TEACHING PRONUNCIATION THROUGH "SHADOWING" TECHNIQUE TO YOUNG LEARNERS

PAPER

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ABSTRAK

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Komunikasi merupakan kebutuhan penting dalam kehidupan sehari-hari. Komunikasi dalam Bahasa Inggris membutuhkan pelafalan *(pronunciation)* yang benar membuatnya lebih bisa dipahami dan tidak menimbulkan salah pengertian. Dalam Bahasa Inggris, pada umumnya pelafalan sebuah kata berbeda dengan penulisannya. Beberapa siswa cenderung menghadapi masalah ketika mereka mencoba untuk berbicara dalam Bahasa Inggris. Masalah ini berkaitan dengan pengucapan bunyi yang sama pada kata yang sama, karena mereka tidak tau bagaimana pelafalan dalam Bahasa Inggris yang tepat.

Makalah ini bertujuan untuk membahas mengenai bagaimana mengimplementasikan penggunaan ”Shadowing” dalam pengajaran pelafalan di kelas. Penulis memaparkan beberapa langkah penggunaan ”Shadowing” sebagai salah satu kegiatan yang digunakan dalam pengajaran pelafalan oleh guru Bahasa Inggris. ”Shadowing” tidak hanya meningkatkan minat dan kepercayaan diri siswa dalam pengajaran pelafalan tetapi juga memberikan mereka motivasi untuk lebih intensif lagi dalam pembelajaran pelafalan. Dengan menggunakan ”Shadowing” untuk pengajaran pelafalan, siswa dituntut untuk melatih pelafalanya agar mereka menyerupai *native speaker* seperti pelafalan kata-kata dalam Bahasa Inggris. Penulis berharap makalah ini dapat bermanfaat sehingga guru Bahasa Inggris dapat berkreasi sendiri dalam meningkatkan kemampuan siswa dalam pelafalan.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is regarded as one of the foreign language to be taught at elementary school as a local content, at secondary school as a compulsory subject and at university level as self development subject which is necessary to be taken by all major. It is supported by The Decree of The Ministry of Education and Culture, Republic of Indonesia No. 0487/4/1992, Chapter VIII that states that English can be taught as an extra instruction if it is needed by the local community, and if the teacher of English is available. Another Decree of Ministry of Education and Culture No. 060/U/1993 states that English may be given to elementary school students as a local content. However, it is regarded important to teach English start from the beginning level or kindergarten.

Because of the importance of English, there are many kindergartens teach English as a local content of curriculum. In this level, the students learn English for the first time. Hence, the focus is on teaching vocabulary and pronunciation, because Zimmerman (1997) says that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, someone cannot communicate effectively or express his ideas in both oral and written form. Based on the language function itself that is as a medium of communication, we know that actually the result of language learning is shown by the students' communication ability. Thus, vocabulary is an essential skill to be taught to the students in the earliest stage.

It can be clearly implied that vocabulary is the core element in foreign language. However, it will be much better if language learners are able to pronounce the vocabulary well. In other words, pronunciation skill should be integrated with vocabulary. As the matter of fact, the information which contain of rich vocabulary will not be understood by the listener if the speaker has bad pronunciation skill. In relation to this, it can be implied that language should not only written or memorized but also be spoken. No matter, how many vocabularies the speakers master, it will not function effectively if they cannot pronounce them correctly. This due to the fact that the missing correct pronunciation will make different meaning to the listeners and surely it will distort of the messages being sent from the speaker to the listener.

Pronunciation is one of the most important aspects in language. It cannot separate from the way people communicate. Incorrect pronunciation may cause misunderstanding in communication. A comfortable communication cannot be made if the English speaker has bad pronunciation. Therefore, pronunciation is needed to be taught for the beginners (young learners) of foreign language learners because the students need to know how sounds are produced to deliver effective communication in interaction.

Based on the writer's observation, there are some problems in teaching pronunciation for young learners. The students have a lot of weaknesses in pronunciation. The first problem is that the students do not know how to pronounce the English sounds appropriately. It is because the technique that the teacher used is not suitable in teaching pronunciation to young learners. In fact, the teacher just focuses on the whole class pronunciation, not

individually. As a result, mostly the students can not differentiate between spelling and pronunciation. The students' errors will give a bad habit in pronunciation because as the beginners they realize that their errors do not disturb their convenience in communication but it will become a problem if they have to speak in an international communication because there will be misunderstanding. The focus of teaching pronunciation is on the need for students to gain information about the articulation of sounds.

The second problem is that the students tend to pronounce a word in English with Minangnese intonation. This is influenced by Minangnese language as the mother tongue of mostly students. This is also caused by the teacher who uses Indonesian, English and Minangnese in teaching learning pronunciation. This is due to the fact that the teacher has lack of training to speak like a native speaker.

The third problem is that the students have lack opportunity to practice the pronunciation in the classroom. This is due to the fact that teacher of young learners tend to focus more on the vocabulary instead of pronunciation. Meanwhile, the teachers do not check their pronunciation correctly. The students need more guidance repetition to improve their convenience pronunciation.

In order to solve the problems above, one of the appropriate techniques in teaching pronunciation is by using "Shadowing" technique. "Shadowing" is a technique which gives opportunities for the foreign language students to listen and to speak simultaneously. The most important about "Shadowing" is

to really listen first and then to say what is being heard. Besides, "Shadowing" technique enables the students to learn to pronounce through listening and not by reading the transcript, trying to repeat what is being heard as correctly as possible. Beside, young learners like to imitate what they hear. Thus by using this technique, teacher can influence the pronunciation of the young learners easily. However, the teacher has to pronounce the words appropriately. Therefore, the young learners can shadow the words with correct pronunciation.

Children need something that can stimulate their motivation in teaching learning process in the class. Besides, they also need to be involved in some activities in school because they like to do such activities which are interesting and fun for them. The students' ability in pronouncing a word can be seen through their response of the oral sound. Moreover, by using this technique, the students will have more opportunity to practice pronunciation especially the sounds, melody, stress patterns and overall rhythm of English. Thus, it is greatly expected that the young learners will be able to use vocabulary correctly with appropriate pronunciation after the teacher use "Shadowing" technique.

B. Identification of the Problem

There are some problems in pronunciation faced by the students. Firstly, the students do not know how to pronounce the English sounds appropriately. Secondly, the students tend to pronounce a word in English

with Minangnese intonation. Third, the students have lack opportunity to practice the pronunciation in the classroom.

C. Limitation of the Problem

From the totally three problems mentioned in the previous section, the writer only focuses on one problem, that is the students do not know how to pronounce the English sound appropriately because the technique that the teacher used is not suitable in teaching pronunciation to young learners. So that, the problem of this paper is limited to the implementation on using "Shadowing" technique in teaching pronunciation to young learners.

D. Formulation of the Problem

The problem can be formulated as "how is the implementation of using "Shadowing" technique in teaching pronunciation to young learners?"

E. Purpose of the Paper

The purpose of the paper is to show the implementation of "Shadowing" technique in teaching pronunciation to young learners.