THE EFFECTIVENESS OF SHADOWING TECHNIQUE ON STUDENTS' PRONUNCIATION AT ENGLISH EDUCATION STUDY PROGRAM CLASS OF 2021 OF IAIM SINJAI

THESIS

Submitted to fulfill one of the requirements to obtain a
bachelor's degree in English language (S.Pd.)

By:

ADZRA ATIFAH AZHAR
No. Reg. 180110011

Supervisors:
1. Atmaranie Dewi Purnama, S.Pd., M. Pd.
2. Syarifuddin, S.Pd., M. Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
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NO. REG 180110011

PENGESAHAN SKRIPSI

Skripsi berjudul The Effectiveness of Shadowing Technique on Students'
Pronunciation at English Education Study Program Class of 2021 of IAIM Sinjai
yang ditulis oleh Adzra Atifah Azhar Nomor Induk Mahasiswa 180110011,
Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu
Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Sabtu,
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Dr. Ismail, M.Pd.   Sekretaris   (................................)

Dr. Ismail, M.Pd.   Penguji I   (................................)

Dr. Muh. Syukri, M.Pd.   Penguji II   (................................)

Atmaranie Dewi Purnama, S.Pd., M.Pd.   Pembimbing I   (................................)

Syarifuddin, S.Pd., M.Pd.   Pembimbing II   (................................)

Mengetahui,
Dekan FTIK IAIM Sinjai

Takdir, S.Pd.I., M.Pd.I.
NBM. 1213495

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ABSTRACT

Adzra Atifah Azhar. The Effectiveness of Shadowing Technique on Students' Pronunciation at English Education Study Program Class of 2021. Thesis. Sinjai. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2022.

This research aims to know the effectiveness of shadowing technique on students' pronunciation at English Education Study Program class of 2021. This research used a quantitative approach to analyze the effectiveness of shadowing technique on students' pronunciation. The data collection techniques in this research are observation and test of pronunciation. The pronunciation text validated by experts in their field. The data analysis technique in this research used the Normality test, Homogeneity test, and Paired Sample T-Test using SPSS 25 application.

This can be proven through data analysis where the results of Shapiro-Wilk normality test shows that the significance value produced are Sig 0,061 and Sig 0,051 or the value of Sig > 0.05. It can be said that the pronunciation test is distributed normally. The homogeneity test was obtained based on Mean with a Sig value of 0.375 where the Sig value > 0.05. Then it can be inferred that the data of both groups of values are homogeneous. Based on the results of the paired sample t-test is known that the average value of the respondent's Pre-test was 29.77 and the average value of the Post-Test respondent after treatment was 70.77. This shows that the final test after treatment is higher than the initial test. While the Sig correlation value is 0.026 which shows the relationship in the two variables. The Sig value (2-tailed) in this test is 0.000. Because Sig < 0.005 then H0 rejected and accepts Ha. The value in the percentage of N-Gain is 58% which is classified in the category of quite effective. The lowest N-Gain value was 38.2% and the highest was 67.2%.

Keywords: **Shadowing technique, Pronunciation**

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المستخلص

أزرا عطيفة أزهر. فعالية تقنية الظل على نطق الطلاب في فئة قسم تعليم اللغة الإنجليزية لعام ٢٠٢١. بحث جامعي. قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة الإسلامية المحمدية سنجائي، ٢٠٢٢.

يهدف هذا البحث إلى معرفة فعالية تقنية الظل على نطق الطلاب في فصل قسم تعليم اللغة الإنجليزية لعام ٢٠٢١. استخدم هذا البحث نمجا كميا لتحليل فعالية تقنية الظل على نطق الطلاب. تقنيات جمع البيانات في هذا البحث هي الملاحظة واختبار النطق. تم التحقق من صحة نص النطق من قبل خبراء في مجالهم. استخدمت تقنية تحليل البيانات في هذا البحث اختبار المعيارية واختبار التجانس واختبار T للعينة المزدوجة باستخدام تطبيق SPSS 25.

يمكن إثبات ذلك من خلال تحليل البيانات حيث تظهر نتائج اختبار الحالة الطبيعية لـ Shapiro–Wilk أن قيمة الأهمية المنتجة هي Sig 0.061 و Sig 0.051 أو قيمة 0.05> Sig يمكن القول أن اختبار النطق يتم توزيعه بشكل طبيعي. تم الحصول على اختبار التجانس بناء على المتوسط بقيمة Sig 0.375 حيث قيمة 0.05> Sig ثم يمكن استنتاج أن بيانات مجموعتي القيم متجانسة. بناء على نتائج اختبار T للعينة المزدوجة، من المعروف أن متوسط قيمة الاختبار التمهيدي للمستجيبين كان ٢٩.٧٧ ومتوسط قيمة المستجيب بعد الاختبار بعد العلاج ٧٠.٧٧. هذا يدل على أن الاختبار النهائي بعد العلاج أعلى من الاختبار الأولي. بينما قيمة ارتباط Sig هي ٠.٠٢٦ مما يدل على العلاقة بين المتغيرين. قيمة (Sig (2-tailed في هذا الاختبار هي ٠.٠٠٠٠. لأن 0,005> Sig ثم H0 رفض ويقبل Ha. القيمة في نسبة N-Gain هي ٥٨٪ وهي مصنفة في فئة فعالة جدا. كانت أدنى قيمة N-Gain هي ٣٨.٢٪ وأعلى قيمة ٦٧.٢٪.

الكلمات الأساسية: تقنية التظليل، اللفظ

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AdzraAtifahAzhar
No. Reg. 180110011

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CHAPTER I
INTRODUCTION

A. Background of the Research

English has become an international language. English is often used as communication tool to interact with foreign people all over the world. For that reason, it is all-important for students to master English skills such as listening, speaking, reading, and writing. Out of those skills, speaking is intuitively the most important (Zhang, 2009).

Speaking is ability to produce the language to communicate that carry out the feeling though the words to deliver some information. Speaking can be defined as an activity by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Without speaking some people cannot express something and it makes people difficult to communicate with other and will caused bad relations. The way speakers pronounce word also has an important part in building a good communication. Elkhair (2014). assumes that the pronunciation as production of significant sound with is used as part of a code of particular language and to achieve in the context of use. Clear

pronunciation makes the listeners easily understand what they hear and it gives power to the speakers to be more confident when expressing something that is conveyed in communicating with others. Allah SWT states in Q.S An-Nisa/04: 63:

$$أُوْلَـٰٓئِكَ ٱلَّذِينَ يَعْلَمُ ٱللَّهُ مَا فِى قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُل لَّهُمْ فِىٓ أَنفُسِهِمْ قَوْلًۢا بَلِيغًا ۝$$

Translation:

"They are those whom Allah knows what is in their hearts. So turn away from them, and teach them a lesson, and tell them the words that are in their souls". (Kementrian Agama Republik Indonesia, n.d.)

At the end of the verse the word "*baligh*" when correlated with speech can also mean fluent, clear meaning, precisely express what is desired. Allah SWT desires that his servants be able to communicate effectively by saying a word and sentences fluently and have a clear meaning. One way to improve speaking abilities is learn how to pronounce the words correctly. Students can speak the language well if know how to pronounce the words. It can be said that to have a good communication, first of all speakers must master the skill of speaking especially the correct pronunciation.

Because pronunciation is a component of speaking, it is taught in speaking classes. In English Education Study Program of IAIM Sinjai, speaking subject at the fist of the semester that currently taken by the class of 2021 as new students in the academic year 2021/2022. Based on pre-observation in the class of speaking subject, for the teaching of pronunciation, the lecturer still applies the old technique by asking students to read or speak with some theme in front of their friends, and then the lecturer corrects the wrong pronunciation of students by simply telling them where the wrong pronunciation is. These techniques are less effective against students' pronunciation because students will easily forget the justification of word told by the lecturer and they do not hear the correct pronunciation, such as native speakers. Therefore, lecturer must apply techniques that are really focused on students' pronunciation and based on native speakers to make students more skilled at speaking. Students will also remember the pronunciation that they heard carefully. Mastery of a language is a matter of habit, acquiring pronunciation in particular requires someone to study and practice pronunciation continually for a very long amount of time. Students will struggle to learn it if they don't utilize

it frequently, according to this. But there are several things that might make pronunciation difficult. Agus and Liza (2020) said that students' first language may have an impact on how well they pronounce a second language, both in terms of accent and mood. Therefore, pronunciation should be taught in a way that provides a non-threatening atmosphere for students who usually have great tension when speaking English in formal classrooms and it needs an appropriate technique that can be done whenever and wherever.

One way to improve students' pronunciation is to use shadowing technique. Language learning technique developed by the American Professor Alexander Arguelles, which means that students attempt to repeat or "shadow" what they hear as quickly and accurately as possible (Wang, 2018). In order to persuade students to listen to a sample speaker and then repeat what they have learned, it is similar to listening and repeating an exercise. Students are required to imitate the speaker as closely as they can in a very short amount of time. The students do not know what the speaker says before shadowing; therefore, they must directly replicate what the speaker says. Hamada (2015), noted that this technique aids in improving pronunciation and listening

skills, and it is extensively used in Asia, where the similarities between English and the learners' original language are minimal. By using this technique, students will get used to hearing the pronunciation of words and sentences correctly because students will listen directly to the native speakers. It can also make students more active and happy when saying the words.

The shadowing technique can assist students pronouncing English word through an enjoy process. Students will be more motivated with the fun learning atmosphere. A high level of motivation among students will result in strong performance. Therefore, The shadowing technique was promoted as a useful technique for learning pronunciation. Considering on the theory above, researcher interested to research about "The Effectiveness of Shadowing Technique on Students' Pronunciation at English Education Study Program Class of 2021 of IAIM Sinjai".

B. Research Question

According to the background stated above, the main focus that discussed is "Are Shadowing Technique effective on students' pronunciation in English Education Study Program Class of 2021?".

C. Objective of the Research

Based on the research problem above, the researches would like to find out are Shadowing technique effective on students' pronunciation in English Education Study Program Class of 2021.

D. Significant of the Research

1. Theoretically

    a. The Shadowing Technique aims to interest and motivated the students to learn about pronunciation. And as the result, their speaking skill especially in pronouncing the word will improve.

    b. The lecturer gains more information and inspiration about an alternative teaching-learning technique by using the Shadowing Technique. And the lecturer also can improve their technique in teaching.

2. Practically

    a. For lecturer

        For lecturer offering assistance in the classroom, particularly with pronunciation, is a valuable contribution. This is specifically for the Speaking lecturer in the English Education Study Program to improve speaking skill using the Shadowing Technique and to inspire English

lecturer to be competent, creative, and more innovative.

b. For students

For students especially for the students of English Education Study Program Academic Year 2021 who are studying Speaking Subject 1 and 2. The Shadowing Technique helps students to practice pronunciation, makes study more active, while also improving their English.

c. For reader

This research serves as a reminder to readers, particularly those at the Islamic Institute of Muhammadiyah Sinjai and other universities, that improving English pronunciation is crucial, especially when speaking courses are involved. In order for the listener to grasp the term, it may encourage them to use a strategy to enhance their pronunciation.

CHAPTER II
THEORITICAL REVIEW

A. Literature Review

1. Pronunciation

   a. Definition of Pronunciation

   Pronunciation is one of the most important micro skills in speaking. The production of spoken sound that we use to make a meaning for communication is referred as pronunciation (Putri, 2017). In the case, pronunciation consists of organized sounds produced by air passing through the organ of articulation. It entails focusing to the particular sounds of a language (segments), such as intonation, syllable, phrasing, stress, timing, rhythm, and the voice quality, as well as gestures and facial expressions that intimately tied to how we speak a language (Pandya, 2018). To master English as a foreign language, students must first learn its pronunciation, which is the basic skill of speaking. English pronunciation entails producing each sound and pronouncing words, phrases, and sentence correctly with spelling, emphasis and intonation.

According to The Handbook of English Pronunciation, pronunciation is important for language usage in social and interactive contexts because it embodies how speakers and listeners collaborate to create and maintain a shared language for utterance creation and comprehension (Levis, 2015). According to Fitrah (2021) pronunciation is an important component in oral language communication through second language skills called English Second Language.

Pronunciation a technique of arranging to mean in conversation, anchored in specific socio-cultural and interpersonal circumstances (Nirwana, 2021). Pronunciation is important in communication because pronunciation mistakes can impair the accuracy of a person's delivery. In many cases of communication misunderstandings, are caused by mispronunciation of words or improper intonation. Reciting one consonant letter or vocal letter incorrectly in a word can lead to a misunderstanding of the meaning. Communication competency, according to Morley, includes clarity in pronunciation (Keshavarz, 2017). How a word is

pronounced determines its exact meaning. The meaning will change if we change our pronunciation. Clear pronunciation also allows listeners to easily understand what they hear, and it empowers speakers to express themselves more confidently while communicating with other. According to Ur in Luluk Setyowati, the purpose of pronunciation is so that learners are able to say a word like a native accent. Simply, so that learners are able to speak words clearly enough to make it easier to be understood by the other person (Setyowati et al., 2017). Even if the learners make mistakes in other areas, such us grammar, but people with good pronunciation are easy to understand. From the experts' explanations above, it can be inferred that pronunciation, which involves making sounds, words, and sentences with the appropriate spelling, emphasis, and intonation, is the fundamental ability and the key to communication.

b. Indicators of Pronunciation

There are some indicators that reflect how skilled a learner is in producing words with correct pronunciation. There are four indicators of

pronunciation, according to Djiwandono in Aulia Ridarma: intelligibility, fluency, accuracy, and native-likeness. Where intelligibility is pronounced the entire text and its part are clearly or not causing misinterpretation. Fluency is the entire text can be pronounced fluently. Accuracy is words and parts of the text are pronounced correctly. And native-like is pronouncing the entire text and its part sounds like a native speaker (Ridarma, 2017). Students' confidence in their ability to speak English can be increased by pronouncing English words like native speakers. Students with weak English base or students from non-English department will surely struggle to pronounce English word accurately and appropriately according to native speakers (Rachmawati, 2020). According to Burns and Claire in (Ulfa & Fatimah, 2019), there are three important things students can achieve when students learn pronunciation:

a. Intelligence, where listener can identified that speakers produce English-sounding patterns.

b. Understanding, where the meaning of what is states is understood by listeners.

c. Interpretation, where listeners are capable of understanding what is being spoken.

Therefore a language teacher cannot avoid foreign language students' pronunciation faults. Language learners must constantly try to enhance their pronunciation in the target language. Repeating sounds while correcting them when they are made wrong helps people acquire proper pronunciation. As they learn to pronounce words correctly, students develop new habits and get beyond challenges brought on by their first language. Learners can speak a language fluently if they know how to pronounce the words. Murcia states that the goal of teaching pronunciation is to help students sound more like native English speakers. A more modest and realistic goal is for students to make fewer mistakes. So, when students apply their pronunciation skill in daily activities such as school, home, and work, they will be more confident to face it. The way someone speaks about himself influences those around them. Students who have good English pronunciation are better understood even if they make other mistakes, whereas students

who speak bad pronunciation are not understood even if their grammar is perfect (Ulfa & Fatimah, 2019).

Based on Resti Handayani, there are criteria in pronunciation assessment. Students get 1 score, if students can pronounce sentences incorrectly, unclearly, difficult to understand, even with a certain accent. Get 2 scores, if students can pronounce sentences correctly, less clearly, poorly understood even with a certain accent. Get 3 scores, if students can pronounce sentences correctly, clearly, easily understood even with a certain accent. Get 4 scores, if students can pronounce sentences correctly, clearly, easily understood, and have a native speaker's accent (Resti Handayani, 2013).

c. Part of Pronunciation

There are 3 parts of pronunciation that we must understand: sound, stress, and intonation.

1) Sound

The things you hear as known as "sound". There is no one-to-one correlation between written letters and spoken sound,

therefore sound is represented by a phonetic symbol. Language has vowel sounds and consonant sounds. A vowel is a sound made with little or no restriction of the airflow through the mouth. There are three categories of vowel sound according to Kelly in Ambalegin and Tomi Arianto; closed vowel sounds (/i:/, /ɪ/, /ʊ/, /u:/), mid vowel sounds (/e/, /ə/, /ɜ:/, /ɔ:/), and open vowel sounds (/æ/, /ʌ/, /ɑ:/, /ɒ/). While, Consonants are noises made by tightly closing one's mouth and compressing the air rising from the lungs. Low in Ambalegin and Tomi Arianto (2018) stated that there are 224 consonants in British English use a voiced consonant system of fifteen (/b/, /d/, /dʒ/, /g/, /v/, /ð/, /z/, /ʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/) and nine voiceless consonants (/p/, /t/, /ʧ/, /k/, /f/, /ө/, /s/, /ʃ/, /h/).

2) Stress

Stress or accent in linguistics and particularly phonology is the degree to which a word's single syllable or a specific word in a phrase or sentence is given relative stress or prominence. Increased vowel length and

loudness, full articulation of the vowel, and changes in pitch are all common causes.

3) Intonation

The primary component of verbal prosody is intonation. Intonation, a change in spoken pitch, is used for a number of things, such as conveying the attitudes and emotions of the speaker, differentiating between statements and questions, as well as between various kinds of questions, focusing attention on key components of the spoken message, and regulating conversational interactions. And intonation often defined as speech melody (Nur, 2019).

2. Shadowing Technique

a. Definition of Shadowing Technique

The word "shadow" means shade. It is called shadowing because the shadowing voice says whatever the original voice says, just like a shadow does when we move (Amelia, 2020). While each voice is reproduced simultaneously in the phonemic shadow, each voice is somewhat after the input in the shadow phrase. Tamai states that Students use

the engaged and highly cognitive technique of "shadowing" to follow the uttered word, listen, and vocalize it as clearly as possible (Zakeri, 2014). From the explanation shows that shadowing calls for students to follow the speech and imitate it as closely as possible while listening to it. Word repeats word..

Lambert states that shadowing is an auditory tracking exercise that involves the simultaneous repetition of heard native speech over a headphone set. It was originally developed as a training tool for simultaneous interpreters since it necessitates a high competency in both listening and speaking skill (Sumiyoshi & Svetanant, 2017). Shadowing technique is the way to improve students' skills, particularly in speaking by imitate and repeat what they hear at the same time. This is the most easy and simple speaking techniques (Sari, 2018).

According to Ulfa and Fatimah (2019), shadowing is a technique that helps students learns to pronounce words correctly during oral activities while also building confidence. This technique is used by instantly repeating what they hear while

listening to the audio or recording voice. The students try to keep up with the speakers' tempo and clearly pronunciation.

So, it can be said that shadowing is a technique in which of heard native speech by audio or recording voice and vocalize by repeat what it heard as clearly as possible at the same time while looking at or without looking at the script.

b. Steps of Shadowing Technique

One learning strategy that is thought to be simple to use is shadowing. The following steps make up the shadowing technique:

1. Listening to video or MP3 files about some topic
2. Understand the audio or video's vocabulary, intonation, and pronunciation.
3. Try to imitate and repeat what the speaker said.
4. Repetition of the procedures is required until students can precisely and nearly simultaneously follow the speaker.

Initially, shadowing entails repeating the speakers' words identically. This allows the interpreters' brain, ears, and mouth to begin reproducing the target language's sounds and

rhythms without making a conscious effort and starts to build the "linguistic muscle memory" that comes easily from learning their own speech (Sari, 2018).

The process of shadowing by Hamada is as soon as learners hear the first words they begin repeating it synchronously and continue to do so until the text is complete. On the other hand, with repetition, Hamada (2018)said when utilizing repetition or echoing, students often repeat the term while activating their episodic memory by memorizing as many syllables as they can. Because vocal expressions happen quickly, repeating may be thought of as an offline effort whereas shadowing is an online task due to the quiet pause between input reception and reflection.

c. Types of Shadowing Technique

Tamai in (Shiota, 2012) classifies shadowing into five types, which are as follows:

1) Shadowing

While listening to the text sounds, articulate the same sounds nearly simultaneously.

2) Delayed shadowing

Follow the steps outlined for shadowing, but not simultaneously: instead, after a moment.

3) Phrase shadowing

Shadowing must be done word-by-word. In this exercise, a teacher either reads aloud a text in its entirety to the class or assigns students to listen to a particular work on CD.

4) Parallel reading

Looking at the text and reading aloud while listening to the sounds.

5) Speed reading

Look at the text while reading it out loud as quickly as you can. The level of text understanding is irrelevant in this method, and the teacher logs each student's reading time by noting how long it took them to complete each section.

Another important classification types was depicted by Kadota, which are mumbling, synchronal reading, prosody shadowing and content shadowing. In the first type, the listening passages are the ones that learners focus on the

most. With synchronal reading, students are provided with a text to read aloud while being stimulated by each sound and intonation, enabling them to follow along right away. When listeners shadow the reading text without utilizing the script, synchronized shadowing takes an additional step. The last category here concentrates on both the speech's sound and its content (Nguyen, 2019).

d. The Advantages of Shadowing Technique

In the field of teaching and studying foreign language, shadowing technique became an interesting topic (Sumarsih, 2017). Anggun's (2015) research concluded that students' abilities change after using shadowing technique in Kaiwa learning, where students' speaking skill in aspect of fluency, pronunciation and intonation improved as a result of using this technique. Then, Waedhana's (2018) research concluded that shadowing technique can assist university students in learning to speak English, with an increase in students' English speaking skills of 84,6% after following this

technique. This means that shadowing technique is highly effective used in speaking learning.

Shadowing technique also proven to improve students' skill in pronunciation. This result of Hamada's (2018) research, which found that shadowing technique approach helps students improving their pronunciation and listening abilities, and it has been widely applied in Asia, where the similarity between English and learners' first language is low. It is worthwhile to try to implement the shadowing technique to all levels of learners in order to enhance their motivation, particularly when learning pronunciation. So that they can master the pronunciation skills step by step (Syahria, 2019).

According to Millie and Maria, shadowing provides repeated opportunities to hear, articulate, understand, and internalize a second language; it encourages intelligent, transformative imitation of second language content as well as the transfer of learned portions to new situations; and, depending on the complexity of the text chosen, it can be used at any competency level (Commander & Guerrero, 2013). Regarding the explanation, shadowing is a

great way to improve our linguistics skill in terms of grammar, vocabulary, and pronunciation because shadowing can foster language performance dealing with listening, speaking, and reading.

B. Previous Research

Relevant previous research results are in accordance with the research to be carried out:

1. The research by Andi Tendri Bali Yahya (2020) regarding "*The Implementation of Shadowing Teaching Technique to Improve Students' Speaking Ability at SMAN 2 Sidrap (A Pre-experimental Research)*". This study aimed at finding out students' speaking abilities in the first grade of SMAN 2 Sidrap using shadowing technique. This study employed a pre-experimental research. Six meetings were held as part of the treatment the research had carried out. The participants in this study were students in SMAN 2 Sidrap's first grade. Researcher used purposive sampling technique and the instrument was speaking test. It was proven by the fact that the mean score in the pre-test was 58 and the post-test score was 77. The content was improved by 0.31%. It means that there was a statistically significant difference between the post-test and the pre-test. Based

on the findings of the study, the research concluded that teaching English through shadowing technique could improve students' speaking abilities.

2. The research by Sumarsih (2017) regarding "*The Impact of Shadowing Technique on Tertiary EFL Learners' Listening Skill Achievements*". This study aimed to describing the impact of shadowing technique on students' listening skills achievement. Pre- and post-tests were given to the experiment and control groups, which each included 30 university students, as part of the experimental research that was done for this study. As a result, the mean of the experimental and control groups differed significantly (F= 8.98, p= 004.05). Furthermore, using the shadowing technique had a significant effect on students' listening skill achievements (F= 56.10, p= 0.000.05), and the experimental group outperformed the control group grammatically. The null hypothesis was rejected, and the alternative hypothesis was accepted at the end.

3. The research by Agus Salim (2020) regarding "*Enhancing Students' Pronunciation Using Shadowing Technique At Senior High School Students*". In this case, Establish students' pronunciation necessitates the

use of promising instructional method. The shadowing technique is one of the teachers' attempts to improve students' pronunciation. This study was categorized as a non-equivalent control group quasi-experimental study. 70 students, who were split into experimental and control groups, make up the samples. Interviews, multiple choice test, and records were used to collect data. It employed descriptive and T-test analyses to find the ways they learned and the results. Finally, the researchers conclude that the shadowing technique is ideal to be applied in the classroom by teachers and lecturers. The t-test had a score of 4.077 and the t-table had a score of 2.021, with a degree of freedom (df) of 44 and the level of significance (0.05) in 95%.

Based on the relevant research mention above, the research from Andi Tenri Bali Yahya in 2020 and Sumarsih used shadowing technique to Students' speaking ability and on EFL learners' listening skill achievement while in this study aim of knowing the effect of shadowing technique on students' pronunciation. The research from Agus Salim, et.al in 2020 used quasi-experimental: non-equivalent control group design with using shadowing technique on students' pronunciation at Senior High School while this

study use pre-experimental: one group pretest-posttest and apply the technique on students' pronunciation at university students of English Education study program. The similarities between the tree studied are they discuss shadowing technique.

C. Hypothesis

The hypothesis is a temporary answer to the formulation of the research problem, it stated that because the answer provided were new and based on relevant theories. It had not been based on empirical facts obtained through data collection (Sugiyono, 2013). The hypothesis is divided into 2, there are the null hypothesis (H_o) and the alternative hypothesis (H_a). The null hypothesis is a statement that is not in accordance with the predictions, and the alternative hypothesis is a statement that is in accordance with the predictions (Anshori & Iswanti, 2017). The hypothesis in this research are:

H_0: Shadowing technique ineffective on students' pronunciation at English Education Study Program Class of 2021

H_a: Shadowing technique effective on students' pronunciation at English Education Study Program Class of 2021

CHAPTER III
RESEARCH METHODS

A. Type and Approach of the Research

This research used a quantitative approach to analyze the effectiveness of shadowing technique on students' pronunciation. The quantitative research method is one type of research whose specifications are systematic, organized, and clearly structured from the beginning until the completion of the research. Quantitative research entails the use of numbers throughout the process, from data collection, interpretation of the data, and the appearance of the results (Siyoto & Sodik, 2015).

In conducting this research, the researcher used pre-experimental design (non-design). A pre-experimental is not an experiment since the dependent variables are still influenced by outside factors. Thus, independent factors do not substantially affect the outcomes of trials with dependent variables. This can happen because there are no control variables and the sample is not selected randomly. There are several types of pre-experimental designs, there are One-Shot Case Study, One-Group Pretest-Posttest

Design, One-Group Pretest Posttest Design, and Intact-Group Comparison (Sugiyono, 2013).

This research used one-group pretest-posttest design, which is a research design that contains pretest before being treated and posttest after being treated. Therefore, the results of treatment can be predicted more precisely because it can compare to the circumstances before being given treatment. This design can be describe as follows (Hardani et al., 2020):

$$O_1 \ X \ O_2$$

Description:

O_1 : Pretest score (before the treatment)

X   : Treatment (application of shadowing technique)

O_2 : Posttest score (after the treatment)

Effect of treatment on students' pronunciation = $(O_2 - O_1)$

B. Variable Definition

Research variables are basically anything that a researcher specifies to be studied so that data can be gathered and conclusions can be drawn. According to

Sugiyono (2013), the study's variables can be divided into the following categories:

a. Independent Variables are variables that are also known as stimulus variables, predictors, and antecedents. It is commonly referred as free variable, which is a variable that affect or is the cause of its change or the onset of dependent (bound) variables. The free variable in this research is the shadowing technique.

b. Dependent Variables, which are also known as an output variable, criteria, and consequences. It is commonly referred as bound variable. Bound variables are those that are impacted by or result from the presence of free variables. The bound variable in this study is students' pronunciation.

C. Place and Time of the Research

1. Place of the Research

     This research was carried out by the English Education Study Program Class of 2021 of IAIM Sinjai. The researcher chose English Education at IAIM Sinjai due to several considerations, there are:

a. Learning or speaking subject 1 and 2 are at the beginning of the semester in the English Education Study Program of IAIM Sinjai.

b.   Location that is conveniently accessible.

c.   Willingness to grant permission for research.

2. Time of research

This study was carried out from June 2021 to July 2022 in the speaking subject of English Education study program class of 2021.

D. Population and Sample

1. Population

Sugiyono (2013) stated that population is a generalization area made up of subject/object with specific qualities and characteristics chosen by researchers to be studied and conclusions drawn. One person has various characteristics, such as their speaking style, personal discipline, hobbies, how to get along, leadership and others. So, one person can also be used as a population.

The term "population" is derived from the English words which refer to the number of people. When the word population is mentioned, people frequently associate it with population problems. The researcher chose English Education study program class of 2021 at IAIM Sinjai as the population in this study because they are relative students who learn speaking

subject 1 and 2 at the beginning of the semester, which is currently taken by students in class of 2021. The population of this research is English Education study program class of 2021, it consists of one class.

2. Sample

A sample is defined as a small part of a member of the population taken according to certain procedures that can represent its population. Samples are used if the number of the population is large and it is impossible to study the entire population (Siyoto & Sodik, 2015). Probability sampling and Nonprobability sampling are the two main types of sampling techniques. Probability sampling includes, simple random, proportionate stratified random, disproportionate stratified random, and area random. While Nonprobability sampling includes, systematic sampling, quota sampling, axial sampling, purposive sampling, saturated sampling, and snowball sampling (Sugiyono, 2013).

The sampling technique used in this research is a nonprobability sampling technique using saturated sampling. Saturated sampling is a technique of determining a sample if all members of the population are used as samples. This is often done if the population

is relatively small, less than 30 people, or the research wants to make generalizations with relatively small errors (Siyoto & Sodik, 2015). The sample in this research is 13 students from English Education study program class of 2021.

E. Techniques of Data Collection

Collection techniques are the methods used by researchers to collect research data. Data collection techniques in this study are tests and observation.

1. Observation

Observation is one of the techniques in data collection that very prevalent in qualitative research methods. According to Vigih Hery (2018), observation is a process that starts with observation and ends with recording that is methodical, logical, impartial, and reasonable to a variety of occurrences in genuine settings or manufactured ones.

Observation is an investigation that is done systematically and deliberately conducted using the senses, especially the eyes, to events that occur and can be analyzed at the time the event occur. The main purpose of observation is to describe the circumstances in which it was made. The researcher conducts

preliminary observation by observing what methods or techniques the teacher employs to teach pronunciation in speaking subject and also seen were the effects of shadowing technique on students' pronunciation abilities before and after treatment.

2. Tests

Tests can be a series of questions, worksheets, or other forms of assessment that are intended to assess a study subject's knowledge, skills, talents, and abilities (Siyoto & Sodik, 2015). In this research, test techniques will obtain measurement data, both before and after treatment. This data technique is used because the main data needed is data about students' pronunciation abilities. The tests consist of two types of tests: pretest and posttest.

F. Instrument of the Research

1. Observation Sheet

In a study, observation is defined as focusing attention on an object while using all of one's senses to collect data. Observation is done directly through the senses of sight, smell, hearing, touch, or necessary, by tasting. Instruments used in observation can be guidelines, tests, questionnaires, image recordings, and

sound recordings. Sevia et al. (2015) state that image and voice recordings are used to store data sources so that the data can be observed longer or even repeatedly as needed. In this study, researchers observed the students' pronunciation directly and observed the results of the test pronunciation before and after the students were given treatment through voice recordings, video recordings, and images of students.

2. Test

This research used a one-group pretest-posttest. According to Creswell (2012), a pretest is a measurement of some attribute or characteristics that is taken before a treatment is given to a participant in an experiment, while a posttest is a measurement of some attribute or characteristics that is taken after a treatment for participants in an experiment. Pretest is held to find out students' pronunciation ability of previous treatment. And the posttest is done at the end of the treatment to find out the results of students' pronunciation after using shadowing technique. In order to ascertain the impact of the shadowing approach on students' pronunciation, the outcomes of the posttest and the outcomes of the pretest were compared.

a. Pretest

The pretest will be done by asking students to read the text that has been prepared and recorded using a voice recorder to find out the students' pronunciation skills before receiving the treatment. A pretest will be held once at the beginning of the meeting.

b. Treatment

The shadowing technique is used to treat students' pronunciation in the speaking subject of the English education study program in academic year 2021. Treatment will be done 3-4 times. Step of the treatment (Shadowing Technique):

1) Students listen to audio files about some topic
2) Students understand the audio's pronunciation
3) Students shadowing what the speakers say in the audio
4) Students repeat the steps until they can follow the speakers accurately and at almost the same time.

c. Posttest

The posttest is given after the treatment of the shadowing technique. The pretest given is the

same as the pretest, in which students are asked to read the text that has been prepared and then recorded using a voice recorder to find out the students' pronunciation skill after being given the treatment. A posttest held once after students are given treatments. The reading text used for the pronunciation test is tested first through:

1) Validity Test

The assessment of the instrument validity is a test that carried out to determine the validity, accuracy, and an item of questions in measuring the variables to be researched. A valid instrument has a high validity and the instrument that is less valid has a low validity.

In this research, the validity of content was verified with the agreement of experts in their fields, in this case, English lecturers, specifically lecturers of speaking subjects. Using the expert agreement based on Gregory in Heri Retnawati's book (2016), the index ranges from 0-1. By creating contingency tables on two experts, with the first category irrelevant and less irrelevant being a weak relevance category,

and the second category for fairly relevant and highly relevant one created a new category of strong relevance. The expert agreement index for content validity compares the number of items from both experts in the strong relevance category with the whole item.

$$\text{Content validity coefficient} = \frac{D}{(A+B+C+D)}$$

The result is interpreted as follow: if the index of the deal is less than 0.4, then it is said that the validity is low; between 0.4 and 0.8, it is said to be moderate validity; and if more than 0.8, it is said to be high.

2) Reliability test

The research instrument reliability is a test used to determine the reliability, or level of confidence, in a question item's capacity to measure the variables being researched. A reliability test is used to verify a measuring instrument's level of stability. The reliability test was carried out using an internal consistency reliability approach that used Cronbach's alpha to identify how well relationship between the

items in the research instrument were with the help of the SPSS 25 application (Engkus, 2019).

G. Technique of Data Analysis

1. Prerequisite Test

   a. Test for Normality

   The purpose of normality testing is to ascertain if the data on students' pronunciation before and after therapy are representative of populations with a normal distribution. The test was conducted with the SPSS 25 application. This test uses a significant level of 0,05 with the following condition (Rahayu, 2012) :

   If sig >0,05, then it is said to be distributed normally

   If sig < 0,05, then it is said to be abnormally distribution

   After conducting research, the acquisition of student pretest and posttest data is analyzed as the next step.

   b. Test for Homogeneity

   The homogeneity test is used to determine whether or not some population variants are identical (Usmadi, 2020). To determine the homogeneity of pre-test and post-test data, use the

SPSS 25 Application with the Lavene Test. If the Lavene test shows Sig > 0,05 it means the pre-test and post-test values are homogeneous. If Sig< 0,05 it means the pre-test and post-test values are not homogeneous.

2. Test for Hypothesis

The Paired Sample t-test is a parametric test used to test the same hypothesis or not different from two variables. The data came from the paired subjects' two measurement of two different observation periods. The purpose of the paired sample t-test is to determine whether there is a significant in average scores before and after treatment. If the significant of the Paired Samples t-test < 0,05, then H_o rejected and accepts H_a.

CHAPTER IV
RESULT OF THE RESEARCH

A. General Description of Research Location

1. History of Islamic Institute of Muhammadiyah Sinjai

        The research located at the Sinjai Islamic Institute of Muhammadiyah, which located on Sultan Hasannuddin Street in the 20th district of Sinjai. Under the leadership of Mr. Muhammad Syurkati Said since 1967 Muhammiyah Sinjai began to enter the field of charitable business in the field of higher education by opening a branch of the Faculty of Education from University of Muhammadiyah Makasasar and succeeded in educating up to Baccalaureate with a BA degree to several educational institutions in Sinjai Regency. Due to the existence of laws and regulations that require at that time that students must take the exam in Makassar and it is no longer allowed to have universities with the status of distant branches or classes, the Faculty of Education, University of Muhammadiyah Makassar Sinjai branch was merged into its parent. Thus, teachers and alumni of The Upper Secondary School who are interested in continuing their education or want to increase their knowledge have

difficulties. A few years later Muhammadiyah Bone and Bulukumba opened or established STKIP Muhammadiyah so that educators who were interested in increasing their level of education chose between STKIP Muhammadiyah Bone, STKIP Muhammadiyah Bulukumba, or University of Muhammadiyah Makassar.

The Management of Muhammadiyah Sinjai tried to open lectures and in 1974 succeeded in opening the Faculty of Tarbiyah of Muhammdiyah University Makassar Sinjai branch. In 1976 Muhammadiyah Sinjai obtained an operational permit for registered status from the Minister of Religion of the Republic of Indonesia with decree Number: Kep / D.5110 / 1976 dated 15 April 1976, majoring in Islamic religious education Baccalaureate Program. In 1986, the Rector of the University of Muhammadiyah Makassar gave the opportunity to stand alone and Muhammadiyah Sinjai changed its name from the Faculty of Tarbiyah, University of Muhammadiyah Makassar Sinjai branch to the Muhammadiyah Sinjai Institute of Tarbiyah Sciences (STIT), majoring in Islamic Religious Education, undergraduate program (S1) and has stood

alone and obtained an Operational Permit from the Minister of Religious Affairs of the Republic of Indonesia. Status registered with Decree Number: 61/1990 dated April 25, 1990. In 1995 due to demands and government regulations in this case the Ministry of Religion of the Republic of Indonesia stated that all universities under the auspices of the Ministry of Religion of the Republic of Indonesia had to adjust to the regulations so that the Muhammadiyah Sinjai Institute of Tarbiyah Sciences (STIT) changed its name to the Muhammadiyah Sinjai Islamic College (STAI) by adding more majors, so that STAI Muhammadiyah Sinjai at that time had 2 (two) undergraduate study programs (S1) namely: 1) Islamic Religious Education (PAI) and 2) Islamic Counseling Guidance (BPI). STAIM changed its status to the Islamic Institute of Muhammadiyah Sinjai based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 6722 of 2015 dated November 24, 2015, which is domiciled in Sinjai, South Sulawesi Province, established for an unspecified time limit. In accordance with the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 226/1995

dated June 16, 1995 concerning changes in the name and operational permits for opening majors and granting registered status of the two majors owned. Currently, the Islamic Institute of Muhammadiyah Sinjai has 3 Faculties and 12 Study Programs. Fakutas Tarbiyah and Teacher Training consists of the Islamic Religious Education Study Program, English Education Study Program, Mathematics Education Study Program, Madrasah Ibtidaiyah Teacher Education Study Program, Arabic Language Study Program, and Islamic Religious Education Study Program Strata two (S2). The Faculty of Economics and Islamic Law consists of the Sharia Economics Study Program, the Islamic Criminal Law Study Program, and the Sharia Banking Study Program. The last faculty is the Faculty of Ushuluddin and Islamic Communication which consists of the Islamic Broadcasting Communication Study Program, the Islamic Counseling Guidance Study Program, and the Qur'an and Tafsir Study Program.

The periodization of the leadership starting from 1974 until now is Salam Basyah SH in 1974-1976, Drs. H. M. Amir said in 1976-1982, Drs. H. Zainuddin Fatbang in 1982-1983, Drs. H. Amir Said in 1983-1986,

Drs. A. Muh Nur Parolai in 1986-2004, Drs. A. Mucthar Mappatoba, M.Pd in 2005-2010, Muh. Judrah, S.Ag, M.Pd.I in 2010-2014, and Dr.Firdaus, M.Ag in 2014-2018. In 2015 the Islamic College of Muhammadiyah Sinjai became the first Muhammadiyah Sinjaidan Islamic Institute rector was Dr. Firdaus, M.Ag, term of office 2016-until now (Sinjai, n.d.).

The vision, mission and purposes of the Islamic Institute of Muhammadiyah Sinjai are (Sinjai, n.d.):

a. Vision

Islamic, Progressive, and Competitive.

b. Mission

1) Organizing higher education caturdarma based on Islamic values.

2) Organizing competitive higher education.

3) Producing innovative and creative graduates.

4) Develop cooperation networks with various regional, national and international institutions.

c. Purposes

1) Improving the quality of the academic community of the Islamic Institute of Muhammadiyah Sinjai.

2) Improving the competence of graduates through strategic academic programs and competence.

3) Improve higher education management that produces graduates with Islamic personality, quality, noble character, and have academic, professional, skilled and innovative abilities and are able to develop and apply science and technology.

4) Improving research and service programs to improve community welfare through the application of science and technology.

5) Improving academic life based on the nation's cultural values and the identity of the Muhammadiyah community in an effort to create a progressive society.

6) Improving innovative and conducive learning processes and encouraging the realization of responsible, polite and moral academic interactions.

7) Encourage students to always be pro-active in academic activities through an interactive, innovative, dynamic learning process and be

able to become lifelong learners in an effort to improve their competence.

2. The Faculty of Tarbiyah and Teacher Training

In 2016 with the issuance of the Decree of the Director General of Islamic Education Number: 6722 of 2016 dated November 24, 2016, concerning permission to change the form of the Muhammadiyah Sinjai Islamic College to the Islamic Institute of Muhammadiyah Sinjai, then on that basis the Rector of the Islamic Institute of Muhammadiyah Sinjai issued Decree Number: 216/1.3.AU/D/KEP/2016 concerning the Establishment of the Faculty of Tarbiyah and Teacher Training (FTIK) consisting of 3 Study programs, it is the Islamic Religious Education Study Program (PAI), Madrasah Ibtidaiyah Teacher Education (PGMI), and Arabic Language Education (PBA). In line with this, the Islamic Institute Muhammadiyah Sinjai opened the English Education Study Program based on the Decree of the Director General of Islamic Education Number: 1081 of 2017 dated February 21, 2017. So that English Education and Mathematics Education Study Program joined the Faculty of Tarbiyah and Teacher Training.

The vision, mission and purposes of the Faculty of Tarbiyah and Teacher Training are:

a. Vision

Become an Islamic, Innovative, and Competitive Educational Personnel Education Institution (LPTK).

b. Mission

1) Organizing education and learning that is Islamic-based, innovative, and competitive.

2) Carrying out research that is Islamic-based, innovative, and competitive.

3) Organizing Community Service that is Islamic-based, innovative, and competitive.

4) Organizing the development of Al Islam Kemuhammadiyahan (AIK) to the academic community who are advancing.

c. Purposes

1) Implementation of islamic-based, innovative, and competitive education and learning.

2) Implementation of research that is Islamic-based, innovative, and competitive.

3) Implementation of Community Service that is Islamic-based, innovative, and competitive.

4) The implementation of al-Islam Kemuhammadiyahan (AIK) guidance to the academic community who are advancing.

3. English Education Study Program

  The Islamic Institute of Muhammadiyah Sinjai opens an English Education Study Program based on the Decree of the Director General of Islamic Education: 1081 of 2017 dated, February 21, 2017. The vision, mission and purposes of the English Education Study Program are:

a. Vision

Realizing an Islamic, Innovative and competitive Study Program in producing a Bachelor of The implementation of al-Islam Kemuhammadiyahan (AIK) guidance to the academic community of the English language tadris study program Language Education.

b. Mission

1) Organizing English language education and learning that is Islamic-based, innovative, and competitive.

2) Carrying out innovative English language education research.

3) Organizing Community Service that is Islamic-based, innovative, and competitive.

4) Organizing the guidance of Al Islam Kemuhammadiyahan (AIK) to the academic community of the English Education study program

c. Purposes

1) The implementation of English language education and learning that is Islamic-based, innovative, and competitive.

2) Implementation of innovative English language education research.

3) Implementation of Community Service that is Islamic-based, innovative, and competitive.

4) The implementation of al-Islam Kemuhammadiyahan (AIK) guidance to the academic community of the English Education study program.

B. Result and Discussion of the Research

1. The Result of the Research

The characteristics of the respondents in this research were 13 students from the English Education Study Program class of 2021 where there are five male

students and eight female students. This research was conducted in the English Education Study Program class of 2021 because Speaking Subject was conducted at the first of the semester, in this case it was studied by the class of 2021 as an early year student.

Figure 1 Observation in Speaking Class

Observation is carried out in the Speaking Subject 1 and Speaking Subject 2 classes by observing, learning media, techniques applied in class and student pronunciation. After observations were made, it was found that the lecturer still applies the old technique by asking students to read or speak with some theme in front of their friends, and then the lecturer corrects the wrong pronunciation of students by simply telling them

where the wrong pronunciation is. These techniques are less effective against students' pronunciation because students will easily forget the justification of word told by the lecturer and they do not hear the correct pronunciation, such as native speakers. Therefore, researchers apply a shadowing technique which begins with a pre-test to determine the pronunciation of students and ends with a post-test after applying the Shadowing Technique.

a. The Validity Test and Reliability Test

Based on the results of research conducted by researchers at the Islamic Institute of Muhammadiyah Sinjai, researchers collected data through observation and pronunciation test results in English Education Study program Class of 2021.

1) Validity Test

From the data of the pronunciation test that has been carried out by the respondents both before and after the treatment, the data is stored together and then analyzed to find the effectiveness of shadowing technique on students' pronunciation at English Education Study Program Class of 2021. The researchers

used a pronunciation test or an oral test, and then the respondents were asked to pronounce the sentence. When respondents uttered the test text, the researcher recorded the voices of the respondents for analysis and they were given scores. Before analyze the data, the researcher tests the validity of the pronunciation text test using agreement of experts in their field. In this case is Speaking Lecturer.

Table 1 The Results of Validation of the Pronunciation Test Text

Pronunciation Text Test Items	Validator 1	Validator 2	Desc	Tabulation
Text 1	4	4	Relevant	D
Text 2	4	4	Relevant	D
Text 3	3	3	Relevant	D
Text 4	3	3	Relevant	D
Text 5	3	3	Relevant	D
Text 6	3	3	Relevant	D
Text 7	3	4	Relevant	D
Text 8	4	4	Relevant	D
Text 9	4	4	Relevant	D
Text 10	4	4	Relevant	D

Text 11	4	4	Relevant	D
Text 12	4	4	Relevant	D
Text 13	4	4	Relevant	D
Text 14	4	4	Relevant	D
Text 15	4	4	Relevant	D
Text 16	4	4	Relevant	D
Text 17	3	4	Relevant	D
Text 18	4	4	Relevant	D
Text 19	4	4	Relevant	D
Text 20	3	4	Relevant	D
Text 21	4	4	Relevant	D
Text 22	4	3	Relevant	D
Text 23	4	4	Relevant	D
Text 24	4	3	Relevant	D

Table 2 Data Contingency

Matrix 2x2		Validator 1	
		Less relevant (score 1-2)	Highly relevant (score 3-4)
Validator 2	Less relevant (score 1-2)	0	0
	Highly relevant (score 3-4)	0	24

$$\text{Content validity coefficient} = \frac{D}{(A+B+C+D)}$$

$$= \frac{24}{(0+0+0+24)} = \frac{24}{24} = 1,0$$

Based on the data results, there are 2 expert validators in their fields by examining 24 pronunciation texts. The data is then presented in the contingency table. Furthermore, According to the results, low validity is indicated by an index value of less than 0,4; moderate validity is indicated by an index value between 0,4 and 0,8; and high validity is indicated by an index value more than 0,8. From the results of validation calculations using the expert agreement index according to Gregory, the entire pronunciation text is declared valid with the result of the coefficient of validity of the contents of 1,0 which means the coefficient results of the validity of the contents > 0.8.

2) Reliability Test

Reliability tests are performed on pronunciation test text items that are declared valid. This test is carried out to measure whether or not the test text items are consistent in the research used to measure student pronunciation. The analysis tool used a scale technique using SPSS Version 25. This reliability assessment used Cronbach's Alpha decision-making with variables that are considered reliable if the value of the variable is greater than 0,60. The following are the results of the reliability test as follows:

Table 3 The Results of Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.645	2

From the reliability test results in the table above, it can be seen that Cronbach's Alpha is worth 0,645, which is greater than 0,60. Then it can be concluded that all valid

pronunciation text test items can be declared reliable.

b. Data Analysis

    a) Prerequisite

        1) Normality Test

            The normality test is a test carried out by researchers to measures the data that is normally distributed. In this research, researchers collected data and the data were analyzed using the Kolmogorov-Smirnov normality test using the SPSS 25 application, which provided that if the data is normally distributed, then the Sig of the data result > 0.05. The following are the normality test results obtained:

Table 4 The Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.176	13	.200[*]	.875	13	.061

Y	.216	13	.097	.869	13	.051
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results ofthe Shapiro-Wilk normality test above, it shows that the significance value produced are Sig 0,061 and Sig 0,051 or the value of Sig > 0.05. It can be said that the pronunciation test is distributed normally.

2) Homogeneity

The homogeneity test was carried out on the results of the pronunciation test on students of the English Education Study Program Class of 2021. This homogeneity test was analyzed using the SPSS version 25 application with the Levene Test. The basis for making homogeneity test decisions is that if the Sig value > 0.05 means that the data of both groups of values are homogeneous. Here are the results of the homogeneity test, obtained as follows:

Table 5 The Result of Homogeneity of Variances Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Pronunciation	Based on Mean	.817	1	24	.375
	Based on Median	.460	1	24	.504
	Based on Median and with adjusted df	.460	1	20.644	.505
	Based on trimmed mean	.738	1	24	.399

From the results of the homogeneity test above, it was obtained based on Mean with a Sig value of 0.375 where the Sig value > 0.05. Then it can be inferred that the data for both groups of values are homogeneous.

b) Hypothesis Test

In the hypothesis test, researchers used the Paired Sample T-Test. The Paired Sample T-Test is to determine whether there is a

significant difference in average scores before
and after treatment so that it can be known
whether the variable (X) Shadowing Technique
is effective on the variable (Y) students'
pronunciation. The following are the results of
the pronunciation test before and after students
are given treatment in the form of a Shadowing
Technique:

Table 6 The Result of Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	29.77	13	5.019	1.392
	Post-Test	70.77	13	6.990	1.939

The results of the paired sample t-test
above, the average value of the respondent's pre-
test was 29,77 and the average value of the post-
Test respondent after treatment was 70,77.

Table 7 The Result of Paired Samples Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	13	.611	.026

The Sig correlation value is 0,026 which shows the relationship between the two variables.

Table 8 The Result of Paired Samples T-Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test - Post-Test	-41.000	5.583	1.548	-44.374	-37.626	-26.480	12	.000

(Paired Samples Test)

The Sig value (2-tailed) in this test is 0,000, where the Sig value < 0,05 which shows the results of the pre-test and the post-test have changed significantly.

Table 9 N-Gain Score

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
NGain	13	.38	.67	.5859	.08079
NGain_Persen	13	38.16	67.11	58.5915	8.07937
Valid N (listwise)	13				

Based on the N-Gain score criteria, the score in the data above is in the second interval, which is $0.3 \leq g \geq 0.7$, categorized as moderate. So there is a moderate increase between pre-test and post-test scores.

2. Discussion of The Research

The research that has been carried out showed that there is an effectiveness of the Shadowing technique on students' pronunciation. The pronunciation test after giving a shadowing technique show an increase, which is shown by the average test

results increased after applying the Shadowing Technique to the speaking class, which was 70,77 while the average student pronunciation pre-test results were 29,77. The results of the student's pronunciation test after giving a treatment, in this case is Shadowing Technique, were higher than the initial test result before the treatment was applied.

Based on the previous research that is associated with this research, the research written by Andi Tenri Bali Yahya examines the implementation of shadowing teaching techniques to improve students' speaking ability, which used shadowing technique to Students' speaking ability, and the research written by Sumarsih examines the shadowing technique on tertiary EFL learners' listening skill achievements which used shadowing technique on EFL learners' listening skill achievement. This showed that research usingthe shadowing technique has been examined using other variable, method and results.

Agus Salim research states when trying to help students pronounce words correctly, the shadowing method performed better than an online homophone game. Students participate in a variety of speaking tasks

in class throughout the prosody and content shadowing period to develop their phoneme perception. In this research, the low average score of student pronunciation tests in speaking class is due to teaching techniques that are applied using techniques that are less interesting, do not vary, and do not involve native speakers in speaking class so that there is a lack of effect on student pronunciation. Meanwhile, after applying the Shadowing Technique, the average student's pronunciation test score increased. The use of shadowing technique in speaking classes is effectively applied because the technique attracts students' interest in learning to pronounce and is accompanied by examples of pronunciation from native speakers. In addition, this technique can be easily applied and learned anywhere because native speaker recordings are easily obtained on the internet or any social media platform with many discussions of interesting topics.

Based on the hypothetical test,the score in the N-Gain test is in the second interval, which is $0.3 \leq g \geq 0.7$, 0.58 categorized as moderate. So there is a moderate increase between pre-test and post-test scores. The value in the percentage of N-Gain is 58% which is

classified in the category of quite effective. The lowest N-Gain value was 38.2% and the highest was 67.2%. Therefore, the use of Shadowing Technique on students' pronunciation is quite effective to apply.

CHAPTER V
CLOSING

A. Conclusion

Based on the hypothetical test, used the Paired Sample T-Test with the SPSS version 25 application and obtained the Sig (2-tailed) value is 0,000. Because Sig < 0,005, H_0 (Shadowing technique ineffective on students' pronunciation at English Education Study Program Class of 2021)is rejected and accepts H_a (Shadowing technique effective on students' pronunciation at English Education Study Program Class of 2021). It is seen that the results of the student's pronunciation test after treatment applied in the Speaking class are higher than the initial test result before the treatment is applied. It can be concluded that the Shadowing Technique is effective in the pronunciation of students of English Education Study Program Class of 2021. Based on the results of the research and discussion about the Shadowing Technique on Students' pronunciation at English Education Study Program class of 2021, the average pronunciation test results of respondents increased after applying the Shadowing Technique to the speaking class, which was 70,77, while the average student pronunciation pre-test results were 29,77, consisting of 13

respondents. Thus, the difference in the average pre-test and post-test results was 41.00. The value in the percentage of N-Gain is 58% which is classified in the category of quite effective. The lowest N-Gain value was 38.2% and the highest was 67.2%.

B. Suggestion

Based on the results of research on the effectiveness if shadowing technique on students' Pronunciation at English Education Study Program Class of 2021, the researcher will convey the following suggestion:

1. English Lecturer

   Lecturer of English Education at Islamic Institute of Muhammadiyah Sinjai Especially speaking lecturers apply various techniques and methods in Speaking lessons and pay close attention to the pronunciation of students to support students' speaking abilities.

2. To Students

   Students are expected to be able to master pronunciation because one of the important parts that support speaking is pronunciation.

3. To the next researcher

It is hopes that further researchers who use different tittles and research methods can develop better research methods.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

Observation Sheet

Name : Adzra Atifah Azhar

Nim : 180110011

Material : Speaking (pronunciation)

Number of Students : 13 Students

Class : Speaking 1 and 2 Class of 2021

No.	Research Time	Research Site	Description
1	January 2022	Classroom	Researchers observe about the techniques used in speaking class 1
2	January 2022	Lecturer Room	Researchers observe student pronunciation when public speaking
3	March 2022	Whatsapp Group	Researchers observe about the techniques used in speaking class 2
4	March 2022	Classroom	Researchers observe student pronunciation when doing speaking assignments

Indicators of pronunciation

No	Indicator	Description
1	Intelligibility	Pronounced the entire text and its part are clearly or not causing misinterpretation
2	Fluency	The entire text can be pronounced fluently
3	Accuracy	Words and parts of the text are pronounced correctly
4	Native-likeness	Pronouncing the entire text and its part sounds like a native speaker

Test Instrument Grid

Aspect	Category of Outcomes	Test Form	Score
Students Pronunciation	Pronounce sentences correctly, clearly, easily understood, and have a native speaker's accent.	Pronunciation test	4

	Pronounce sentences correctly, clearly, easily understood even with a certain accent.	Pronunciation test	3
	Pronounce sentences correctly, less clearly, poorly understood even with a certain accent.	Pronunciation test	2
	Pronounce sentences incorrectly, unclearly, difficult to understand, even with a certain accent.	Pronunciation test	1

Pronunciation Test Text

1. That's a lot of fish and if you see a big group of them together, that's called a school!

2. Hamsters are born blind, and even as adults can only see a few inches in front of their nose.

3. Monkeys can understand written numbers and can even count.

4. Butterfly wings are transparent. They use their feet to taste.

5. There are green cabbage, some green leafy vegetables and okras.

6. The teeth of a rabbit are very strong and they never stops growing.

7. The Antarctic blue whale is the largest animal in the planet.

8. A lion's roar is the loudest of any bug cat and can be heard up to 5 miles (8km) away.

9. Most jellyfish live anywhere from a few hours to a few months. They have been known to eat other jellies.

10. Most sharks can see well in the dark lighted areas, have fantastic night vision, and can see colors.

11. Koalas spend most of their time sleeping and waking time eating. They sleep for up to 18 hours a day.

12. Penguins are carnivores that catch all their food live in the sea including fish, squid, shrimp, krill, crabs, and other crustaceans.

13. Pandas spend up to 16 hours a day eating. Just to gain enough sustenance for survival.

14. Some eagles build their nests on the top of cliffs. They do this to get away from predators and so they're close to a food source.

15. Hippos can't swim or float. They walk or stand on surface below the water like sandbanks.

16. All spiders have 8 legs. They spin webs that they use to catch food in.

17. Hamsters are intelligent creatures who can event learn their name.

18. Peacocks are one of the most beautiful creatures on earth. It is national bird of India and has many culture values.

19. The tarsier has enormous eyes and acute eyesight, excellent night vision, and may be able to see ultraviolet light.

20. Elephants can tell your gender, age, and ethnicity from your face.

21. Ants have superhuman strength. They have ability to carry between 10 and 50 times their own body weight.

22. Did you know that zebras can actually survive up to five days without drinking water?

23. When rattlesnake locates the fallen prey, it checks for signs of life by prodding with its snout, flicking its tongue, and using its sense of smell.

24. A baby cow is called a calf, cow eats grass and cow gives us milk.

APPENDIX II

SCHEDULE OF THE RESEARCH

The Schedule of the Research

12	Description	Year														
		2021								2021						
		Mei	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mei	Jun	July
1	Submission of research title	▓														
2	Acceptance of research title	▓														
3	Guidance on the preparation of research proposal		▓	▓	▓	▓	▓	▓	▓							
4	Research proposal seminar									▓						
5	Data Collection									▓	▓	▓	▓	▓	▓	
6	Data Validity														▓	
7	Research data processing														▓	
8	Guidance of research results														▓	▓
9	Thesis Examination															

APPENDIX III

DATA AND ANALYSIS DATA

OF THE RESEARCH

Tabulated in a matrix table

Matrix 2x2		Validator 1	
		Less relevant (score 1-2)	Highly relevant (score 3-4)
Validator 2	Less relevant (score 1-2)	A	B
	Highly relevant (score 3-4)	C	D

A means items with irrelevant assessments by both validators

B means items with irrelevant assessments by the validator 2

C means items with irrelevant assessments by the validator 1

D means items with relevant assessments by both validators

Validation Conditions

If validity coefficient < 0,4 mean Low Validity

If validity coefficient 0,4-0,8 means Medium Validity

If validity coefficient > 0,8 mean High Validity

The Data of Pronunciation Test

No	Name	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	Total
																									Pre-test
1	AM	1	2	2	2	2	1	2	2	1	2	1	1	2	1	2	2	2	1	2	2	1	2	1	2	39
2	JY	1	1	2	1	1	2	2	1	2	2	2	1	2	1	2	1	1	2	2	1	1	1	1	2	35
3	WH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
4	MT	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	28
5	MR	1	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	31
6	RR	1	1	2	2	1	2	1	1	1	2	1	1	1	1	1	1	2	1	1	1	2	1	1	1	30
7	BD	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	28
8	UF	1	2	2	2	2	2	1	1	2	2	1	1	2	1	2	1	2	2	1	2	2	2	1	2	39
9	PN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
10	IR	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	27
11	DL	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	2	1	1	27
12	AF	1	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	2	29
13	FD	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	26

No	Name	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	Total
																									Post-test
1	AM	4	4	3	3	4	4	3	3	3	4	3	3	3	3	4	3	4	3	3	3	3	3	3	3	79
2	JY	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	75
3	WH	4	4	3	3	4	3	2	3	2	3	2	3	3	3	3	4	3	3	3	4	3	4	3	3	75
4	MT	3	3	3	3	4	4	3	2	2	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	70
5	MR	4	4	3	3	4	3	3	3	3	3	3	2	3	3	3	2	4	3	3	3	3	3	3	3	74
6	RR	4	4	4	3	4	4	3	4	3	2	3	2	2	3	3	3	3	3	3	3	3	3	3	4	76
7	BD	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	74
8	UF	4	4	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	76
9	PN	3	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	4	53
10	IR	3	3	3	3	4	3	3	3	3	3	3	2	3	2	3	2	2	2	2	2	2	2	2	3	63
11	DL	3	3	3	3	4	3	3	3	3	2	3	2	3	3	3	3	3	2	3	3	3	2	2	3	68
12	AF	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	2	2	3	1	3	3	66
13	FD	4	3	4	3	4	4	3	3	3	3	3	2	3	2	2	3	3	3	2	3	3	3	2	3	71

The Output of SPSS

a. Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.645	2

b. Shapiro-Wilk

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Shadowing Technique	13	100.0%	0	0.0%	13	100.0%
Students Pronunciation	13	100.0%	0	0.0%	13	100.0%

Descriptives			Statistic	Std. Error
Shadowing Technique	Mean		29.77	1.392
	95%	Lower Bound	26.74	

	Confidence Interval for Mean	Upper Bound	32.80	
	5% Trimmed Mean		29.58	
	Median		28.00	
	Variance		25.192	
	Std. Deviation		5.019	
	Minimum		24	
	Maximum		39	
	Range		15	
	Interquartile Range		7	
	Skewness		.955	.616
	Kurtosis		-.054	1.191
Students Pronunciation	Mean		70.77	1.939
	95% Confidence Interval for Mean	Lower Bound	66.55	
		Upper Bound	74.99	
	5% Trimmed Mean		71.30	
	Median		74.00	
	Variance		48.859	
	Std. Deviation		6.990	
	Minimum		53	
	Maximum		79	
	Range		26	

	Interquartile Range	9	
	Skewness	-1.484	.616
	Kurtosis	2.476	1.191

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Shadowing Technique	.176	13	.200[*]	.875	13	.061
Students Pronunciation	.216	13	.097	.869	13	.051
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Normal Q-Q Plot of Shadowing Technique

Normal Q-Q Plot of Students Pronunciation
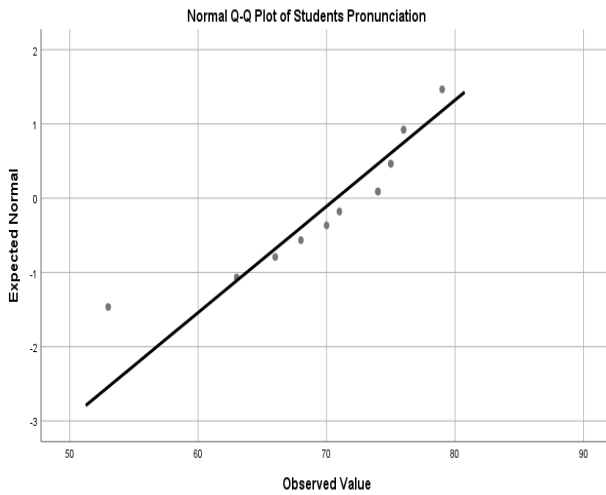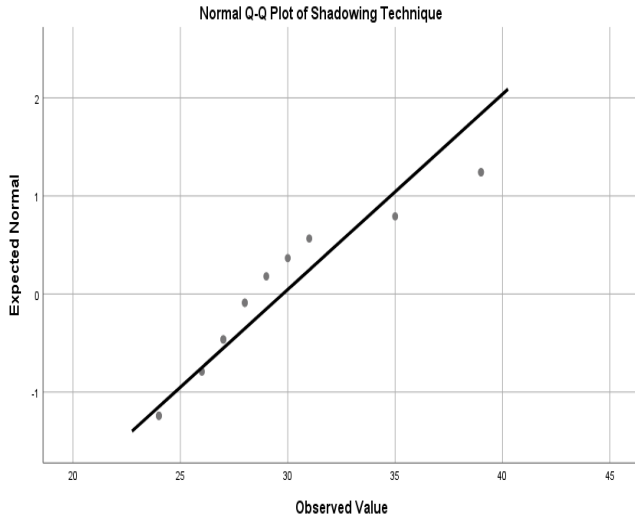
c. Levene Statistic

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pronunciation	Based on Mean	.817	1	24	.375
	Based on Median	.460	1	24	.504
	Based on Median and with adjusted df	.460	1	20.644	.505
	Based on trimmed mean	.738	1	24	.399

d. Paired Sample T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	29.77	13	5.019	1.392
	Post-Test	70.77	13	6.990	1.939

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	13	.611	.026

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-Test - Post-Test	-41.000	5.583	1.548	-44.374	-37.626	-26.480	12	.000

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
NGain	13	.38	.67	.5859	.08079
NGain_Persen	13	38.16	67.11	58.5915	8.07937
Valid N (listwise)	13				

APPENDIX IV

DOCUMENTATION

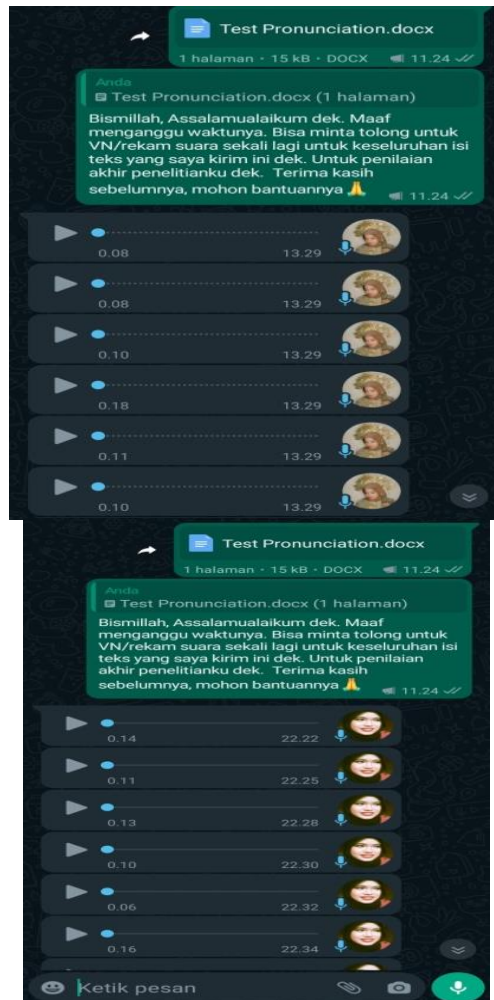# Documentation of the Research

Observation

Pre-Test

Treatment

Post-Test

APPENDIX V

CORRESPONDENCES

Research Advisor Decision Letter

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Hp/Fax 085299899166, Kode Pos 92612
Email : ftiktaim@gmail.com   Website : www.iaimsinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KEPUTUSAN
NOMOR: 916.D1/III.3.AU/F/KEP/2021

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang	:	1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
		2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
Mengingat	:	a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
		b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
		c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
		d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
		e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
		f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
		g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
Memperhatikan	:	Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
Pertama	:	Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Atmaranie Dewi Purnama, S.Pd., M.Pd.	Syarifuddin, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama	:	**ADZRA ATIFAH AZHAR**
NIM	:	180110011
Prodi	:	Prodi Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of Shadowing Technique on Students Pronunciation at English Education Study Program, Academic Year 2021/2022 of IAIM Sinjai

Kedua	:	Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp/Fax.082299909166, Kode Pos 92612
Email : fiktaiuo@gmail.com   Website : www.iaimsinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1000/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

| Ketiga | : | Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab. |
| Keempat | : | Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya. |

Ditetapkan di : Sinjai
Pada Tanggal : 09 November 2021 M
: 04 Rabiul Akhir 1443 H

Dekan,

Takdir, S.Pd.I., M.Pd.I
NBM. 1213495

Tembusan :
1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.

Islami, Progresif dan Kompetitif
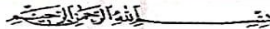
Research Permission Letter

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612
Email:ftikiaim@gmail.com   Website:http://www.iaimsinjai.ac.id
TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020

Nomor	: 248.D1/III.3.AU/F/2022	Sinjai,	19 Syawal 1443 H
Lamp	: Satu Rangkap		20 Mei 2022 M
Hal	: **Permohonan Izin Penelitian**		

Kepada Yang Terhormat

Ketua Prodi TBI IAIM Sinjai

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama	:	Adzra Atifah Azhar
NIM	:	180110011
Program Studi	:	Tadris bahasa Inggris (TBI)
Semester	:	VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness Of Shadowing Technique On Students' Pronunciation At English Education Study Program Class of 2021 of Iaim Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *Prodi Tadris Bahasa Inggris.*

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

T..r, S.Pd.I., M.Pd.I
NBM: 1213495

Tembusan Disampaikan Kepada Yth:
1. Rektor IAIM Sinjai

Islami, Progresif, dan Kompetitif

Research Acceptance Letter

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp Fax 085253963717, Kode Pos 92612
email : tbi.ftikiaim@gmail.com   Website : http://www.iaimsinjai.ac.id

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN PENELITIAN
Nomor: 076.P10.1/III.3.AU/A/2022

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai:

Nama	:	Harmilawati, S.S., S.Pd., M.Pd
NIDN	:	2125058607
Jabatan	:	Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama	:	Adzra Atifah Azhar
NIM	:	180110011
Program Studi	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)

Menyatakan bahwa benar yang namanya di atas telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 01   Muharram   1444 H
         29   Juli   2022 M

Ketua Prodi TBI,

Harmilawati, S.S., S.Pd., M.Pd
NBM: 1280037

Islami, Progresif, dan Kompetitif

RESEARCHER'S IDENTITY

Full Name	:	AdzraAtifahAzhar
Reg. Number	:	180110011
Place/Date of Birth	:	Sinjai, January 31st 2000
Adress	:	Bulu Salaka Street, North Sinjai Subdistrict

Organizational Experience	:	1. English Students Association 2019-2020 2. English Students Association 2020-2021
Educational Background	:	
1. Elementary School	:	SDN 03 Balangnipa, North Sinjai graduated in 2012
2. Junior High School	:	SMPN 01 North Sinjai graduated in 2015
3. Senior High School	:	SMA 01 North Sinjai graduated in 2018
Phone number	:	+6213-5687-7547
Email	:	adzraatifahazhar31@gmail.com
Parents' name	:	H. Saifullah Hamka (Father) Ramsidah Sinar Alam (Mother)
Professional Background	:	English Mentor of Lembaga Bahasa IAIMS

Free Plagiarism Letter