10C
8	13.10-13.50	22C	27D	25A	11G	14D	9I	28J	13B	17C	18A	5D	16F	20N	3B	10C
JUMAT																
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0	07.15-08.00	Senam/Kegiatan														
1	08.00-08.30	27D	4E	22C	13B	25A	28J	24F	7M	14D	8G	6E	18A	16F	26K	12H
2	08.30-09.00	27D	4E	22C	13B	25A	28J	24F	11G	14D	8G	6E	18A	16F	26K	12H
3	09.00-09.30	27D	4E	22C	13B	25A	28J	7M	11G	14D	24F	6E	18A	3M	26K	12H
		Istirahat														
4	09.30-09.50	Kegiatan Ekstrakurikuler														
5	09.50-11.00	Kegiatan Ekstrakurikuler														

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- Jika terdapat ketidaksesuaian silakan berkomunikasi dengan Wakil Kurikulum

Pasirsakti, 17 Juli 2023

Kartu kendali PA 1 & PA 2

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Name : Lucky Setiawan
 SRN : 1911040383
 Title : The effect of shadowing technique on student's pronunciation ability.

No	Date	Consultation	Advisor's Signature
1.	16 Nov	Request reasear your research conclusion & present different.	<i>[Signature]</i>
2.		A For REFERENCE	<i>[Signature]</i>
3.		East Lampung (Place research)	
4.		Scoring rubric (How) who is	
5.		Adapted? name? or who?	
6.		You have to fix your paper	
7.	17 Nov	Acc per seminar.	<i>[Signature]</i>
8.	24 Sept 2023	Revisi chapter II, IV	<i>[Signature]</i>

9. 27 Sept 2023 Acc for reasear & seminar.
 Bandar Lampung, 27.9-2023
 Advisor

[Signature]
 Dani Kurniawati, 09.14.

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 SRN : 1911040383
 Title : The effect of shadowing technique on student's pronunciation ability.

No	Date	Consultation	Advisor's Signature
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2.	14 Nov	Present di kelas pada record	<i>[Signature]</i>
3.	13 SEP	chapter IV & V	<i>[Signature]</i>
4.	21 SEP	chapter IV & V	<i>[Signature]</i>
5.			
6.			
7.			
8.			

Bandar Lampung, 20
 Co-Advisor

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<p>Nomor : B-6792/Un.16/DT/PP.009.7/06/2023 Sifat : Penting Lampiran : - Perihal : Permohonan Mengadakan Penelitian</p>	<p>Bandar Lampung, 16 Juni 2023</p>
<p>Kepada Yth. Kepala Sekolah SMPN 2 Pasir Sakti di Tempat</p> <p><i>Assalamu'alaikum Wr.Wb.</i></p> <p>Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :</p> <p>Nama : Lucky Setiawan NPM : 1911040383 Semester/T.A : VIII (Delapan) Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : THE EFFECT OF SHADOWING TECHNIQUE ON STUDENTS' PRONUNCIATION ABILITY</p> <p>Akan mengadakan penelitian di SMPN 2 Pasir Sakti, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 16 Juni 2023 Sampai Dengan Selesai.</p> <p>Demikian, atas perkenan dan bantuannya diucapkan terima kasih.</p> <p><i>Wassalamu'alaikum Wr.Wb.</i></p> <p style="text-align: right;">Dekan,</p> <div style="text-align: right; margin-top: 20px;">  Prof. Dr. Hj. Nirva Diana, M.Pd. NIP. 19640828 198803 2 002 </div>	
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Nim	: 19111040383
Jurusan	: Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Semester	: 8 (Delapan)
Perguruan Tinggi	: UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

Bahwa nama tersebut diatas telah melaksanakan **Penelitian** di UPTD SMP Negeri 2 Pasir Sakti untuk Penyusunan Proposal Skripsi yang berjudul **"THE EFFECT OF SHADOWING TECHNIQUE ON STUDENT'S PRONUNCIATION ABILITY"**.

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