

**THE EFFECTIVENESS OF USING SHADOW READING IN  
TEACHING ENGLISH INTONATION**

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**Abstrak:** Mengajar pelajar bahasa kedua mendorong dosen untuk menunjukkan kreativitas mereka di dalam kelas. Misal: mereka dapat menggunakan teknik baru dengan memperhatikan analisis kebutuhan, seperti menggunakan shadow reading dalam mengajar bahasa Inggris. Shadow reading merupakan salah satu teknik mengajar yang diterapkan mengajar bahasa Inggris, khususnya mengajar intonasi bahasa Inggris. Karena intonasi berperan pada bagian yang penting sekali dalam menyampaikan ide-ide, perasaan dan informasi ke yang lain. Disamping, memperhatikan pergantian nada, pelajar bahasa kedua juga harus memperhatikan ekspresi dan artikulasi dalam bahasa Inggris. Fenomena tersebut mendorong peneliti untuk melakukan penelitian pada mengajar intonasi bahasa Inggris dengan menggunakan shadow reading. Dalam penelitian ini, peneliti ingin menemukan keefektifan menggunakan shadow reading dalam mengajar intonasi bahasa Inggris. Peneliti menggunakan mahasiswa semester pertama STKIP PGRI Jombang sebagai subjek dalam penelitian ini. Penelitian ini menggunakan desain quasi experimental. Penelitian ini didesain dengan menggunakan test, yaitu pre-tes dan post-tes. Hasil penelitian ini menunjukkan bahwa menggunakan shadow reading efektif dalam mengajar intonasi bahasa Inggris. Melalui shadow reading, pengajar dapat membawa suasana yang menyenangkan ke dalam kelas pelajar bahasa kedua. Hal tersebut juga dapat meningkatkan kemampuan pelajar dalam menggunakan intonasi bahasa Inggris secara tepat.

**Kata kunci:** *Teknik Mengajar, Intonasi Bahasa Inggris, shadow reading*

**Abstract:** Teaching second language learners encourages lecturer to show up their creativity in class. For example: they can use new technique by considering need analysis, such as: using shadow reading in teaching English. Shadow reading is one of teaching technique applied in teaching English, especially teaching English intonation. Because intonation plays crucial part in conveying ideas, feeling, and information to other. Besides, considering pitch movement, second language learners also must consider the expresiveness and articulary in English. The phenomenon encourages the researcher to conduct this study on teaching English intonation by using shadow reading. In this study, the researcher is eager to find the effectiveness of using shadow reading in teaching English intonation. The researcher takes the first semester students of STKIP PGRI Jombang as the subject of this research. This study uses quasi experimental design. It is designed by using test, mainly: pre-test and post-test. The result of this study shows that using shadow reading is effective in teaching English Intonation. Through shadow reading, lecturer can bring hilarious atmosphere into the class of second language learners. It also can increase second language learners' ability in using English intonation correctly.

**Key words:** *Teaching Technique, English Intonation, Shadow Reading.*

## INTRODUCTION

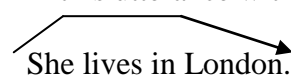
Intonation is one of suprasegmental features that relates with speech. Intonation help us to indicate what is shared knowledge between the speaker and the listener and what is new information (Kelly, 2000:87). It's needed to learn and understand by second language learners. Because it relates with the meaning of speech. In dealing with intonation in the language classroom, we need to examine the nature of these unconscious processes, bring them to the surface and show how we believe they work. To be of use to students, work on intonation in the classroom needs to focus on practice rather than theory. We need to show learners how the choices they make with regard to intonation serve to determine the meaning of utterances. Traditionally, theorists have attempted to show links between grammatical constructions and certain patterns of intonation (Kelly, 2000:86).

As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear messages about their attitude from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying, and so on. Such ideas can be used in the classroom to help underline the function of particular phrases and utterances (Kelly, 2000:86-87). Through the correct intonation of speech or utterance, we can convey our ideas, feeling, and information to others easily.

Utterances are made up of syllables and the syllables where the main pitch movement in the utterance occurs are called tonic syllables. The syllables that establish a pitch that stays constant up to the tonic syllable are called onset syllables. Thus, in the following example *lives* is the onset syllable, which is conventionally shown in capitals. *Lon* is the tonic syllable, which is conventionally shown in capitals and underlined.

she LIVES in LONdon

we can also represent the intonation patterns in this utterance with an arrow:



Notice that in this particular example the voice starts at a certain pitch, then goes up very slightly on the onset syllable and then stays level until the tonic syllable where the pitch falls noticeably. The pitch at which a speaker begins an utterance will depend on their own pronunciation habits, but will generally be higher than their normal habit if they are nervous or excited and lower if they are bored or very relaxed. The pitch that is held from the onset syllable to the tonic syllable is known as the key. In the above example there is only one tonic syllable and we can say that utterance is therefore composed of one tone unit. Tone units are conventionally noted by being enclosed within two pairs of slanted lines. So an utterance consisting of one tone unit is shown like this:

//she LIVES in LONdon// (Kelly, 2000:88).

In brief, intonation is an important area of study for second language learners. Teaching English intonation needs lecturer's and teacher's creativity in class. Because the successful of teaching learning process lies on lecturer's and teacher's hands. In class, many second language learners think that learning English intonation is difficult one. In their mind, intonation is complicated. They must consider the pitch movement, expressiveness and articulation in English. It needs long time to understand intonation. Lecturer and teacher need new technique in teaching intonation. They can use new technique by considering need analysis, such as: using shadow reading in teaching English intonation.

Shadow reading is one of teaching technique applied in teaching English, especially teaching English intonation. Rojas (2007:45) proposes that shadow reading enables students to gain understandings in

their own language to support the development of concepts and understandings. It is challenging activity for learners to practice and understand more about English intonation. In this case, shadowing is different from repetition. When shadowing, you have to replicate what you hear as soon as possible (i.e., on-line) but when repeating, you have to keep what you hear in mind until the audio or speaker stops then repeat (off-line) (Hamada, 2017:171). Shadow reading help second language learners to understand more about English intonation, such as: pitch movement, the expresiveness and articulatory in English.

## RESEARCH METHOD

Research is a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to this questions/problems/hypothesis; and analyzing or interpreting these data (Nunan, 1992:3). The three steps must be done by researcher. In this case, the researcher takes quasi experimental design as the design of this research. There are two group, mainly: control group and experiment group.

The researcher gives Pre-test ( $t_0$ ) to experimental class and control class. Then, researcher only gives the treatment by using shadow reading in teaching intonation to experimental class. Finally, the researcher gives Post-test ( $t_1$ ) to experimental class and control class.

The subject of this study is the first semester students of STKIP PGRI Jombang. The researcher takes 2016 A class as control group and 2016 B class as experimental group. There are 44 students in 2016 A class and 46 students in 2016 B class.

There are some steps of conducting the research. They are: determining the class as the subjects of the study, giving the try out to other class, giving pre-test to both experimental and control group, giving treatment to experimental group only, giving post-test for both experimental and control groups.

The researcher analyzes students' tests by using t-test formula (Arikunto, 2010: 354-355):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{2N - 2}\right) \cdot \left(\frac{1}{N} + \frac{1}{N}\right)}}$$

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

- $Mx$  = mean of experimental class  
 $My$  = mean of control class  
 $\Sigma X^2$  = the sum of deviation square of experimental class  
 $\Sigma Y^2$  = the sum of deviation square of control class  
 $N$  = number of students of each class

The score of pre-test and post-test are analyzed statistically by using a procedure of t-test formula with significance degree 5%. Then, the researcher calculates the degree of freedom based on Gay's theory (2007:402)

Find the degree of freedom (df), with the formula:  $df = n_x + n_y - 2$

Note:

- $n_x$  = number of subject in experimental group  
 $n_y$  = number of subject in control group

The formula gives the interpretation to the result of t-test by considering on the criteria of hypothesis, mainly:

- If  $t_{\text{value}}$  is higher or same as  $t_{\text{table}}$ , the Alternative Hypothesis ( $H_a$ ) is accepted.
- If  $t_{\text{value}}$  is less than  $t_{\text{table}}$ , the Alternative Hypothesis ( $H_a$ ) is rejected. It means that there is no significance different between two variables which are observed.

## FINDING AND DISCUSSION

The result of data analysis shows that  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ . In this case,  $t_{\text{value}} > t_{\text{table}}$  on the degree of freedom 60 with significant level 5%. It means that the hypothesis of the research is accepted. It be concluded that teaching English intonation by using shadow reading is effective.

Experimental group students get higher score than control group students.

The result shows that shadow reading is suitable applied in teaching English intonation. Shadow reading engages them in language learning, especially in learning English intonation. While in teaching English intonation without shadow reading, the students are not attractive and motivated in the process of teaching learning. They get difficulties in understanding the patterns of English intonation. Because the former way in teaching English intonation is only repetition.

In this case, shadowing is different from repetition. When shadowing, you have to replicate what you hear as soon as possible (i.e., on-line) but when repeating, you have to keep what you hear in mind until the audio or speaker stops then repeat (off-line) (Hamada, 2017:171). Shadow reading help second language learners to understand more about English intonation, such as: pitch movement, the expresiveness and articulacy in English. This is in line with Rojas's theory (2007:45). Rojas (2007:45) proposes that shadow reading enables students to gain understandings in their own language to support the development of concepts and understandings. It is challenging activity for learners to practice and understand more about English intonation. Through shadow reading, lecturer can bring hilarious atmosphere into the class of second language learners. It also can increase second language learners' ability in using English intonation correctly. So, their English intonation is better than before.

## CONCLUSION

Based on the result, the researcher concludes that shadow reading is effective in teaching English intonation. It can be seen that the students' English intonation is better than before. In teaching learning process, students are interested in learning English intonation.

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