

CHAPTER 1

INTRODUCTION

1.1 Background of the study

English is widely employed in communication, education, technology, and several other fields. The ability to communicate effectively in English has become increasingly essential for learners globally as the language continues to evolve as a lingua franca. Alongside acquiring grammar, vocabulary, and pronunciation, learning English involves mastering four language skills: speaking, listening, reading, and writing. Pronunciation is a critical element of communication, since it enables speakers to communicate their messages clearly and allows listeners to comprehend the intended meaning accurately. Accurate pronunciation of words enhances efficient communication and mitigates miscommunication. For example, articulating the English term *people* as *beople* by replacing the consonant /p/ with /b/ can modify listeners' understanding and diminish voice clarity. In a same vein, articulating these as "dese" by substituting the voiced dental fricative /ð/ with /d/ may obscure communication, especially when engaging with listeners who are not acquainted with the speaker's native pronunciation habits (Al-khresheh, 2024).

The focus on pronunciation in the classroom for communicative language learners has increased during the past few decades. Researchers assert that pronunciation is essential for achieving comprehensible communication and improving speaking abilities (Levis, 2018). Pronunciation is still undervalued in

English as a foreign language (EFL) courses, despite its centrality to effective communication. While communicative language training frequently focuses on grammar, vocabulary, reading, writing, and speaking fluency, pronunciation instruction is not always incorporated (Mora & Mora-Plaza, 2023). Al Mawardi et al. (2023) note that many EFL studies still put an emphasis on reading, writing, speaking fluency, vocabulary, and grammar rather than pronunciation. Inaccurate pronunciation can diminish intelligibility and lead to communication breakdowns, making this issue a matter of concern. In conversations with people you don't know very well, it could be especially tricky to maintain the speaker's intended meaning when they mispronounce words like "thank you" or "these" (Al-khresheh, 2024).

Teachers and academics have been motivated to develop various techniques to enhance students' pronunciation in response to the heightened emphasis on pronunciation instruction. The incorporation of speaking and listening activities, use of authentic resources, and continuous pronunciation practice in classroom interactions are essential elements of contemporary pronunciation instruction trends (Al Mawardi et al., 2023). Pronunciation is now seen as a crucial component of communication skill rather than as a distinct activity. Additionally, technological advancements like Computer-Assisted Pronunciation Training (CAPT) and Automatic Speech Recognition (ASR) have been implemented to give learners instantaneous and interactive feedback (Pennington & Rogerson-Revell, 2019). However, these technologies still have limits, especially when it comes to identifying various accents and giving personalized feedback. Therefore, practice-based learning activities and teacher-guided pronunciation instruction are still crucial, particularly for beginning EFL learners.

There are few opportunities for students of English as a foreign language in Indonesia to practice their speaking outside of the classroom, which means that they do not have many opportunities to apply English for everyday communication (Darwanto et al., 2023; Fachriyany & Murtafi'ah, 2023). Because of this, teaching pronunciation is getting increasingly challenging. Because Indonesian and English phonological systems differ greatly, especially in consonant clusters and final consonant sounds, Indonesian learners frequently have trouble pronouncing English words (Pallawa et al., 2013). Moreover, due to the infrequent usage of English beyond the classroom, junior high school students' exposure to the language remains limited (Andrean et al., 2023). As a result, many students find it difficult to confidently and precisely pronounce English words. Sihotang (2024) states that due to the disparate pronunciations of English and their native language, students frequently experience discomfort when speaking English. According to Zannah et al. (2023), a number of variables, such as a lack of vocabulary, anxiety, interference from the mother language, a lack of practice chances, and improper teaching techniques, might affect pronunciation issues.

In addition to the obstacles faced by students, educators also encounter difficulties in teaching pronunciation due to the fact that many of them receive inadequate training and preparation in pronunciation pedagogy (Barrantes-Elizondo & Gordon, 2024). Due to the necessity for educators to integrate pronunciation training with other linguistic elements such as grammar and vocabulary, pronunciation often receives little classroom time. Instead of being included into routine language learning activities, pronunciation exercises are often relegated to quick supplemental tasks in classrooms. According to Siddique (2018), drills,

listening exercises, and corrective feedback are frequently used by Indonesian EFL teachers to teach pronunciation. However, these approaches are frequently hampered by a lack of specialist pronunciation training, a lack of teaching materials, and a shortage of classroom time. Similar results are also found by Kamengko et al. (2024), who claim that teachers often face obstacles including little attention on pronunciation in the curriculum and little possibilities for professional development. These circumstances point to the necessity for more interesting and successful pronunciation instruction techniques that may inspire pupils and enhance their pronunciation abilities.

The shadowing technique is one method that has gained popularity in speech instruction. As part of the learning process known as "shadowing," students listen to spoken language and instantly mimic the speaker's intonation, rhythm, and pronunciation as closely as they can (Hamada, 2019). Students can increase their speaking fluency and pronunciation awareness by constant listening and repetition. Additionally, shadowing helps students acquire proper pronunciation patterns and promotes active engagement with real spoken language. Furthermore, according to Sudrajat (2024), shadowing gives students an opportunity to imitate pronunciation models from authentic English audiovisual materials, helping them become more aware of English speech sounds, rhythm, and intonation. In a similar vein, Yahya et al. (2021) clarify that the application of films and other audiovisual materials during shadowing practices empowers students to mimic real pronunciation models, consequently augmenting their understanding and output of English pronunciation.

The use of shadowing techniques in English language acquisition has yielded favourable outcomes in a number of earlier studies. According to Salim et al. (2020), shadowing greatly enhanced the pronunciation abilities of senior high school students. According to Ardana et al. (2023), shadowing methods also boosted students' self-assurance when speaking English. Furthermore, previous studies have shown that shadowing can improve senior high school students' pronunciation and speaking skills (Yahya et al., 2021; Cahyono, 2022). Surayya et al. (2024) found that shadowing increased speaking skills and promoted active involvement among English language learners at the university level. At the junior high school level, researchers have also observed encouraging results. According to Utami et al. (2022), students' oral fluency, pronunciation, rhythm, and intonation were all enhanced by shadowing exercises utilizing video-based resources. In a similar vein, Petalolo et al. (2024) found that after engaging in shadowing exercises utilizing prosody and listening audio shadowing approaches, eighth-grade students showed improvements in pronunciation accuracy.

Despite these encouraging results, the majority of earlier research concentrated more on speaking fluency, speaking aptitude, or overall pronunciation than on consonant pronunciation. Despite the fact that pronunciation is a combination of segmental characteristics (vowels and consonants) and suprasegmental features (such as stress and intonation), consonant pronunciation is particularly noteworthy due to the absence of numerous English consonant sounds in Indonesian. Consequently, Indonesian learners frequently replace unfamiliar English consonants with similar sounds from their first language, which may result in communication difficulties and reduce speech intelligibility (Pallawa & Alam,

2013; Marzuki, 2021; Hutapea et al., 2023). This is the reason why the current study concentrates on the pronunciation of consonants rather than the overall pronunciation of English. The objective is to offer a more comprehensive comprehension of the ways in which various shadowing techniques facilitate the production of English consonant sounds by students. There is also little research on junior high school students' usage of shadowing strategies to improve their pronunciation of consonants, especially in Indonesian EFL situations. The emphasis on junior high school students is especially pertinent because many Indonesian learners begin receiving formal English learning with limited foundational knowledge as a result of the current state of English in elementary education. Junior high school is a critical stage for the development of pronunciation skills and the resolution of persistent challenges in the production of English consonant sounds (Herlambang & Adri, 2024; Marzuki, 2021). Furthermore, prior research has rarely examined teachers' experiences with shadowing techniques in classroom settings. This disparity is significant since Indonesian learners with little exposure to English pronunciation frequently struggle with consonants, particularly those who did not get English teaching in primary school (Herlambang et al., 2024).

The current study intends to fill these gaps by examining how junior high school students might enhance their pronunciation of consonants using shadowing strategies and by investigating the perspectives of instructors when shadowing activities are used in the classroom. This research uses selected scenes from the English-language film *Zootopia* as teaching resources. To encourage repeated listening and imitation exercises without taxing students' cognitive abilities, the recordings are shown in brief pieces that run around 15 to 30 seconds. This study

aims to provide insights for the development of more engaging and successful pronunciation teaching methods for junior high school students in Indonesia by concentrating on consonant pronunciation and employing captivating audiovisual resources. In order to accomplish these goals, this study uses a qualitative case study methodology to get a deeper comprehension of the use and experiences of shadowing techniques in an actual classroom setting.

1.2 Research Questions

1. How were different shadowing techniques implemented to support students' English consonant pronunciation development?
2. How are the teacher's experiences during the implementation of shadowing techniques?

1.3 Purpose of the study

1. To explore how different shadowing techniques support students' English consonant pronunciation development.
2. To evaluate teacher's experiences and obstacles in using shadowing techniques for learning English consonants.

1.4 Scope and Limitations

This study examined how eighth-grade students at a public junior high school in East Jakarta might employ the shadowing technique to enhance their pronunciation of consonants. The participants were native Indonesian speakers, and several of them struggled to produce appropriate consonant sounds since they

received little to no formal English education in elementary school. The research doesn't examine other facets of language development like vocabulary or grammar acquisition; instead, it focuses on how kids participate in shadowing activities using brief scenes from the cartoon movie Zootopia as learning material. The findings might not accurately reflect students at other grade levels, in other areas, or in more complex learning situations since the scope is restricted to early secondary-level EFL learners in an Indonesian context.

1.5 Significance of the study

The present study makes a theoretical and methodological contribution to the instruction of English pronunciation in junior high school. The research expands upon prior research by concentrating on the manner in which various shadowing techniques facilitate the development of consonant pronunciation in students and the manner in which instructors encounter their implementation in the classroom (Petalolo et al., 2024; Suyadi, 2023). The researcher is able to capture detailed instructional processes, including how specific shadowing techniques interact with learners' pronunciation challenges and how teachers respond to classroom circumstances, by employing a qualitative case study approach. These observations enhance comprehension of pronunciation pedagogy and classroom-based pronunciation instruction (Yin, 2018).

In practical terms, the results may be of help to educators in the development of more targeted pronunciation activities. Research has previously indicated that shadowing techniques can enhance student motivation and pronunciation accuracy (Ulfa et al., 2019). However, there is a dearth of research that has investigated the

implementation of these techniques from the teacher's perspective. This study offers practical insights for educators who are interested in promoting the development of problematic consonant sounds among Indonesian learners, particularly in situations where students have had limited or unequal exposure to English during primary education, by documenting teachers' experiences, challenges, and adaptive strategies.

In summary, the qualitative findings from this research could guide curriculum development by illustrating that pronunciation education should not depend on a singular instructional method. In contrast, several shadowing techniques may be integrated based on educational goals and the learning requirements of students. Moreover, the results might strengthen teacher training by furnishing educators with effective techniques for demonstrating pronunciation, delivering corrective feedback, and tackling prevalent pronunciation challenges, especially in articulating English consonant sounds. The study contributes to context-sensitive approaches to pronunciation instruction by investigating the ways in which various shadowing techniques facilitate the development of consonant pronunciation in students and by investigating the experiences of teacher during implementation. This information is significant for the development of realistic and sustainable classroom practices in environments where English pronunciation is frequently impacted by first-language interference and restricted instructional time (Creswell & Poth, 2018).

1.6 State of The Art

Recent research has shown the efficacy of shadowing approaches in facilitating English language acquisition, especially in enhancing pronunciation, listening comprehension, and speaking fluency (Abargiel, 2021; Hamada, 2019; Salim et al., 2020;). At the junior high school level, shadowing has been shown to enhance student confidence and pronunciation skills through frequent exposure to authentic language input. These data suggest that shadowing has emerged as a promising method in speech instruction.

Although these findings are encouraging, the majority of existing research has concentrated on the enhancement of general pronunciation or the enhancement of broader speaking. Consonant pronunciation has received less attention, despite consonant production being a significant challenge for Indonesian EFL learners (Marzuki, 2021; Awololon et al., 2025). Consequently, there remains inadequate comprehension of how shadowing strategies facilitate the enhancement of consonant pronunciation in educational settings.

Furthermore, prior research has primarily utilised quantitative or quasi-experimental methodologies that assess learning outcomes using pre-tests and post-tests. Although these methodologies yield significant information concerning the efficacy of shadowing, they provide limited insights into the implementation process, students' learning experiences, and the problems faced during classroom practice. As a result, the educational processes that underpin pronunciation development through shadowing have received little attention.

A further shortcoming of prior studies is the frequent characterisation of shadowing as a singular educational method. Limited research has investigated the application of various shadowing techniques, including Phrase Shadowing, Conversational Shadowing, Delayed Shadowing, Parallel Reading, Speed Reading, and Complete Shadowing, specifically concerning consonant pronunciation enhancement in junior high school students.

Therefore, the present study's novelty is its emphasis on the development of consonant pronunciation through the use of numerous shadowing techniques in an Indonesian junior high school setting. This research employed a qualitative case study approach to delve into the ways in which various shadowing tactics helped students with their pronunciation development. It also aimed to understand the perspectives of teacher as they put these techniques into practice in real-life classrooms. Since quantitative data alone could not provide a sufficient explanation of the phenomenon under examination, a qualitative case study was deemed suitable. This type of study allowed the researcher to take a more comprehensive look at the phenomenon by recording the participants' experiences, classroom interactions, and environmental circumstances.