

**THE EFFECTIVENESS OF SHADOWING TECHNIQUE
THROUGH DISNEY FILMS IN CONSONANT
PRONUNCIATION**

THESIS



By:

Kauna Bismie Abargiel

NIM. 17180042

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY, MALANG
DECEMBER, 2021**

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THE OFFICIAL ADVISORS' NOTE

Malang, November 25, 2021

Matter : Thesis of Kauna Bismic Abargiel
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The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In
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Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques and after reading the students' thesis as follow:

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Therefore, we believe that the thesis of Kauna Bismic Abargiel has been approved by the advisor for the further approval by the board of examiners.

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APPROVAL

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DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith,

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, November 25, 2021

The Researcher,



Kauna Bismie Abargiel

NIM. 17180042

MOTTO

“Research is hard work, but just like sipping coffee or tea at the end of a long day, it is rewarding and satisfying.”

DEDICATION

This thesis is wholeheartedly dedicated to:

My parents, Mr. Amienullah (RIP) and Mrs. Hj. Yusrah, who has given her support and prayers, has become a strength for the researcher to complete the obligations. To my brothers and sisters, Kanza Nabeela Puteri and Glorian Im Zidan Fatahillah, for being good listeners and helping me to keep trying my best.

They are all people who always accept me as I am and support my educational journey.

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Praise be to Allah SWT, the Almighty and the Most Helpful of His servants. Thanks to the abundance of His grace and guidance, this thesis can finally be completed. Peace and salutation are always delivered to Prophet Muhammad SAW, who has guided mankind towards goodness.

The thesis entitled "**The Effectiveness of Shadowing Technique through Disney Films in Consonant Pronunciation**" is compiled to fulfill the requirements for a Bachelor's degree in English Education (S.Pd), Faculty of Teacher Training and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. I realize that this thesis will never be successful without the support and contribution of other parties. Therefore, I sincerely thank the following parties for their contribution to the process of completing this thesis.

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2. Dr. H. Nur Ali, M.Pd as the Dean of Education and Teacher Training Faculty.
3. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department.
4. Dr. Hj. Like Raskova Octaberlina, M.Ed as my advisor for her patience, guidance, support, and constructive suggestions during the process of completing this thesis.
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recommendations, and helpful advice to the researcher. Thank you for being reliable people and always willing to sharing or helping me;

9. I am grateful and thank myself for having endured the twists and turns in the process of completing this research.
10. Last but not least, those who cannot be named one by one but who have provided support, motivation, and prayers for me and this research.

Finally, I realized that this thesis is not perfect. Suggestions and constructive criticism are most welcome. Hopefully, this thesis can be beneficial and provide insight for readers, as well as for me.

Malang, November 25, 2021

The Researcher,

A handwritten signature in black ink, appearing to read 'Kauna Bismie Abargiel'. The signature is stylized with cursive-like flourishes.

Kauna Bismie Abargiel
NIM. 17180042

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis used transliteration guidelines based on a joint decision the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphthong Vocal

أو	=	aw
أي	=	ay
أو	=	ũ
إي	=	î

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ABSTRAK

Abargiel, Kauna Bismie. 2021. Efektifitas Teknik Shadowing melalui Film Disney terhadap Pengucapan Konsonan. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Like Raskova Oktaberlina, M.Ed

Kata Kunci: teknik shadowing, film Disney, pengucapan konsonan

Salah satu aspek penting saat berbicara menggunakan bahasa Inggris adalah pengucapan yang baik dan benar. Hal ini dikarenakan pengucapan seseorang dapat berpengaruh dalam kesuksesan berkomunikasi. Meski begitu, adanya perbedaan bunyi antara Bahasa Inggris dan Bahasa Indonesia membuat siswa kesulitan. Untuk mengatasi hal tersebut, tujuan penelitian ini ialah untuk mengetahui apakah penggunaan teknik shadowing dapat membantu siswa dalam meningkatkan pengucapan konsonan mereka. Teknik *shadowing* merupakan metode pembelajaran pengucapan bahasa Inggris yang mengharuskan siswa untuk "membayangi" atau meniru sebuah audio dari penutur bahasa target, yaitu bahasa Inggris.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen. Data yang telah dikumpulkan berasal dari pre-test dan post-test 35 siswa kelas 8 di SMPN 4 Sumenep yang terbagi dalam kelompok eksperimen dan kontrol. Didapatkan hasil sejumlah 70 rekaman yang berasal dari partisipan tersebut. Untuk menentukan efektifitas penggunaan teknik *shadowing*, data yang terkumpul dianalisis menggunakan uji T.

Hasil penelitian menunjukkan bahwa nilai signifikansi pada uji T-test ialah $0.016 < 0.05$. Hal ini bermakna, terdapat pengaruh signifikan terhadap pengucapan konsonan siswa. Selain itu, pada posttest ditemukan bahwa siswa masih kesulitan saat mengucapkan konsonan /z/ (70%), /p/ (48%), /θ/ (48%), /ð/ (43%), /z/ (35%), /v/ (30%), /r/ (19%) (kelompok eksperimen), dan konsonan /z/ (82%), /θ/ (82%), /ð/ (75%), /p/ (55%), /v/ (55%), /z/ (43%), /k/ (45%) (kelompok control). Berdasarkan hasil uji T dan perbedaan prosentase antara kedua kelompok tersebut, dapat disimpulkan bahwa penggunaan teknik *shadowing* memiliki pengaruh positif dan signifikan dalam meningkatkan pengucapan konsonan siswa.

ABSTRACT

Abargiel, Kauna Bismie. 2021. The Effectiveness of Shadowing Technique through Disney Films in Consonant Pronunciation. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.
Advisor: Dr. Hj. Like Raskova Oktaberlina, M.Ed

Keyword: shadowing technique, Disney films, consonant pronunciation

One of the important aspects when speaking in English is the good and correct pronunciation. It is because one's pronunciation can affect the success of communicating. Even so, the difference in sound between English and Indonesian makes it difficult for students. To overcome this, the purpose of this research is to find out whether the use of shadowing techniques can help students improve their consonant pronunciation. The shadowing technique is a method of learning English pronunciation that requires students to shadow or imitate audio from native speakers of the target language, namely English.

This research used a quantitative approach with a quasi-experimental design. The data that has been collected came from the pre-test and post-test of 35 8th grade students at SMPN 4 Sumenep which were divided into experimental and control groups. A total of 70 recordings were obtained from these participants. To determine the effect of using the shadowing technique, the collected data were analyzed using the T-test.

The results showed that the significance value on the T-test was $0.016 < 0.05$. This means, there is a significant effect on students' consonant pronunciation. In addition, in the posttest it was found that students still had difficulty pronouncing consonants /ʒ/ (70%), /p/ (48%), /θ/ (48%), /ð/ (43%), /z/ (35 %), /v/ (30%), /r/ (19%) (experimental group), and consonants /ʒ/ (82%), /θ/ (82%), /ð/ (75%), / p/ (55%), /v/ (55%), /z/ (43%), /k/ (45%) (control group). Based on the results of the T test and the difference in the percentage between the two groups, it can be concluded that the use of shadowing techniques has a positive and significant effect on improving students' consonant pronunciation.

خلاصة البحث

بسمي أبرغيل، كونا. ٢٠٢١. استخدام تقنيات الظل من خلال أفلام ديزني في تحسين النطق المتسق لطلاب الفصل الثامن في مدرسة المتوسطة الحكومية ٤ سوما نب. مقال. قسم تدريس اللغة الإنجليزية بكلية التربية وتدريب المعلمين. مولانا مالك إبراهيم الدولة الإسلامية جامعة مالانج المشرفة: ليكي راسكوف أوكتابرلينا.

الكلمات الرئيسية: تقنية الظل ، أفلام ديزني، النطق الحروف الساكنة

أحد الجوانب المهمة عند التحدث باللغة الإنجليزية هو النطق الجيد والصحيح. هذا لأن نطق الشخص يمكن أن يؤثر على نجاح التواصل . رغم ذلك، الاختلاف في الصوت بين اللغة الإنجليزية والاندونيسية يجعل الأمر صعباً على الطلاب. للتنمية على هذا ، فإن الغرض من هذه الدراسة هو معرفة ما إذا كان استخدام تقنيات الظل يمكن أن يساعد الطلاب على تحسين نطق الحروف الساكنة. تقنية الظل هي طريقة لتعلم نطق اللغة الإنجليزية تتطلب من الطلاب تظليل أو تقليد صوت من المتحدثين باللغة الهدف، وهي اللغة الإنجليزية.

تستخدم هذه البحث نهجاً كمياً بتصميم شبه تجريبي. البيانات التي تم جمعها جاءت من الاختبار القبلي والبعدي لخمسة و ثلاثين طالباً في الفصل الثامن في مدرسة المتوسطة الحكومية سومانب والتي تم تقسيمها إلى مجموعات تجريبية وضابطة. تم الحصول على ما مجموعه ٧٠ تسجيلات من هؤلاء المشاركين. لتحديد تأثير استخدام تقنية التظليل ، تم تحليل البيانات التي تم جمعها باستخدام اختبار "ت".

أظهرت النتائج أن قيمة المعنوية في اختبار "ت" كانت $0,016 > 0,05$. هذا يعني أن هناك تأثير كبير على نطق الحروف الساكنة لدى الطلاب. بالإضافة إلى ذلك ، وجد في الاختبار البعدي أن الطلاب ما زالوا يواجهون صعوبة في نطق الحرف الساكن / / (٧٠٪)، /p/ (٤٨٪)، / / (٤٨٪)، / / (٤٣٪)، /z/ (٣٥٪)، /v/ (٣٠٪)، /r/ (١٩٪) (مجموعة تجريبية)، والحروف / / (٨٢٪)، / / (٨٢٪)، / / (٧٥٪)، /p/ (٥٥٪)، /v/ (٥٥٪)، /z/ (٤٣٪)، /k/ (٤٥٪) (مجموعة التحكم). بناءً على نتائج اختبار "ت" والاختلاف في النسبة المئوية بين المجموعتين ، يمكن الاستنتاج أن استخدام تقنيات الظل له تأثير إيجابي وهام على تحسين النطق الساكن لدى الطلاب.

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, research question, research objective, significance of the research, research hypothesis, scope of the research, and definition of key terms.

1.1 Background of the Research

Pronunciation is one of the keys to having good communication. As we know, having good pronunciation can help someone to convey the message of speech as desired. The main goal of pronunciation mastery, especially for second language learners, is to understand and be understood. This is in line with the main goal of students in general when learning the language, especially pronunciation, so that what students say is understood by the interlocutor or native speaker. Therefore, in this case students are not required to be perfect but good in pronunciation. Referring to Harmer's (1991) statement that good pronunciation is necessary, but "perfect accent" is not (as cited in Gilakjani & Ahmadi, 2011).

Therefore, according to Apprianoto & Haerazi (2019), stated pronunciation is a crucial aspect of speaking and has a significant influence in determining the meaning of speech. This has been mentioned in the Al-Quran surah Ibrahim verse 4, which reads:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِنُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۗ وَهُوَ الْعَزِيزُ
الْحَكِيمُ {

And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise (ETC of King Saud University, 2020).

In this verse, it is said that in order to convey a clear message, a messenger must understand the language of the people who are to be preached. This also applies to students or someone who wants to have a good conversation with native speakers.

Based on the world's largest ranking of countries and regions by English skills from the English First (EF) English Proficiency Index 2021, Indonesia is ranked 80th in the low ability category. Also, Hinofotis and Bailey (1980) added that not all English learners have good pronunciation. They noted that within certain proficiency standards, the error that most interferes with the communication process in EFL/ESL is pronunciation, not vocabulary or grammar. It can also be seen from some data that learners of English as a second language still have difficulty pronouncing some sounds in English, even after years of learning the language. According to Tambunsaribu and Simatupang (2021), the most common problem faced by Indonesians when learning English, especially for the speaking aspect, is the difficulty in pronouncing English words due to the big differences between the sounds of Indonesian and English. Fadillah (2020) added that it is also influenced by regional languages other than the national language. On the other hand, students do not realize that there is a difference between the

spelling of English words and their pronunciation. Trisnawati et al. (2020) stated that consonants are important to learn because they dominate sounds in words. She also mentioned, Alwi et al. (2010) stated that English sounds such as /v/, /θ/, /ð/, /ʒ/, /ʃ/, /dʒ/, /f/ could not be found in Indonesian. This makes it difficult for many students to pronounce some English words correctly. They found that all students mispronounced the consonant /v/ into /f/ in the word "heavy" /'hevi/ which is changed to /hefi/. They also mentioned it happens in every position (initial, middle, final).

Gilakjani and Ahmadi (2011) stated that another main problem for second language learners with pronunciation relates to their need to change the appropriate conceptual pattern for their first language, which they have internalized in childhood. Therefore, this can be a problem for English learners in communicating verbally. Thus, the process or purpose of communication will be disrupted or even ineffective.

Based on these problems, this research is made to learn how to improve consonant pronunciation by Indonesian speakers. One of the solutions that will be offered in this research is to use the shadowing technique.

In the early 2000s, prof. Alexander Arguelles found that shadowing technique can be one way to improve students' pronunciation. He defined shadowing as a language learning technique in which students listen to an audio recording of the target language, and simultaneously echo what they hear. Shadowing is designed to force students to focus on the sound of the

target language and develop pronunciation by imitating native speakers (Hurley, 2018).

This is also supported by several research that the use of shadowing techniques is considered effective for supporting the pronunciation skills of students who want to master foreign languages. Ulfa and Fatimah (2019) stated that one of the effective techniques for practicing English pronunciation in oral activities in class is shadowing techniques. Foote and Mcdonough (2017) also demonstrated that shadowing is a promising way to help learners improve their pronunciation and fluency. It is also emphasized by Murphey (2001) that just listening can make us relatively less involved with what we hear. Whereas shadowing what we hear can carry it within us and reconstruct it with our own voice so that deeper processing occurs. Pertiwi (2019) also found that the consonant pronunciation test scores of students who were taught with the video-assisted imitation technique were higher than those taught without the video-assisted imitation technique. So this technique is considered more effective and makes it easier for students to learn consonant sounds.

Based on those statements, this research was conducted to determine the effectiveness of the shadowing technique on student consonant pronunciation in Indonesia, especially in one of the junior high schools in Sumenep, namely SMPN 4 Sumenep. This school was chosen because when the researcher conducted a preliminary study at SMPN 4 Sumenep, it was found that there were still many students who had difficulty pronouncing

English words. This is found when students are reading English text from textbooks in class with their teacher. In addition, Disney animated films are chosen as a tool that is appropriate for the age of the students, so that the learning process becomes more interesting and less boring. If this research is found to be effective on students' consonant pronunciation, it can help teachers to use shadowing technique through Disney Films as an alternative pronunciation learning technique that can be used in the classroom. Moreover, this shadowing technique focuses more on how students can imitate the words spoken by native speakers as well as possible so that although some words may not be understood, students are not required to think too hard when learning them.

As explained above, this research studied the effectiveness of shadow technique through Disney films in consonant pronunciation.

1.2 Research Question

Based on the background above, the researcher is going to focus on observing the case as follow:

1. Is there any significant difference in the use of shadowing technique through Disney Films on students' consonant pronunciation?

1.3 Research Objective

In accordance with the research question have been mentioned, it can be concluded that the objective of this research is:

1. To find out whether there is a significant difference in the use of shadowing technique through Disney Films on students' consonant pronunciation

1.4 Significance of the Research

The results of this research are expected to provide useful contributions to various parties as mentioned below.

- a. Teachers

The existence of various techniques in English learning requires teachers to choose techniques according to the aspects to be achieved. The findings of this research can be a reference for English teachers to use shadowing techniques in teaching students pronunciation, especially consonant sounds.

- b. Students

This research is expected to determine the effect of using the shadowing technique through Disney Films in improving students' consonant pronunciation. With this, it is hoped that students' interest in English will increase, so that it can make them more comfortable and familiar with the language.

- c. Future Researchers

This research is expected to provide data, models, and sources for further research in improving students' consonant pronunciation using the shadowing technique. In addition, the use of Disney films in

this research can be a comparison for further research with more adequate media or apps when applying this technique.

1.5 Research Hypothesis

The hypothesis of this research, are:

- **H₀ (Null Hypothesis):** The use of shadowing technique through Disney films does not have a positive and significant effect on students' consonant pronunciation skills.
- **H_a (Alternative Hypothesis):** The use of shadowing technique through Disney films has a positive and significant effect on students' consonant pronunciation skills.

1.6 Scope of the Research

Several research on the effectiveness of shadowing techniques have been carried out with different focuses or methods such as listening, speaking, reading, writing and pronunciation. This research examined the effectiveness of shadowing technique through Disney Films in consonant pronunciation of 8th grade students at SMPN 4 Sumenep for the 2020/2021 academic year. The class was divided into class 8-A (experimental group) consisted of 18 students, and class 8-B (control group) consisted of 17 students. The aspect seen is the student's consonant pronunciation and how effective this technique is on the consonant pronunciation of the experimental group and then compared with the control group who studied without using the shadowing technique.

1.7 Definition of Key Terms

Several definitions are needed to explain the terms used in this research, such as:

1. Shadowing Technique

Shadowing Technique is a language learning technique where students listen to an audio recording of the target language, and simultaneously echo what they hear.

2. Disney Films

Disney films in this research refer to animated films released in 2020-2021 produced by The Walt Disney Company. The selected films do not contain elements of pornography, violence, or discrimination against culture and religion. In addition, not all conversations in the films are used, but only the parts containing consonant sounds.

3. Consonant Pronunciation

Consonant pronunciation is the process of producing speech sounds when the flow of air out through the mouth is blocked, restricted, or expelled by the speech apparatus at the articulation site which determines the distinct characteristics of each consonant sound. There are 24 consonant sounds that can be found in the initial, medial and final positions. However, there are exceptions for the /h/ sound, which is not found in the final position, and the /n/ sound, which is not found in the initial position.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviewed previous research as a comparison, both regarding existing strengths and weaknesses. This chapter contains theories related to pronunciation, consonants in English, the concept of shadowing technique, the role of Disney Films as the material, and review of the previous research.

2.1 Pronunciation

Pronunciation is an important subject in speaking skills. According to Salim, Terasne, and Narasima (2020), people can be identified as native speakers or non-native speakers because of their differences in vocabulary, spelling, and pronunciation. Students with good English pronunciation will be easier to be understood even though they make mistakes in other areas of speaking, while students with poor pronunciation will be difficult to be understood even though the grammar is perfect (Ulfa and Fatimah, 2019). Therefore, without the correct pronunciation ability, speech messages will be easily misunderstood.

Pronunciation refers to the production of sound. According to Kreidler (2004), pronunciation is the process of producing meaningful speech sounds that are articulated through the human speech organ (as cited in Arsanto, Prawinanto, and Bram, 2019). For non-native English speakers, the pronunciation of English words requires more effort because they are still influenced by their mother tongue when pronouncing words. According to

Brown (1994), before the second language system was familiar to the learner, the first language was the only linguistic system that was used as a reference by the learner (as cited in Simarmata and Pardede, 2018).

According to Burns and Claire (2003), sound production in English pronunciation involved segmental and suprasegmental features. Segmental features related to sounds in English, including vowel and consonant sounds. While suprasegmental features related to stress, rhythm, and intonation. This present research focused on consonant sounds as one aspect in segmental features.

The first foreign language taught in Indonesia is English. According to Trisnawati et al. (2020), many Indonesians have some problems in pronouncing English words, especially consonant sounds. They also emphasized that some difficulties in learning English occur because English sounds are not in their mother tongue. According to Sabat (2019), Indonesian does not have sounds like /v/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/. This makes it difficult for students to pronounce some English words correctly, for example as in the word “fish” /fɪʃ/ and “thanks” /θæŋks/, they tend to pronounce it as /fis/ and /tæŋs/. They mostly pronounce by removing certain sounds and replacing them with sounds that are considered similar with their mother tongue (Wafi et al., 2020). The explanation regarding consonants in English will be explained in the next point.

2.2 Consonants in English

Consonants are speech sounds that are produced when the flow of air out through the mouth is obstructed by the speech organs at the places of articulation. Consonants are often classified into voiced and voiceless (Forel and Genoveva, 2005). The term used to characterize speech sounds to be voiced and voiceless is voicing. Voiced consonants are closely related to the use of vocal cords when pronouncing sounds whereas voiceless are the opposite, it does not use vocal cords in the production of its sounds. In English, voiced consonants are /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /l/, /r/, /j/, /w/, /dʒ/, /m/, /n/, /ŋ/ and voiceless consonants are /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /h/, /tʃ/.

Several research on students' ability to pronounce English consonants have been conducted. It showed that students tend to change consonant sounds that are different or unknown to them into consonant sounds similar to those in their language. Marsuki (2021) stated that there are some English sounds that are not available in Indonesian or regional languages such as /tʃ/, /dʒ/, /ʃ/, /ʒ/, /θ/, /ð/, /v/, etc. This is in accordance with Yoshida (2021) that pronouncing sounds that are not in the students' language is certainly difficult to do, so that they will replace sounds that are similar (but not identical) from their own language when trying to pronounce English words.

Fadillah (2020) stated that the mother tongue plays a big role in the pronunciation of English vowels and consonants. In addition to the influence of Indonesian as the national language, regional languages such as Madurese, Sundanese, Javanese, and so on cannot be ignored in terms of pronunciation.

In this present research, the local language of the students is Madurese. Sa'adiyah et al. (2017) found that there was a significant difference in the distribution of consonants between English and Madurese. In their research, it stated that there are five English consonants that do not exist in Madurese, namely /v/, /ð/, /θ/, /ʃ/, and /ʒ/. This is also following the statement of Mohamad et al. (2021) that Indonesian has indirectly interfered with the target language. In Indonesian pronunciation, each letter only represents one sound. This is certainly different from in English, where one letter can represents more than one sound. Thus, most students pronounce all the letters in English words just like when they spell Indonesian words.

Donald (2016) mentioned other aspects besides the influence of the mother tongue, namely the lack of knowledge of English sound grammar (as cited in Fadillah, 2020). According to Tambunsaribu and Simatupang (2021), errors in English pronunciation are because students rarely practice speaking and reading English texts in class. Marsuki (2021) also mentioned that the students' lack of effort to learn English ultimately made them unable to imitate or pronounce sounds correctly. Because they are not used to practicing English, students are afraid of making mistakes and afraid of being laughed at while learning English pronunciation (Sabat, 2019).

It is also known that the position of consonant sounds can affect students' difficulties in pronouncing those sounds. Anggrarini and Istiqomah (2019) found in their research that, in general, students did not experience errors in the consonant /p/. However, most students still do not know the sound /p^h/

(aspirated) and pronounce it as normal /p/ without aspiration. The same thing was also found by Sa'adiyah et al. (2017), respondents in their research tended to pronounce aspirated sounds to be **unaspirated** as in the word point, part, and person. Komariah (2018) also mentioned that it is difficult for EFL students to pronounce /t/ in the final position (as cited in Fadillah, 2020). According to Islamiyah (2012), it should be noted that when /t/ is positioned in the initial position, it is aspirated. However, if it is placed in the medial position it is not aspirated (as cited in Anggrarini and Istiqomah, 2019). Sa'adiyah et al. (2017) also found the tendency of respondents to pronounce the sounds /t^h/ and /k^h/ to be un-aspirated. For example, when the respondents pronounced the sound /t^h/ and /k^h/ to be unaspirated as in the word; time, team, sometimes, country, and can.

Yoshida (2021) explained that when /p/, /t/, and /k/ appear at the beginning of a word or at the beginning of a stressed syllable, they are aspirated (pronounced with small puffs of air). Writing for aspirated consonants can add a small "h" to the phonemic symbol to become /p^h/ pan, /t^h/ top, /k^h/ can. On the other hand, when /p/, /t/, or /k/ appears at the end of a word, it is often (but not always) said but the air is **unreleased**, which means when uttering the sound, the airflow is blocked but not released. It can be indicated by adding a small circle to the phonemic symbol to represent these sounds as /p^o/ stop, /t^o/ late, /k^o/ back. According to Andi Pallawa (2007), in Indonesian words, the sounds /p/, /t/, /k/ are never aspirated wherever they are.

Due to these differences, EFL learners often ignore this, so the pronunciation of /p/, /t/, /k/ is not aspirated (as cited in Fadillah, 2020).

In other sounds, Trisnawati et al. (2020) found that students had no difficulty in pronouncing the sound /b/ in the initial and middle positions on the word "bad, habit, behavior". Marsuki (2021) mentioned that sounds that have the same phonetic characteristics between English and Indonesian but differ in distribution are, for example the stop consonants sound /b/, /d/, /g/ in English may appear in all positions, while in Indonesia they can appear in the initial and medial positions but not in final position. He analysed the percentage of students' pronunciation errors which turned out to be a lot of errors in the final position found that the sound /b/ changed to /p/ in the final position (92.5%): robe /roub/ → /roup/, sound /d/ → / t / in final position (95%): bid /bId / → bit /bIt and sound /g/ → /k/ in final position (92.5%): bag /bæg / → /bæk/.

Furthermore, Anggrarini and Istiqomah (2019) confirmed that the sound /f/ did not get a big problem because the /f/ sound might be familiar to the students' ears, so most of the students were able to produce the sound well. But on the other hand, none of them produce /v/ sound properly. They pronounce it as /f/ instead of making the sound /v/. According to Trisnawati et al. (2020), the consonant /v/ is mostly mispronounced as /f/ in every position, and it found that all students mispronounce the word "heavy" /'hev.i/ into /hefi/ and the error percentage reached 18.8%. Marsuki (2021) found that the sound /v/ changes to /f/ in the initial (90%) and final (95%) positions; very

/ˈver.i / becomes ferry /feri / and save /seiv / becomes safe /seɪf. Sa'adiyah et al. (2017) also found the same problem that the sound /v/ is replaced by the sound /f/ in the word believe, give, very, even, live, everything, and forever.

The next consonant sound is /θ/. According to Anggrarini and Istiqomah (2019), the consonant /θ/ is difficult for some students to pronounce. Most of them pronounce it as sound /t/. As cited in Mohamad et al. (2021), the consonant /θ/ changed into consonant /t/ at the initial position of the word as in the word "through": /θru/ → /tru/. Marsuki (2021) found this in the word "thin" /θɪn / → /tɪn/ (initial position = 52.5%) and faith /feɪθ/ → /feɪt/ (final position = 67.5%). Likewise, as found by Sabat (2019), the sound /θ/ is mostly mispronounced as /t/ in the initial and middle positions (eg. "three" /θri:/ becomes /tri:/ and ethnicity: /eθnɪsɪti/ becomes /etnɪsɪti/). Jaya (2019) stated that all respondents pronounce the consonant /θ/ as /t/ in the word Smith and Jonathan.

Furthermore, on the sound /ð/, Anggrarini and Istiqomah (2019) found that almost all of them produced the wrong sound /ð/ and pronounced it as /d/. Sa'adiyah et al. (2017) stated that the students' tendency to pronounce the sound /ð/ as /d/ in the word the, their, this, that, they, brother, other, and then. Sabat (2019) also found that the initial and middle /ð/ sound was incorrectly pronounced into /d/ as in the word "then" /ðen/ becomes /den/ and "father" /fa:ðə/ becomes /fa:.də). While in the final position, they mispronounced it into /t/ as in the word "breathe" /bri:ð/ becomes /bri:t/).

As cited in Mohamad et al. (2021) found that the mispronunciation of /z/ often changed into /s/. In Indonesia, the consonant /s/ is never pronounced as a consonant /z/. Sa'adiyah et al. (2017) added that Indonesian only has the sound /z/ at the beginning and medial and does not have it at the end of the word. Trisnawati et al. (2020) also found that this consonant is mostly mispronounced as /s/ in the final position. All students mispronounced the word "use" /ju:z/ to /ju:s/. Marsuki (2021) found it in the word "zing" /zɪŋ / changed in to "sing" /sɪŋ/.

Most of the students have pronounced the sound /ʃ/ well, but some students are still confused and pronounce it into sound /s/ (Anggrarini and Istiqomah, 2019). According to Sabat (2019), the sound /ʃ/ is mispronounced as /s/ in all positions as in the word shadow, action, and English. Marsuki (2021) also found it in the words shin /ʃɪn / becomes sin /sɪn / in initial position (25%) and push /puʃ / becomes puss /pus/ in final position (17.5%).

Wafi et al. (2020) stated that the sounds /ʒ/ and /ʃ/ in the words "measure" and "sure" were not very familiar to students, so they preferred to pronounce them as /s/. Jaya (2019) found that almost all respondents mispronounced the sound /ʒ/ into /dʒ/ in the word "mirage". The consonant /ʒ/ is found mostly in the middle position but very rarely in the initial position. As for the final position, it is mostly found in words adopted from French such as the word "rouge". And for the sound /dʒ/, fewer errors occur in the sound /dʒ/ (Sabat, 2019). According to Trisnawati et al. (2020) stated that students did not make

many mistakes in the sound /dʒ/ in each position. It's because this sound is similar to Indonesian.

As cited in Fadillah (2020), Andi Pallawa (2007) stated that /r/ is never clearly pronounced in English, but in Indonesian, /r/ is always clearly articulated wherever it occurs. Yoshida (2021) explained that the /r/ sound in English is not a flap or a trill, as it is in Spanish, Indonesian, Arabic, and many other languages. The consonant sound produced by the vibration between the active and passive articulators is called a trill, represented by the symbol /r/. An example is the word "Rabu" in Indonesian. To produce a trill is done by holding the articulator and airflow in the alveolar causing vibration. Anggrarini and Istiqomah (2019) stated that English has a quieter /r/, but students pronounce the sound /r/ more clearly as /r/.

As cited in Yoshida (2021), most consonants can appear in any position in a word, in the initial, middle, or final. However, some consonants cannot appear in every position. The first consonant is /ŋ/, this sound is not found in the initial position in English, but many words have it in the middle or at the end, such as think, rising, and sing. The second is the consonant /ʒ/, this sound is mostly found in the middle position such as usual, decision, leisure, and vision. Only a small number of words end with this sound (beige, garage, prestige). The last is the sound /h/. This sound cannot appear at the end of a word. When the letter /h/ is at the final position, it can be either silent (oh, hurray) or part of a two-letter combination that spells different sounds (punch, fish, tooth).

A research conducted by Andi Pallawa (2007) revealed that according to its phonetic characteristics, the sound /b/, /d/, /g/, /z/, /ʃ/, /dʒ/ are not found in the final position of Indonesian words but occur at the end of English word positions (as cited in Fadillah, 2020). What is meant here is the sound, not the letter. Tambunsaribu and Simatupang (2021) stated that in Indonesian, final consonant sounds are not pronounced clearly as in Indonesian words such as *bebek*, *sebab*, *kebab*, *kakak*, *adik*, etc. Thus, the problem that most students face is the pronunciation of the final sounds of English words. Ertmer et al. (2012) also found that participants showed better overall accuracy for initial consonants than for final consonants. According to Yoshida (2021), consonants at the end of words are often more difficult than at the beginning. This is especially true for students whose mother tongue does not allow consonants at the end of words or perhaps only a limited set of consonants as in Indonesian.

2.3 The Concept of Shadowing Technique

Teaching correct English pronunciation is a difficult task, especially for teachers who are not native English speakers such as teachers in Indonesia. According to Salim et al. (2020) pronunciation must be taught effectively by providing a non-threatening atmosphere for students, so that there is no high tension when speaking English in a formal classroom.

Therefore, there are many techniques that teachers can use to help students improve their pronunciation ability. Some listen to podcasts, sing songs, or go through shadowing techniques. In this present research, the

researcher focused on the shadowing technique. Shadowing technique is important to do because shadowing technique leads students to repeat what the speakers say in word by word or phrase by phrase so that it will make it easier for students to improve their pronunciation because the objects they imitate are native speakers of the target language.

In short, shadowing means imitating. When performing the shadowing technique, students will imitate what the native speakers said, so that this can make them pay attention to how each word is pronounced. Tamai (1997) defined it as an active and highly cognitive activity in which learners track the speech that they hear and vocalize it as clearly as possible while simultaneously listening (as cited in Hamada, 2017). This is also supported by Nakayama and Armstrong (2011), shadowing requires learners to repeat what they hear as soon as possible. So that students still remember clearly the native speaker's way of speaking, starting from pronunciation, intonation, and rhythm.

According to Salim et al. (2020), it was found that there was a significant improvement in the pronunciation of students who were taught with the shadowing technique. Zakeri (2014) found that shadowing was an effective technique in encouraging participant fluency in the experimental group. It also said that using shadowing can ensure students are paying attention to the audio from native speakers. Another research from Yavari and Shafiee (2019) also showed that shadowing and tracking are suitable for regular EFL classes, where the emphasis is on developing fluency.

According to Murphey (2001), a simple description of shadowing is the repetition of speech performed by the listener. This technique allows the listener to hear everything twice or more. It starts with the process of listening to what native speakers say then repeating what they say. This brief conscious process gives the impression that memory is more attached to the mind in learning something. When just listening, the brain is more focused on the content of the speech that is heard, but when listening and then repeating it, the brain will also remember how it was pronounced correctly.

Hamada (2019) illustrated the shadowing technique process as follows:

Shadowing (on-line):

On-line shadowing is a shadowing process that requires students to repeat what they hear in a short time interval.

Time: ----->

Audio: Don't think too much, be happy.

Students: Don't think too much, be happy.

Shadowing (off-line):

Off-line shadowing is a shadowing process that allows students to pause.

Time: ----->

Audio: Don't think too much, be happy.

Students: Don't think too much, be happy.

Several researchers classified shadowing techniques into several types. Murphey (2001) classified shadowing techniques into three types; *complete*, *selective*, and *interactive*. *Complete shadowing* is when the listener shadows

everything speakers say. *Selective shadowing* refers to a listener choosing only certain words or phrases to shadow. *Interactive shadowing* is when the listener adds questions and comments into the conversation and makes it natural and shows more involvement in what the listener hears.

Minh and Nguyen (2019) mentioned another important classification method described by Kadota and Tamai (2005). In their research, shadowing is classified as *mumbling*, *synchronous reading*, *prosody*, and *content shadowing*. In the first type of shadowing, students determine the parts to be heard and repeated. Students have scripts to help them quickly follow the speaker to read aloud and stimulate each voice and intonation. The second type is synchronous reading which occurs when the listener shadows the reading text without the aid of a script. And the last type is giving the same concentration both on the voice and the content of the speech. This means that students are not only required to shadow but also have to understand the content of the audio conversation they are listening to.

Based on those classifications, it can be concluded that the type of shadowing technique used in this research is *selective* shadowing and *mumbling* shadowing techniques. Therefore, this research only focuses on consonant sounds so that students will only shadow words containing consonant sounds. This is in line with Shafiei and Rahmany (2016), listening with the help of a script during the shadowing process in pronunciation was more effective than not looking at the script. They added that it is necessary to use scripts to have a more progressive pronunciation experiment. This

technique is chosen because junior high school students have not been able to do shadowing in a full sentence, especially long sentences. This is because their level of English proficiency is still basic while English conversation includes many components, one of which also uses a lot of linking words. If students do not understand or have not mastered sounds in English, especially consonants, they will have difficulty shadowing in long sentences.

2.4 The Role of Disney Films

One of the important things in the process of learning English is the material being taught. Teachers need to pay attention to the suitability of the techniques and material to be used. In general, the types of media used in the classroom are divided into three types; visual aids, audio aids, and audiovisual aids. The media used in this research were animation films which classified as audiovisual aids.

The use of films in this research is as a learning medium to improve students' consonant pronunciation. Before using the films, teachers are expected to be able to choose films that suit students and show how each word is pronounced well by native speakers. Teachers should be aware that some films are not recommended to use in the learning process, such as films containing pornography, violence, and discrimination against culture or religion. This can cause unexpected problems in the classroom or the future.

Rahmawati and Ratmanida (2020) found that animation videos can improve students' pronunciation. The improvement of students' pronunciation ability is influenced by animation videos in increasing students' interest and

motivation in learning pronunciation. The atmosphere in the classroom becomes more relaxed and fun so that the teacher can attract students' attention more easily compared to conventional methods.

Anora (2020) stated that the age of students is one of the factors that must be considered by teachers when teaching pronunciation. The younger the students begin to master a language, especially pronunciation, the better the learner's pronunciation will be, because students spend more time learning the language, including learning the correct pronunciation. Animation videos are suitable for children ages 5 to 17, including junior high school students (Rahmawati and Ratmanida, 2020). However, Sundberg's research in 1998 reflects that animation had no significant effect on adult learning while it can be inspiring for children (as cited in Najafabadi, Bakhshizadeh, and Mirzaei, 2020). According to Gilakjani and Ahmadi (2011), it is more difficult for adults to learn the correct pronunciation than children. This is due to adult memories of improper pronunciation.

Based on those statements, this research aimed to use Disney films as an audiovisual medium in learning consonant pronunciation through the shadowing technique.

2.5 Review of the Previous Research

Several previous research have shown the errors in consonant sounds and also the positive impacts of using shadowing technique on students' English ability.

Here are several previous researches that analyzed students' pronunciation errors, especially consonant sounds. Marsuki's research (2021) about Error Analysis in Pronunciation Made by the English Department Students at IKIP Budi Utomo Malang. He analyzed 40 recordings of students pronouncing selected words containing all English consonants in initial and final positions as well as all vowels and diphthongs. The analysis showed that the students had the most difficulty in the final position for consonant sounds and made the mistake of lowering when pronouncing long vowels. The percentage of students' errors included the words feel /fi:l/ became fill /fɪl/ (37.5%), full /fu:l/ became full /ful / (30%). While the consonant sounds in Indonesian do not have words with these sounds in the final position. The percentage of student errors includes /z/→/s/ (85%), /v/→/f/ (95%), /b/→/p/ (92.5%), /d/→/t/ (95%), /θ/→/t/ (67.5%) and /ʃ/→/s/ (17.5%). He also mentioned that the error occurred because of the difference in speech sounds between English and Indonesian as the mother tongue of the research subjects and the lack of students' practice of speaking English.

Anggrarini and Istiqomah (2019) also analyzed the consonant sounds produced by English department students. Using the descriptive qualitative research method, it was shown that from the analysis of the transcription of students' recordings, there were several consonants that most of the students mispronounced as follows: consonant /v/ is 21.4%, /θ/ is 19.0 %, /ð/ is 26.2%, /ʃ/ is 4.8%, /ʒ/ is 26.2% and /ŋ/ is 2.4%. The error occurs because the consonant does not exist in Indonesian, so the students were not familiar with

the sound. Likewise in another research entitled *Analysis of Errors in Pronunciation of English Consonants Produced by the Fifth Semester Students of the Department of English Education Department* conducted by Trisnawati et al. (2020). The subject is 14 students, using quantitative descriptive research method by limiting the consonants that will be assessed as many as 10 consonants including /b/, /g/, /v/, /w/, /z/, /r/, /θ/, /ð/, /ŋ/, /dʒ/ shows that students do not have problems with /g/, /ŋ/, /w/ and /dʒ/ consonants in each position. And it was found that the most mispronounced consonants were /v/ which was mispronounced into /f/ (18.8%), and /ð/ which was mispronounced into /d/ 19.5%.

Another previous research in increasing students' consonants was conducted by Pertiwi (2019) on the effect of video-assisted imitation techniques on students' ability to pronounce consonant sounds. The subjects studied were 25 experimental groups and 25 control groups of 8th-grade students of SMP Muhammadiyah Medan with low proficiency levels. The results showed that the scores of students who were taught with video-assisted imitation technique were higher than students who were taught without video-assisted imitation technique. However, the researcher only assessed the students' consonants by using ten words containing voiceless consonants. Thus, the results in her research did not cover all existing consonants. In addition, the researcher did not mention what types of videos/materials were used for the imitation technique during the treatment. The researcher also did

not mention which sound improved the most, the easiest, or the most difficult for the students.

While previous research that used the shadowing technique with different concerns were as in the research conducted by Mishima and Cheng (2017) about the impact of computer-mediated shadow activity on the development of ESL speaking skills in several Chinese university graduates in the United States. They used the TED Talks website as a source of shadowing material and the Go Animate website to create animated videos containing recordings of their shadowing activities. The results show that computer-mediated shadow activity is an effective way to improve speaking skills, especially in terms of prosodic control. However, the selection of speeches from the TED Talks website as well as the unspecified timing of shadowing activities may have an impact on the results of this research. Some of them may choose speeches that are easier to shadow and/or spend more time practicing.

Also in Zakeri (2014) about the effect of shadowing technique (inside and outside the classroom), on the oral performance of L2 learners in terms of fluency. Conducted on 20 participants of experimental group and 20 participants of control group with an age range of 20-28 years who are at the intermediate level of proficiency found that shadowing is an effective technique in fostering fluency of participants in the experimental group. However, this research does not only focus on one media, but students perform shadowing activities while listening, reading, speaking, dictionary examples, their partner's speech, or whatever is available. In addition, the

amount of time used by each student when shadowing is varied and uncontrolled, which also affect the results of the research.

And the last is another research on the use of shadowing technique with mobile technology to improve L2 pronunciation by Foote and McDonough (2017). The subject was 22 foreign students with intermediate-level English skills in Canada aged 18-38 years. The media in this research was the iPod which used to overshadow TV soap operas. The results showed that overall participants give positive responses to the shadowing activity and viewed it as an effective way to improve their pronunciation. This technique showed promising results for helping learners improve their L2 speech. However, it was also mentioned in this research that students are free to choose their speech model to be shadowed so that some are familiar and some are not. In addition, because this research was self-controlled, the number of time students spent practicing varied could be more or less than expected.

Based on the previous research above, it can be seen that there are still many students who have difficulty with pronunciation, especially consonant sounds. While on the other hand, it is still rare to find research that discusses the effectiveness of shadowing technique on students' consonant pronunciation. Therefore, this research aimed to assess whether the shadowing technique through Disney films is effective on the consonant pronunciation abilities of eighth grade students of SMPN 4 Sumenep.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the research methodology used in conducting the research. Included research design, subject of the research, research instrument, validity and reliability, data collection, and data analysis.

3.1 Research Design

A research must have a research design. As stated by Akhtar (2017) defined research design as a research structure which unites all elements in a research project. In a research design, there are strategies and procedures on how to collect and analyse data from a research. Therefore, research design can be a guide for the researcher to facilitate the research process.

This research used quantitative approach with a quasi-experimental design. As cited in Sugiyono (2013), the experimental research method is used to find the effect of certain treatments on the subjects studied under controlled conditions. According to Dawson (1997), this design was chosen when the researcher was not allowed to shuffle existing groups to form new groups. For example, classes in schools cannot be changed, so the researcher can only use classes that have been established by the school. Thus, there are two groups used in this research, class 8-A as the experimental group and class 8-B as the control group.

The research design can be seen in the table below:

Table 3.1 Quasi-Experimental Research Design

Class	Pretest	Treatment	Posttest
A	O ₁	X	O ₂
B	O ₁	Y	O ₂

Where:

A : Experimental Group

B : Control Group

O₁ : Dependent variable before getting treatment

X : Independent variable (shadowing technique treatment)

Y : Independent variable (conventional learning)

O₂ : Dependent variable after getting treatment

The table above shows that the control group and the experimental group are both given a pretest and posttest. The difference is that the experimental group will get treatment of consonant pronunciation using the shadowing technique through Disney films, while the control group will learn consonant pronunciation using conventional learning.

3.2 Subject of the Research

There are several steps in choosing the subject of the research; population, sampling, and sample.

1. Population

The population of this research was all students of SMPN 4 Sumenep for the academic year 2020-2021 consisted of 120 students.

2. Sampling

In this research, the researcher used purposive sampling. According to Sugiyono (2013), purposive sampling is a technique for determining the sample selected based on several considerations of the sample needed in the research. According to Ulfa and Fatimah (2019), teaching pronunciation is necessary for foreign language beginners because students need to know how to pronounce certain words correctly. Junior high school is included in the beginner level. Therefore, the researcher chose 8th grade students with the consideration that this class was suitable for treatment. First, grade 8 students are second language learners with English pronunciation skills at beginner to pre-intermediate levels. Second, the researcher did not choose grades 7 and 9 because grade 7 was a transition period for students from elementary to junior high school, while grade 9 was considered less supportive due to the limited schedule in preparing for the graduation exam.

3. Sample

After choosing a sampling technique that suits the needs of the research, the sample that will be used in this research can be determined. According to Arikunto (2006), if the population is less than 100 people, all of them are taken as the total sample. But if the population is more than 100 people, the sampling of the total population is 10-15% or 20-25%. The population in this research amounted to 120 students, so that the minimum sample in this study was 30 students. In addition, Sugiyono (2013) stated that simple experimental research using an experimental group and a control group for the number of sample members required is between 10-20, respectively.

In this research, the total 8th-grade students were 35 students for the 2020/2021 academic year consisting of classes A and B. Class 8-A consisted of 18 students as the experimental group, and class 8-B consisted of 17 students as the control group. All 8th-grade students at the school are Indonesian students who use the Madurese language as their regional language.

3.3 Research Instrument

According to Sugiyono (2013), the research instrument is divided into test and non-test. If the researcher wants to measure student achievement, the instrument used is a test instrument. In this research, the test instrument used consisted of pretest and posttest.

1. Test

a. Pre-Test

The pre-test was conducted before the students learned the pronunciation of consonant sounds using the shadowing technique through Disney films. It aimed to determine the extent to which students' consonant pronunciation abilities from the experimental and control groups. The form of the test used in this research is that students pronounce a list of words containing consonant sounds taken from Disney films.

b. Post-Test

After the pre-test and the consonant pronunciation treatment were completed, the next step was the post-test. This test was also given to the experimental and control groups. It aimed to evaluate objectively whether there are changes that occur in students' consonant pronunciation abilities after the treatment. Also, knowing the extent of the shadowing technique used can improve students' abilities in the experimental group. In this step, the test used is the same list of words containing consonants from Disney films as in the pre-test.

2. Validity and Reliability

According to Efi (2016), the test instrument being tested must meet the requirements of the feasibility test, namely the validity and reliability test.

a. Validity

According to Endang (2019), validity is a measure that determines the instrument used to retrieve data according to what will be taken. There are two types of validity, logical and empirical validity. Logical validity can be achieved if the instrument is structured according to the existing provisions. In logical validity, there is content and construct validity.

This research used content validity where the test instrument measures certain objectives that are parallel to the material or content of the lesson. According to Sugiyono (2013), the test can be done by comparing the contents of the instrument with the subject matter that has been taught. The basic approach to determining content validity is to have the teacher or subject matter expert examine the test and assess whether it is an adequate sample of the content and objectives to be measured (as cited in Ary et al. 2010). In addition, in testing the validity of the research instrument, the researcher used the Pearson Product Moment validity test with SPSS 25.00 edition. The instrument can be declared valid if r count is greater than r table.

Due to the pretest and posttest using the same test, the validity test was carried out once with 25 grade 8 students from another junior high school in Sumenep. And the results of the validity test indicated that the items used in the instrument of this research are valid. (*See Appendix V*)

b. Reliability

The reliability test used in this study was the Cronbach's Alpha test which was carried out for instruments that had more than two answer options (Adamson and Prion, 2013).

As cited in Yusup, 2018, the instrument that is said to be reliable if its r_{count} value is more than r_{table} ($r_{\text{count}} > r_{\text{table}}$). The results of the reliability test in this research is 0.924, which means reliable. (*See appendix V*)

3.4 Data Collection

This research lasted for approximately 4 weeks, starting from February 25 to March 23, 2021. Participants were given lessons on pronouncing consonants through the shadowing technique twice a week (every Tuesday and Thursday for the experimental group) during this period with a total of 6 meetings including pre-test and post-test. Meanwhile, the control group also studied consonant sounds twice a week (every Monday and Thursday) using dialogues or texts that also contained consonant sounds from Disney films. Due to the current pandemic situation, schools have reduced the duration of class hours from 90 minutes to 60 minutes per meeting. In this research, students focused on learning consonant pronunciation for the first 30 minutes with the researcher and then continued studying material from the textbook for the second 30 minutes with their English teacher.

Three phases have been carried out to collect the data, namely the pre-treatment, the treatment, and the post-treatment phases. The students of the

control group only read a text without using the shadowing technique. While in the Experiment group, the students get treatment by using the shadowing technique.

1) Procedure in Pre-Treatment Phase

The pre-treatment phase was carried out at the first meeting in the experimental and control groups. At this phase, the researcher conducted a pre-test. Students read a list of words containing consonant sounds taken from Disney Films. The purpose of this phase is to determine the students' consonant pronunciation ability before being given treatment. The researcher recorded the students' voices one by one to be assessed and compared them with the post-test scores later at the end of the treatment.

2) Procedure in Treatment Phase

a. Experimental Group

At the treatment phase, students learn English which focused on consonant pronunciation with shadowing technique through Disney films, using several video clips from various Disney films (The Croods: New Age, Raya and the Last Dragon, and Soul) which are selected based on the story, consonant sounds and character speech rate levels adapted for junior high school students.

In the first treatment, the researcher explained the consonant sounds to students and then practiced the consonant sounds using the shadowing technique. According to Shiki et al. (2010), the sufficient amount of time to shadow the same passage is five or six times,

because the reproduction rate of students was found to increase after the fifth time. In this phase, students shadow the word that has been determined based on the consonant sound. Students do it together or alternately, no part is done in pairs. The following is the procedure for the selective shadowing technique used in this research:

Table 3.2 Selective Shadowing Technique Procedure

No.	Procedure
1.	Distributing the scripts to students
2.	The researcher conveys the consonant sounds that will be studied and the rules in using the selective shadowing technique.
3.	Students watch and listen to the video clip together which is played three times. Students are asked to pay attention to the underlined words in the script.
4.	During video playback, students do “mumbling”. In this section, students shadow the audio in a low voice so that the student's voice does not interfere with the sound of the video being played.
5.	After getting used to the words from the video, students do selective shadowing. In this section, students shadow together the words that have been determined right after the audio is played. This goes on for three times or more until students get used to the correct pronunciation.
6.	The researcher chooses three or more students to pronounce the words in turn. It aims to check whether students have mastered the consonant sound that is studied.
7.	The researcher reviews the consonant sound learned and asks students whether they are still having difficulties or not
8.	Continue to the next consonant sound.

b. Control Group

In the treatment phase, the control group learned consonant pronunciation without using the shadowing technique but conventional learning. Students were practicing by reading short dialogues or texts that contain English consonants. First, the researcher gave an example of how to read the text, at least twice per text. The researcher told the students to pay attention to the pronunciation of the underlined words in the text. For practice, the class is divided into parts A and B to determine the part of the sentence to be read. The exercise was carried out together twice. After students can pronounce the underlined word, students exchange their parts (A as B and B as A) and read the text again. At the end of the exercise, the researcher and students review the underlined words together.

3) Procedure in Post-Treatment Phase

The last phase is post-treatment. In this phase, the researcher gave a post-test which was carried out after students learned consonant pronunciation using the shadowing technique through Disney films for the experimental group and conventional learning for the control group. The same test (list of words) as the pre-test was used in the post-test to minimize the risk of reliability when using two different assessment materials. The voice recordings of students in this phase were assessed and compared with the scores from the pretest. It aimed to determine whether

there is a significant increase in the consonant pronunciation ability of students who practice using the shadowing technique and also to find out what consonant sounds are the most difficult for students to pronounce even though they have been given treatment.

3.5 Data Analysis

The data analysis technique in this research is parametric statistics (part of inferential statistics) where the population parameters must be normally distributed and have homogeneous variances so that the hypothesis testing can be continued with the independent sample t-test (Setiawan et al., 2013).

Data analysis in this research was carried out in two stages; analyzing the students' voice recordings from the pre-test and post-test to determine the score to be used in calculating the t-test, and analyzing students' consonants mispronunciation.

1. Determining Students' Score

After collecting the necessary data from the pre-test and post-test, the researcher assessed the students' consonant pronunciation with the help of the Cambridge Dictionary application which was then calculated using the following rubric and formula to determine the student's score.

The rubric in table 3.3 is used to assess each consonant sound (24 sounds), where each sound consists of 3 words, so the total words that must be pronounced by students are 72 words.

Table 3.3 Consonant Pronunciation Scoring Rubric for Each Sound

No.	Criteria	Score
1	Pronounce consonant sound correctly in all positions; initial, medial and final positions	3
2	Pronounce consonant sound correctly in two positions	2
3	Pronounce consonant sound correctly only in one position	1
4	Cannot pronounce consonant sound correctly in all positions; initial, medial and final positions	0

After getting the scores from each consonant sound, the next step is to calculate the student's final score using the following formula:

$$\text{Score} = \frac{\text{Number of words obtained by students}}{\text{Total number of words}} \times 100$$

In addition, Sugiyono (2013) stated that for a quasi-experimental research design, it is necessary to do two analyzes. First, to test the difference in initial ability between the experimental and control groups which were tested by T-test. The result is expected that there is no significant difference between the two groups. Second, to test the hypothesis using the t-test. The type of t-test used in this research is the independent t-test.

2. Analysis on Students' Consonant Pronunciation

To find out what sound and in what position students often mispronounce the consonants, two types of percentages will be calculated. (*See Appendix VI*)

a. Percentage of errors per sound position.

$$\text{Score} = \frac{\textit{Frequency of Errors}}{\sum N \textit{ of (Control or Experimental)}} \times 100\%$$

b. Percentage of errors per sound

$$\text{Score} = \frac{\textit{Total of Errors}}{\textit{Maximum errors each sound}} \times 100\%$$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher explained the results found in this research and discussed them with the help of related theories. The discussion is aimed to answer the research question; (1) Is there any significant difference in the use of shadowing technique through Disney Films on students' consonant pronunciation.

4.1 Research Findings

This research aimed to determine the difference between the students' pronunciation abilities of grade 8 at SMPN 4 Sumenep with and without being taught using the shadowing technique through Disney Films. The data discussed in this research include data on pretest and posttest of the two groups (experimental group and control group).

4.1.1 Descriptive Analysis of the Tests

There were two tests used to obtain the data on students' consonant pronunciation in both groups, pretest and posttest.

1. Experimental Group

a. Pre-Test

The pretest was conducted in class face-to-face at the first meeting on February 25, 2021 before the pronunciation treatment began using the shadowing technique. In the test, the researcher recorded the students' voices one by one. To assess students' abilities, the researcher used the Cambridge dictionary application and then calculated student scores. The

results of the statistical description and frequency of the experimental group scores on the pretest can be seen in the following table.

Table 4.1 Experimental Group Pre-Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	18	52.00	73.00	61.7222	6.40593

The results of the pretest research from the calculation using SPSS 25.00 edition showed that the highest score achieved by students in the pretest is 73 and the lowest is 52. Using SPSS, it is known that the average score (mean) achieved by students is 61.7222 and the standard deviation (distribution or variation in data) is 6.40593.

Table 4.2 The Frequency Distribution of Pre-Test

PRETEST						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	52.00	2	11.1	11.1	11.1	
	55.00	1	5.6	5.6	16.7	
	56.00	2	11.1	11.1	27.8	
	58.00	2	11.1	11.1	38.9	
	59.00	1	5.6	5.6	44.4	
	61.00	1	5.6	5.6	50.0	
	63.00	2	11.1	11.1	61.1	
	65.00	1	5.6	5.6	66.7	
	66.00	2	11.1	11.1	77.8	
	68.00	2	11.1	11.1	88.9	
	72.00	1	5.6	5.6	94.4	
	73.00	1	5.6	5.6	100.0	
	Total		18	100.0	100.0	

The table above shows the details of the pretest statistics results. The frequency table shows that the sample was taken from 18 students who had done the pretest. The percent column shows the percentage of students' scores obtained from the pretest. The result is obtained by dividing each value in the frequency column by the value in the last row of the table (the total part). The example of the calculation is: students who get a value of 52: $2/18 = 11.1\%$

The valid percent column shows the same data as the percent column if no value is lost in the process, meaning that all research subjects (students) take the pretest. How to calculate a valid percent column in ensuring each score is the same as calculating in the percent column. For example, students who scored 52 : $2/18 = 11.1\%$

And the last is the cumulative percent column. In this column, the first row shows the valid percentage of the first frequency category, while the second row shows the cumulative valid percentage of the first category plus the second category valid percentage and so on until it finally reaches 100%. Example of the calculation: students who score 52 are 11.1% and student who scores 55 is 5.6%. Then $11.1\% + 5.6\% = 16.7\%$, then continue to the next row until the last row and reach 100%.

b. Post Test

The post test in this research was conducted in class at the last meeting on March 23, 2021. The test used in the posttest was the same as the pretest. After getting the students' post-test scores, the researcher presented statistical calculations using SPSS 25.00 edition. The results of the statistical description and frequency of the experimental group scores on the posttest can be seen in the following table.

Table 4.3 Experimental Group Post-Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	18	62.00	93.00	77.8889	9.19008

The results of the calculation of students' posttest scores using SPSS 25.00 edition showed that the lowest score obtained by students is 62 and the highest score is 93. The table above also showed that the average score (mean) of 18 students is 77.8889 and the standard deviation is 9.19008.

Table 4.4 The Frequency Distribution of Post-Test

POSTTEST						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	62.00	1	5.6	5.6	5.6	
	65.00	1	5.6	5.6	11.1	
	66.00	1	5.6	5.6	16.7	
	68.00	1	5.6	5.6	22.2	
	73.00	1	5.6	5.6	27.8	
	75.00	5	27.8	27.8	55.6	
	83.00	2	11.1	11.1	66.7	
	84.00	2	11.1	11.1	77.8	
	87.00	1	5.6	5.6	83.3	
	88.00	1	5.6	5.6	88.9	
	91.00	1	5.6	5.6	94.4	
	93.00	1	5.6	5.6	100.0	
	Total		18	100.0	100.0	

The table above shows the details of the pretest statistics results. The frequency table shows that the sample was taken from 18 students who had done the pretest. The percent column shows the percentage of students' scores obtained from the pretest. The result is obtained by dividing each value in the frequency column by the value in the last row of the table (the total part). The example of the calculation is: students who get a value of 62: $1/18 = 5.6\%$.

The valid percent column shows the same data as the percent column if no value is lost in the process, meaning that all research subjects (students) take the pretest. How to calculate a valid percent column in ensuring each score is the same as calculating in the percent column. For example, students who scored 62: $1/18 = 5.6\%$.

And the last is the cumulative percent column. In this column, the first row shows the valid percentage of the first frequency category, while the second row shows the cumulative valid percentage of the first category plus the second category valid percentage and so on until it finally reaches 100%. Example of the calculation: student who score 62 is 5.6% and student who score 65 is 5.6%. Then $5.6\% + 5.6\% = 11.1\%$, then continue to the next row until the last row and reach 100%.

2. Control Group

a. Pre-Test

In the control group, the pretest was also conducted in class face-to-face at the first meeting on February 25, 2021 using a reading test. The researcher recorded the students' voices one by one and assessed it using the Cambridge dictionary application and then calculated the students' scores. The results of the statistical description and frequency of the control group scores on the pretest can be seen in the following table.

Table 4.5 Control Group Pretest Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	17	50.00	73.00	59.4706	6.38472

The results of the pretest from the calculation using SPSS 25.00 edition in table 4.5 showed that the highest score achieved by students in the pretest is 73 and the lowest is 50. Using SPSS, it is known that the average score (mean) achieved by students is 59.4706 and the standard deviation (distribution or variation in data) is 6.38472.

Table 4.6 The Frequency Distribution of Pre-Test

		PRETEST			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	5.9	5.9	5.9
	52.00	2	11.8	11.8	17.6
	54.00	1	5.9	5.9	23.5
	55.00	2	11.8	11.8	35.3
	58.00	2	11.8	11.8	47.1
	59.00	2	11.8	11.8	58.8
	61.00	2	11.8	11.8	70.6
	63.00	1	5.9	5.9	76.5
	65.00	1	5.9	5.9	82.4
	68.00	2	11.8	11.8	94.1
	73.00	1	5.9	5.9	100.0
	Total		17	100.0	100.0

The table above shows the details of the pretest statistics results. The frequency table shows that the sample was taken from 17 students who had done the pretest. The percent column shows the percentage of students' scores obtained from the pretest. The result is obtained by dividing each value in the frequency column by the value in the last row of the

table (the total part). The example of the calculation is: students who get a value of 50: $1/17 = 5.9\%$.

The valid percent column shows the same data as the percent column if no value is lost in the process, meaning that all research subjects (students) take the pretest. How to calculate a valid percent column in ensuring each score is the same as calculating in the percent column. For example, students who scored 50: $1/17 = 5.9\%$.

And the last is the cumulative percent column. In this column, the first row shows the valid percentage of the first frequency category, while the second row shows the cumulative valid percentage of the first category plus the second category valid percentage and so on until it finally reaches 100%. Example of the calculation: student who scores 50 is 5.9% and students who score 52 are 11.8%. Then $5.9\% + 11.8\% = 17.6\%$, then continue to the next row until the last row and reach 100%.

b. Post Test

The post test in this research was conducted in class at the last meeting on March 22, 2021. The test used in the posttest was the same as the pretest. After getting the students' post-test scores, the researcher presented statistical calculations using SPSS 25.00 edition. The results of the

statistical description and frequency of the control group scores on the posttest can be seen in the following table.

Table 4.7 Control Group Post-Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	17	59.00	88.00	70.5882	7.68162

The results of the calculation of students' posttest scores using SPSS 25.00 edition showed that the lowest score obtained by students is 59 and the highest score is 88. The table above also stated that the average score (mean) of 17 students is 70.5882 and the standard deviation is 7.68162.

Table 4.8 The Frequency Distribution of Post-Test

POSTTEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59.00	2	11.8	11.8	11.8
	63.00	1	5.9	5.9	17.6
	65.00	2	11.8	11.8	29.4
	66.00	1	5.9	5.9	35.3
	68.00	1	5.9	5.9	41.2
	70.00	1	5.9	5.9	47.1
	72.00	2	11.8	11.8	58.8
	73.00	3	17.6	17.6	76.5
	75.00	1	5.9	5.9	82.4
	76.00	1	5.9	5.9	88.2
	83.00	1	5.9	5.9	94.1
	88.00	1	5.9	5.9	100.0
	Total		17	100.0	100.0

The table 4.8 shows the details of the pretest statistics results. The frequency table shows that the sample was taken from 18 students who had done the pretest. The percent

column shows the percentage of students' scores obtained from the pretest. The result is obtained by dividing each value in the frequency column by the value in the last row of the table (the total part). The example of the calculation is: students who get a value of 59: $2/17 = 11.8\%$.

The valid percent column shows the same data as the percent column if no value is lost in the process, meaning that all research subjects (students) take the pretest. How to calculate a valid percent column in ensuring each score is the same as calculating in the percent column. For example, students who scored 59: $2/17 = 11.8\%$.

And the last is the cumulative percent column. In this column, the first row shows the valid percentage of the first frequency category, while the second row shows the cumulative valid percentage of the first category plus the second category valid percentage and so on until it finally reaches 100%. Example of the calculation: students who score 59 are 11.8% and student who scores 63 is 5.9%. Then $11.8\% + 5.9\% = 17.6\%$, then continue to the next row until the last row and reach 100%.

3. The Classification of Students' Score

After knowing the students' consonant pronunciation scores from the pretest and posttest in the experimental and control

groups, the next step is the classification of student scores which can be seen in the following table.

Table 4.9 The Classification of Students' Score

No.	Classification	Score	Frequency			
			Control		Experimental	
			Pre	Post	Pre	Post
1	Advanced	86-100	0	1	0	4
2	Intermediate	71-85	1	8	2	10
3	Pre-Intermediate	56-70	10	8	13	4
4	Beginner	40-55	6	0	3	0

Based on table 4.9, it is known in the posttest score that the experimental group has a more significant increase compared to the control group. A total of 1 student from the control group and 4 students from the experimental group classified as *Advanced*. This means that students can pronounce almost all consonants correctly and have no difficulty with the sound's position. Then, there were 8 students from the control group and 10 students from the experimental group which were classified as *Intermediate*. This means students in *Intermediate* can pronounce 15-20 consonant sounds correctly and sometimes still struggle with the final sound.

In *Pre-Intermediate*, there were 8 students in the control group and 4 students in the experimental group. The difference in the number of students between the two groups in *Pre-Intermediate* indicates that the use of shadowing techniques is

effective on the consonant pronunciation ability of the experimental group. *Pre-Intermediate* means that students can only pronounce about 10 sounds correctly but still have difficulty with the sounds position and there are some sounds that are difficult to pronounce in all positions. And the last one is beginner. During the posttest, there were no students who were included in the beginner category. Beginner means that students have difficulty pronouncing almost all consonants correctly in all positions of the sounds that can cause misunderstanding.

4. Normality Test

Before conducting the Independent Sample T-test, the data of students' voice recordings from the pretest and posttest results must be normally distributed which can be determined by performing a normality test. Razali and Wah (2011) stated that an effective and valid normality test method for small samples is the Shapiro Wilk test. This test is used for sample sizes less than 50 (as cited in Quraisy, 2020). The data can be said to be normally distributed if the significant value > 0.05 . The result of Normality Test on Pre-Test can be seen in table 4.10 on the next page.

Table 4.10 The Result of Pre Test Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Pre_Score	Class Group	Statistic	df	Sig.	Statistic	df	Sig.
	Control Class	.118	17	.200*	.962	17	.668
	Experimental Class	.109	18	.200*	.960	18	.605

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test in the Shapiro-Wilk table 4.10, it can be seen that the significance value of the two groups is more than 0.05. The significance value in each group, the control group was $0.668 > 0.05$ and the experimental group was $0.605 > 0.05$. It can be concluded that the data in the form of students' voice recordings in the pretest of this research were normally distributed.

Next is the results of the normality test on the posttest, which can be seen in table 4.11 below.

Table 4.11 The Result of Post Test Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Post_Score	Class Group	Statistic	df	Sig.	Statistic	df	Sig.
	Control Class	.141	17	.200*	.952	17	.494
	Experimental Class	.179	18	.132	.951	18	.446

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test in the Shapiro-Wilk table 4.11, it can be seen that the significance value of the two groups is more than 0.05. The significance value in each group, the control group

was $0.494 > 0.05$ and the experimental group was $0.446 > 0.05$. It can be concluded that the data in the form of students' voice recordings in the posttest of this research were normally distributed.

5. Homogeneity Test

If the data of students' voice recordings in this research proves to be normally distributed, then the next step is to perform a homogeneity test. This test is conducted to prove that the differences that occur in the parametric statistical test (Independent Sample T-Test) are due to differences between groups, not due to individual differences in groups (Sari et al. 2017). The homogeneity test consists of several kinds. According to Aprilina et al. (2017), Levene's test can be used to check the homogeneity of data that is not normally distributed, while the F test is specifically to check the homogeneity of data that is normally distributed. Based on this, the homogeneity test used in this research is the F test. The results obtained from the F test can be said to be homogeneous if the significant value is > 0.05 . The results of the homogeneity test on the pretest are shown in the following table 4.12.

Table 4.12 The Result of Pre Test Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
Pre_Score	Equal variances assumed	.096	.758

Based on the table 4.12, the significance value of the F test is 0.758. So it can be concluded that the students' voice recordings in the pretest of this research is homogeneous because $0.758 > 0.05$.

And then the results of the homogeneity test on the posttest are shown in the following table.

Table 4.13 The Result of Post Test Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
Post_Score	Equal variances assumed	1.488	.231

Based on the table above, the significance value of the F test is 0.231. So it can be concluded that the students' voice recordings in the posttest of this research is homogeneous because $0.231 > 0.05$.

6. Independent Sample T-Test

After the data of students' voice recordings from the pretest and posttest is proven to be normally distributed and homogeneous, an independent sample t-test can be performed. This test is a parametric test used for data from different samples (experimental and control groups) by comparing the post-test scores of the two groups. It aims to determine whether the two groups have the same average or not significantly. According to Setiawan et al. (2013), provisions for decision making on the

independent sample t-test are if the significance value (2-tailed) is less than 0.05 (Sig. (2-tailed) <0.05), it means that there is a significant difference between the two variables, which means Ho is rejected. Then, if the significance value (2-tailed) is more than 0.05 (Sig. (2-tailed) > 0.05), it means that there is no significant difference between the two variables, which means that Ho is accepted.

Before conducting the Independent Sample T-test on the posttest, it is also necessary to test the students' pretest scores to find out whether there is a significant difference in the students' consonant pronunciation abilities before being given treatment, which can be seen in the table 4.14.

Table 4.14 The Independent Sample T Test Statistics on Pre Test

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Pre_Score	Equal variances assumed	.096	.758	-1.041	33
	Equal variances not assumed			-1.041	32.898

Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
Pre_Score	Equal variances assumed	.305	-2.252	2.163	-6.652
	Equal variances not assumed	.305	-2.252	2.163	-6.652

Based on the table above, it is known that the significant value in the pretest is 0.305, where the number is greater than

0.05 ($0.305 > 0.05$). It can be concluded that H_0 is accepted because there is no significant difference between the two variables.

After knowing that there is no difference in the students' initial abilities, it can be continued by calculating the students' posttest scores using the Independent Sample T test as well. The results of the test can be seen in the table 4.15.

Table 4.15 The Independent Sample T Test Statistics on Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Post_Score	Equal variances assumed	1.488	.231	-2.542	33
	Equal variances not assumed			-2.555	32.537

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post_Score	Equal variances assumed	.016	-7.301	2.872
	Equal variances not assumed	.015	-7.301	2.857

Based on the table above, it is known that the significant value in the posttest is 0.016, where the number is smaller than 0.05 ($0.016 < 0.05$). It can be concluded that H_0 is rejected while H_a is accepted, which means that the use of shadowing technique through Disney films has a positive and significant effect on students' consonant pronunciation skills.

4.2 Discussion

This quasi-experimental research aimed to determine the effectiveness of shadowing technique through Disney Films in consonant pronunciation of grade 8 students which has been carried out at SMPN 4 Sumenep. This research is important to do because pronunciation is one of the important aspects in English speaking, which in Indonesia, is only taught on the side lines of English lessons. Therefore, the use of appropriate technique will greatly assist students in improving their pronunciation ability.

The following are discussions of the shadowing technique, consonant pronunciation, and Disney films.

4.2.1 Shadowing Technique

Based on the research findings, the shadowing technique is considered to have a significant effect on students' consonant pronunciation abilities. Based on the results of the pretest, the mean value of the control group (59.47) and the experimental group (61.72) showed that the initial ability of the consonant pronunciation between the two groups was not much different. Then in the posttest, the mean value of both groups increased equally, but the experimental score (77.88) was higher than the control group (70.58). Based on the significance value of the Independent Sample T-Test on the students' posttest scores, it was found that H_0 in this research was rejected because the significance value $(0.016) < 0.05$. Therefore, it can be concluded that the use of shadowing techniques in this research is

effective because there is an effect on students' consonant pronunciation. In addition, the effectiveness of using the shadowing technique on students' consonant pronunciation can also be seen in the results of classifying students' scores. In the posttest, the average students in the experimental group were in the advanced and intermediate categories, while the control group was in the intermediate and pre-intermediate categories. Thus, the results of parametric statistical tests using the Independent Sample T-test in this research are in accordance with the statement of Salim et al. (2020) on shadowing techniques that have a significant and positive effect on improving students' pronunciation. Where in this research, the part of pronunciation that is studied is consonant sounds. The results of this research also contribute to several previous studies related to the effectiveness of using the shadowing technique. Pertiwi (2019) stated that the use of this technique is considered more effective and makes it easier for students to learn consonant sounds than using conventional learning. Zakeri (2014) also stated that shadowing is an effective technique in encouraging the fluency of participants in the experimental group. This was also stated by Foote and McDonough (2017) that in their research, the participants overall gave a positive response to shadowing activities and viewed it as an effective way to improve their pronunciation.

The types of shadowing techniques used in this research are selective and mumbling shadowing techniques as mentioned in chapter two. In this research, students learn shadowing techniques in class, starting with shadowing Disney films first and then continuing studying textbook lessons with the original teacher. As cited in Hamada (2014) that in pre-shadowing (shadowing before studying the lesson), students can focus on the incoming sound because that is the only information of the sounds they pay attention to; this practice can improve their speech perception skills (Kadota, 2007). Zakeri (2014) added that the use of shadowing could ensure students pay attention to audio from native speakers. The use of scripts in this research also greatly facilitates students in shadowing the sound of the video being studied. This is in line with the statement by Shafiei and Rahmany (2016), listening with the help of a script during the shadowing process in pronunciation is more effective than not looking at the script.

The shadowing technique in this research was carried out for 30 minutes. It was found that if the lesson for shadowing was beyond 20 minutes, the students were unable to focus. In addition, the class hours of students in the experimental group happened to be at the last meeting on the day, so they were less focused because they had been studying since morning. In addition, students also find it difficult to follow the lesson when learning more than 8 sounds in one meeting.

Therefore, the researcher only used 4-6 sounds so that students would not lose focus and interest when learning new sounds. Then, at the next meeting, students learned the sounds slowly which is also adjusted to the level of difficulty of each sound for students. The results of the pretest at that time found that students did not experience difficulties in the sounds /m/, /n/, /f/, /s/, /h/, /ŋ/, /l/, /w/ so that students studied or reviewed these sounds not as much as in /ʒ/, /v/, /θ/, /ð/ etc.

Many students were embarrassed when shadowing the video clip. Giving words of encouragement by convincing students not to be afraid of making mistakes also affects the learning process. At first, the students did shadowing together, which was guided by the researcher. After that, to practice their self-confidence, students are appointed one by one and then take turns trying to pronounce the words learned in the video correctly. In the process of shadowing, repetition is also needed because not all students can immediately understand or remember the sounds learned with one try. According to Shiki et al. (2010), the amount of time sufficient to shadow the same section is five or six times. In this research, some students were able to imitate the sounds learned in the second time by mumbling, while in the actual shadowing, students could imitate after the fourth or fifth times. Therefore, the sounds that have been learned must be reviewed so that they are embedded in students' memories. This is because there

are students who say they understand, but when they try to say it again, they cannot.

4.2.2 Consonant Pronunciation

All eighth-grade students (experimental and control group) had difficulty with sounds that were absent or different from the Indonesian language. And their error sound variations were not much different in both pre and post. Therefore, students did not experience difficulties with the sounds /m/, /n/, /f/, /s/, /h/, /ŋ/, /l/, and /w/ in all positions both in the pretest and posttest. This is following Trisnawati et al. (2020) that students do not have problems with /g/, /ŋ/, /dʒ/, and /w/ consonants in each position.

Based on the percentage of students' errors in consonant sounds during the pretest, students have the most difficulty in pronouncing /ʒ/ (100%), /r/ (74 %), /v/ (74%), /θ/ (72%), /ð/ (72 %), /z/ (67%), /p/ (65%) for the experimental group, and /ʒ/ (96%), /v/ (94%), /θ/ (86%), /ð/ (78 %), /z/ (69%), /p/ (65%), /k/ (63%) in the control group. While in the posttest, both groups experienced a decrease in the percentage of errors. In the experimental group; /ʒ/ (70%), /p/ (48%), /θ/ (48%), /ð/ (43%), /z/ (35%), /v/ (30%), /r / (19%), and in the control group; /ʒ/ (82%), /θ/ (82%), /ð/ (75%), /p/ (55%), /v/ (55%), /z/ (43%), /k/ (45%). The percentage on the posttest shows that the percentage of the experimental group is smaller than the control group. This means that

the use of shadowing techniques has a significant effect on student learning outcomes. (See Appendix VI)

Regarding students' difficulties with consonant sounds, the results of the pretest and posttest analysis showed that students had difficulties with aspirated and final sounds. For the sounds /p/, /t/, /k/, almost all students (control and experiment group) had difficulty in the final and initial positions on the words paradise, hope, tell, late, can, and back. This is also mentioned by Sa'diyah et al. (2017) that students tended to pronounce aspirated sounds to be unaspirated.

As for the sound /b/, /d/, /g/, students only had difficulty with the final sound. According to Marsuki (2021), this is due to Indonesian sounds of /b/, /d/, /g/ can appear in the initial and middle positions but not in the final position. So that almost all students pronounce the final sound /b/ into /p/, /d/ becomes /t/, and /g/ becomes /k/. This is in line with the statement of Tambunsaribu and Simatupang (2021) that in Indonesian the final consonant sound is not pronounced as clearly as in Indonesian words such as *bebek* and *kebab*. Therefore, almost all students were wrong on the final sound during the pre-test, and in the post-test, it increased but not significantly, which means that the sound in the final position was still difficult for students.

For the sound /v/, all students in both groups had difficulty in pretest and pronounced by changing it to the sound /f/. But when in

the posttest, the experimental group made only a few errors with a 30% sound error percentage. As for the control group, this sound is still difficult, especially in the initial and final positions with a 55% sound error percentage. Following Anggrarini and Istiqomah's (2019) statement, none of the students had produced /v/ sound correctly. They pronounce it as /f/ instead of making the sound /v/. In this research, the mispronunciation occurred in the words very, even, and love.

Sound errors of /θ/ and /ð/ occurred in all students (control and experimental group). The variation of students' pronunciation errors in the two sounds is not much different because students still have difficulty distinguishing them. Students have difficulty pronouncing these two sounds in all positions and most of them change them into the /t/ sound, only a few pronounce them into the /d/ sound in both pretest and posttest. In the posttest, students had difficulty pronouncing the sound /ð/ in the final position on the word "breathe", which was then pronounced as /t/ with an error percentage of 39% in the experimental group and 47% in the control group. While for the sound /θ/, 82% of students in the control group had difficulty in the medial position, which was mispronounced as /t/ in the word "nothing", and 72% of students in the experimental group had difficulty in the final position in the word "both" which was mispronounced as /t/.

Students have no difficulty when the sounds /s/ and /z/ is written with these letters. But when the sound /s/ or /z/ is written by different letters, students have difficulty and tend to mispronounce them by reading the letters, for example in the words peace, poison, and please. This case applies in all positions. Following the statement of Mohamad et al. (2021), the consonant /s/ in Indonesian is never pronounced as a consonant /z/. Therefore, almost all students from both classes mispronounced the sound /z/ when it represented by the letter /s/, and the sound /s/ when it represented by the letter /c/.

Based on the comparison of students' recordings in the pretest and posttest, it is known that the sounds /ʃ/, /tʃ/, /dʒ/ are not too difficult for students, because these sounds are also found in Indonesian. Only a few students mispronounced the sounds in the final position. In addition, students have difficulty when the sound /ʃ/ is not written with the letter /sh/ as in the word delicious, or when the sound /tʃ/ is not written with the letter /ch/ in the word future, and when the sound /dʒ/ is not written with the letter /j/ in the word image so that most students pronounce them according to the written letters.

On the sound /r/, students made many mistakes in all positions during the pretest. This is because students have not been able to distinguish the sound /r/ in English from Indonesian. It is closely related to Yoshida (2021) who explained that the /r/ sound in English is not a flap or trill. Therefore, after students learned that the sound /r/

in Indonesia was read with trill while in English it was not, almost all students in both groups had no difficulty with this sound in all positions during the posttest.

On the sound /j/, students have no difficulty pronouncing it. However, because this sound is written with the letter /y/ in Indonesian, while in English this sound is not always written with /y/, eventually, students have difficulty and make mistakes by pronouncing the word according to the written letter, as in the word "use" students pronounce it as /u:z/.

Of all consonants, the sound /z/ ranked first as the most difficult sound for students in all groups (control and experimental), both at pretest and posttest. The students in this research had never encountered or uttered this sound. In addition, this sound does not exist in Indonesian. This makes it difficult for students to pronounce this sound in all positions and finally pronounce them according to the letters in the word itself. If it is seen from the difference in the percentage of pre and post errors between the two groups, it shows that the percentage only decreased slightly. This means, even after being given practice, this sound is still difficult for students to pronounce.

Based on the discussion above, students mostly pronounce the word by removing certain sounds and replacing them with sounds that are considered similar with their mother tongue (Wafi et al., 2020).

This is in accordance with Yoshida (2021) that pronouncing sounds that are not in the students' language is certainly difficult to do, so that they will replace sounds that are similar (but not identical) from their own language when trying to pronounce English words.

According to Yoshida (2021), Consonants at the end of words are often more difficult than the same consonants at the beginning of words. This is also in accordance with Mohamad et al. (2021) statement that the Indonesian language has indirectly interfered with the target language. In contrast to English, in Indonesian pronunciation, each consonant only represents one sound. Thus, most students pronounce all the letters in the English word as when they spell words in Indonesian.

In addition, both the students in the control and experimental groups often mispronounced the sounds they had learned even though they had reviewed the sounds. During the treatment, students only focused on the word being studied not on its sound, so many students were not consistent in pronouncing consonant sounds correctly when the sound was in another word. Anggrarini and Istiqamah (2019) stated that the error occurs because the consonant does not exist in Indonesian, so they are not familiar with the sound. One of the reasons is that the teacher in the class does not pay attention to students' pronunciation errors but focuses more on the subject matter in class so that students are not accustomed to pronouncing it correctly. Marsuki

(2021) added that students' lack of practice in speaking English could affect students' abilities.

4.2.3 Disney Films

The use of Disney Films has a positive impact by helping students focus and be active during learning activities. Students rarely learn to use audio-visual media and more often learn from textbooks. Therefore, students become more enthusiastic and easier to understand the lesson so that the class atmosphere becomes more comfortable. This is in line with the statement by Salim et al. (2020), pronunciation must be taught effectively by providing a non-threatening atmosphere for students, so that there is no high tension when speaking English in a formal classroom. Rahmawati and Ratmanida (2020) added that animated videos can improve students' pronunciation. They emphasized that the improvement of students' pronunciation skills was influenced by the use of animated videos in increasing students' interest and motivation in learning pronunciation.

In addition, this research used video clips from Disney films that contained one or two sentences adapted to the type of shadowing technique used, namely selective shadowing. However, when the learned word is at the end of the second sentence, students start to lose their focus because they have to listen to the audio longer. The number of English words they have to listen to is also influential because it makes students think the audio is more difficult.

So, through the discussion and findings of this research, the use of shadowing techniques through Disney Films on students' consonant pronunciation is effective because it shows significant changes from before and after treatment, and there are differences in students' abilities between groups using shadowing and conventional techniques.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from this research. Conclusions are presented as a brief overview of the research based on the results discussed in the previous chapter. Then the suggestions are put forward to provide recommendations for related parties and further research.

5.1 Conclusion

This research focused on the effectiveness of the shadowing technique in consonant pronunciation. The subject of this research is 8th-grade students at SMPN 4 Sumenep. Based on the research findings and the discussion in the previous chapter, the results of the Independent Sample T-Test by comparing the posttest scores between the experimental and control groups showed that the significant value in this test is 0.016, which was less than 0.05 (5%). This means that the use of the shadowing technique through Disney films has a significant and positive effect on the pronunciation of consonants in the experimental group.

The use of Disney films as a medium in the shadowing process can help students to focus more on understanding the sound being studied. In addition, the use of scripts also makes it easier for students shadowing native speakers in videos. In this research, students were able to imitate the consonant sounds learned after the 4-5th repetition.

However, some findings should be noted. Treatment using the shadowing technique cannot be done for more than 20 minutes. If it is more

than that, students start to feel bored. The number of consonants studied in each meeting must also be adjusted to the ability of students. In this research, students learned about 4-6 sounds for each meeting. A review of the sounds that have been studied is also necessary because students tend to forget the sounds they have learned.

In this research, it was found that students had no difficulty pronouncing the sounds /m/, /n/, /f/, /s/, /h/, /ŋ/, /l/, and /w/ in all positions both in the pretest and posttest. However, many students have difficulty pronouncing aspirated and final sounds. In the pretest, many students made mistakes when pronouncing the sounds /ʒ/ (100%), /r/ (74 %), /v/ (74%), /θ/ (72%), /ð/ (72 %), /z/ (67%), /p/ (65%) in the experimental group, and /ʒ/ (96%), /v/ (94%), /θ/ (86%), /ð/ (78 %), /z/ (69%), /p/ (65%), /k/ (63%) in the control group. While in the posttest, both groups experienced a decrease in the percentage of errors. In the experimental group, students had difficulty pronouncing the sound /ʒ/ (70%), /p/ (48%), /θ/ (48%), /ð/ (43%), /z/ (35%), /v/ (30%), /r/ (19%), and in the control group students have difficulty pronouncing the sound /ʒ/ (82%), /θ/ (82%), /ð/ (75%), /p/ (55%), /v/ (55%), /z/ (43%), /k/ (45%). This pronunciation error is caused by differences in the sounds of English and Indonesian which make students replace sounds they don't know with sounds that are similar to their mother tongue. Another reason is that students rarely practice English pronunciation so that they are not familiar with English.

In conclusion, the final result of this research shows that the shadowing technique through Disney Films is an effective technique in learning consonant pronunciation.

5.2 Suggestion

Based on the discussion related to the findings in this research, several parties were suggested by the researcher regarding the future research.

1. The English Teachers

Based on the results found during the research process, the use of shadowing technique through Disney Films has a positive impact on students' consonant pronunciation. This creates an opportunity for English teachers to use this technique, and it is better if it is done over a long period, even though the duration of practice for each meeting is short.

2. The English Students

Based on the results of this research, it is hoped that it can help students improve their pronunciation by choosing the films they like to practice on their own using the shadowing technique.

3. The Other Researchers

This research only focused on one aspect of pronunciation. So, it is hoped that further research will examine other aspects of pronunciation that are also adapted to the type of shadowing techniques.

The selection of media that is more interesting than the one used in this research, Disney Films, will also be very useful in increasing student enthusiasm during the learning process.

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APPENDICES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 510/Un.03.1/TL.00.1/01/2021 16 Februari 2021
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala Sekolah SMPN 4 Sumenep
di
Jl. Raya Lenteng - Batuan, Kabupaten Sumenep

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Kauna Bismie Abargiel
NIM : 17180042
Jurusan : Tadris Bahasa Inggris - S1
Semester - Tahun Akademik : Genap - 2020/2021
Judul Skripsi : **The Use of Shadowing Technique through Disney Films in Improving Pronunciation of 8th Grade's Students at Junior High School**
Lama Penelitian : **Februari 2021** sampai dengan **Maret 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix II Research Instrument

**Consonant Pronunciation Test for Grade 8 Students at
SMPN 4 Sumenep**

Instructions (Petunjuk):

- Read the words below correctly and clearly.
(Bacalah kata dibawah ini dengan benar dan jelas)
- Start reading from left to right then continue to the next line.
(Mulailah membaca dari sebelah kiri ke kanan kemudian lanjutkan ke baris setelahnya)
- Example of reading step: paradise → happy → hope → began → continue.
(Contoh urutan membaca: paradise → happy → hope → began → lanjutkan)
- Read quietly without rushing.
(Bacalah dengan tenang tanpa tergesa-gesa)

No.	Sound	Position		
		Initial	Medial	Final
1	/p/	paradise	happy	hope
2	/b/	began	about	cub
3	/t/	tell	mistake	late
4	/d/	deal	today	bad
5	/k/	can	focus	back
6	/g/	good	legacy	log
7	/m/	moon	family	home
8	/n/	nice	banana	alone
9	/f/	full	after	safe
10	/v/	very	even	love
11	/θ/	thinking	nothing	both
12	/ð/	then	father	breathe
13	/s/	see	sister	peace
14	/z/	zesty	poison	please
15	/ʃ/	show	delicious	wish
16	/ʒ/	genre	casual	beige
17	/tʃ/	choice	future	much
18	/dʒ/	join	magic	image
19	/h/	hot hang	ahead	-
20	/ŋ/	-	monkey hungry	something
21	/l/	long	welcome	final
22	/r/	rain	around	far
23	/w/	wait	away	window
24	/j/	use	cute	joy

Appendix III Disney Film Scripts

Title	Time	Sound	Position	Word	Script
Raya and the Last Dragon	01:45	/p/	Initial	Paradise	“it was <u>paradise</u> ”
The Croods: New Age	17:13	/p/	Medial	Happy	“We <u>happy</u> meet you”
The Croods: New Age	17:36	/p/	Final	Hope	“And I am <u>Hope</u> ”
Raya and the Last Dragon	01:22	/b/	Initial	Began	“Well, that all <u>began</u> 500 years ago.”
Raya and the Last Dragon	08:57	/b/	Medial	About	“Really? Tell me what you know <u>about</u> the other lands.”
The Croods: New Age	15:30	/b/	Final	Cub	“I was just a <u>cub</u> ”
Raya and the Last Dragon	08: 57	/t/	Initial	Tell	“Really? <u>Tell</u> me what you know about the other lands.”
Raya and the Last Dragon	24:01	/t/	Medial	Mistake	“I made a <u>mistake</u> ”
Raya and the Last Dragon	17:25	/t/	Final	Late	“It’s not too <u>late</u> ”
The Croods: New Age	45:15	/d/	Initial	Deal	“What <u>deal</u> ? His deal”
Raya and the Last Dragon	06:00	/d/	Medial	Today	“Not <u>today</u> ”
Raya and the Last Dragon	26:52	/d/	Final	Bad	“Oh, oh. Oh, my. This is <u>bad</u> ”
Raya and the Last Dragon	08:51	/k/	Initial	Can	“Okay, no, we <u>can</u> do this. I’m ready.”
Raya and the Last Dragon	04:29	/k/	Medial	Focus	“Tuk Tuk! Come on! <u>Focus!</u> ”
Raya and the Last Dragon	02:26	/k/	Final	Back	“Everyone that was turned to stone came <u>back</u> .”
Raya and the Last Dragon	07:05	/g/	Initial	Good	“You did <u>good</u> , dewdrop. You passed the test.”
Raya and the Last Dragon	07:31	/g/	Medial	Legacy	“Today, you will join that <u>legacy</u> .”
The Croods: New Age	01:25:15	/g/	Final	Log	“Travel log: final entry
The Croods: New Age	58:10	/m/	Initial	Moon	“Then, at full <u>moon</u> , the monster came for its bananas”
Raya and the Last Dragon	07:24	/m/	Medial	Family	“For generations, our <u>family</u> has sworn to protect

					the gem.”
The Croods: New Age	10:17	/m/	Final	Home	“Our <u>home</u> ?”
The Croods: New Age	35:12	/n/	Initial	Nice	“Uh, that’s <u>nice</u> ”
The Croods: New Age	15:20	/n/	Medial	Banana	“ <u>Banana</u> ?”
Raya and the Last Dragon	01:09	/n/	Final	Alone	“ <u>Alone</u> rider”
The Croods: New Age	58:10	/f/	Initial	Full	“Then, at <u>full</u> moon, the monster came for its bananas”
The Croods: New Age	01:25:18	/f/	Medial	After	“ <u>After</u> two of the longest, most terrifying moons of my life”
Raya and the Last Dragon	44:05	/f/	Final	Safe	“By staying <u>safe</u> ”
Raya and the Last Dragon	15:42	/v/	Initial	Very	“Thank you, dep la. You’ve been <u>very</u> helpful”
Raya and the Last Dragon	05:57	/v/	Medial	Even	“Not <u>even</u> a toe”
The Croods: New Age	01:16:31	/v/	Final	Love	“My first and only <u>love</u> ”
Raya and the Last Dragon	01:06	/θ/	Initial	Thinking	“I know what you’re <u>thinking</u> ”
Raya and the Last Dragon	42:03	/θ/	Medial	Nothing	“until there’s <u>nothing</u> left except ash and stone”
Raya and the Last Dragon	35:44	/θ/	Final	Both	“And they <u>both</u> hate water”
Raya and the Last Dragon	01:48	/ð/	Initial	Then	“But <u>then</u> , the Druun came”
The Croods: New Age	01:11:52	/ð/	Medial	Father	“ <u>father</u> ”
Soul	34:26	/ð/	Final	Breathe	“ <u>Breathe</u> into your crown chakra.”
Raya and the Last Dragon	14:03	/s/	Initial	See	“Wanna <u>see</u> something?”
Raya and the Last Dragon	27:58	/s/	Medial	Sister	“Oh! This is my little <u>sister</u> Amba’s magic”
Raya and the Last Dragon	01:40	/s/	Final	Peace	“Magical creatures who brought us water and rain and <u>peace</u> .”
The Croods: New Age	01:09:59	/z/	Initial	Zesty	“Monkeys, I have mastered your <u>zesty</u> and expressive language”
Raya and the	39:47	/z/	Medial	Poison	“This is delicious. By the

Last Dragon					way, not <u>poison</u> ”
Raya and the Last Dragon	38:40	/z/	Final	Please	“Until we have all the gems, you have to stay human. <u>Please</u> ”
Raya and the Last Dragon	15:02	/ʃ/	Initial	Show	“Hey. Come with me, dep la. I wanna <u>show</u> you something”
Raya and the Last Dragon	39:47	/ʃ/	Medial	Delicious	“This is <u>delicious</u> . By the way, not <u>poison</u> ”
Raya and the Last Dragon	01:02:51	/ʃ/	Final	Wish	“I too <u>wish</u> to join this fellowship of Druun butt-kickery!”
-	-	/z/	Initial	Genre	“Pop music is the most famous genre”
Raya and the Last Dragon	13:16	/z/	Medial	Casual	“Okay, dressy or <u>casual</u> ?”
-	-	/z/	Final	Beige	“My favorite color is <u>beige</u> ”
Raya and the Last Dragon	17:15	/ʃ/	Initial	Choice	“We have a <u>choice</u> ”
Raya and the Last Dragon	52:49	/ʃ/	Medial	Future	“This isn’t an emotional decision. It’s the only decision we can make to secure Fang’s <u>future</u> .”
The Croods: New Age	01:07:19	/ʃ/	Final	Much	“If something hurts this <u>much</u> , maybe it means you do care”
Raya and the Last Dragon	07:31	/dʒ/	Initial	Join	“Today, you will <u>join</u> that legacy.”
Raya and the Last Dragon	27:58	/dʒ/	Medial	Magic	“Oh! This is my little sister Amba’s <u>magic</u> ”
Raya and the Last Dragon	01:15:08	/dʒ/	Final	Image	“After we win the day, I look forward to filling my eyeball with the joytastic <u>image</u> of my village full again.”
Raya and the Last Dragon	39:56	/h/	Initial	Hot	“It’s <u>hot</u> ! It’s really hot!”
Raya and the Last Dragon	12:29	/h/	Medial	Ahead	“Go <u>ahead</u> . It’s all right”
Raya and the Last Dragon	57:38	/h/	Initial	Hang	“Until the, why don’t you just <u>hang</u> around?”
Raya and the Last Dragon	39:06	/ŋ/	Medial	Hungry	“Okay, who’s <u>hungry</u> ?”
The Croods: New Age	57:07	/ŋ/	Medial	Monkey	“I’m fluent in punch <u>monkey</u> ”

Raya and the Last Dragon	14:03	/ŋ/	Final	Something	“Wanna see <u>something</u> ?”
The Croods: New Age	15:21	/l/	Initial	Long	“I tasted one once, <u>long</u> , long ago”
Raya and the Last Dragon	11:28	/l/	Medial	Welcome	“ <u>welcome</u> to Heart”
The Croods: New Age	01:25:15	/l/	Final	Final	“Travel log: <u>final</u> entry”
Raya and the Last Dragon	01:40	/r/	Initial	Rain	“Magical creatures who brought us water and <u>rain</u> and peace.”
Raya and the Last Dragon	57:38	/r/	Medial	Around	“Until the, why don’t you just hang <u>around</u> ?”
The Croods: New Age	22:54	/r/	Final	far	“. <u>far</u> , you know?”
The Croods: New Age	15:11	/w/	Initial	Wait	“ <u>Wait</u> ”
Raya and the Last Dragon	02:22	/w/	Medial	Away	“.... and blasted the Druun <u>away</u> .”
The Croods: New Age	19:27	/w/	Final	Window	“Uh, we call that a window. <u>Window</u> ”
Raya and the Last Dragon	28:17	/j/	Initial	Use	“and that means you can still <u>use</u> it to save the world”
Raya and the Last Dragon	51:07	/j/	Medial	Cute	“She’s so <u>cute</u> ”
The Croods: New Age	57:55	/j/	Final	joy	“It was a time of much <u>joy</u> ”

Appendix IV Validity and Reliability of Research Instrument

A. Validity of Research Instrument

		Total			
Item_1	Pearson Correlation	.585**	Item_13	Pearson Correlation	.729**
	Sig. (2-tailed)	.002		Sig. (2-tailed)	.000
	N	25		N	25
Item_2	Pearson Correlation	.690**	Item_14	Pearson Correlation	.614**
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.001
	N	25		N	25
Item_3	Pearson Correlation	.628**	Item_15	Pearson Correlation	.682**
	Sig. (2-tailed)	.001		Sig. (2-tailed)	.000
	N	25		N	25
Item_4	Pearson Correlation	.613**	Item_16	Pearson Correlation	.455*
	Sig. (2-tailed)	.001		Sig. (2-tailed)	.022
	N	25		N	25
Item_5	Pearson Correlation	.649**	Item_17	Pearson Correlation	.695**
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.000
	N	25		N	25
Item_6	Pearson Correlation	.723**	Item_18	Pearson Correlation	.636**
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.001
	N	25		N	25
Item_7	Pearson Correlation	.682**	Item_19	Pearson Correlation	.731**
	Sig. (2-tailed)	.000		Sig. (2-tailed)	.000
	N	25		N	25
Item_8	Pearson Correlation	.464*	Item_20	Pearson Correlation	.584**
	Sig. (2-tailed)	.019		Sig. (2-tailed)	.002
	N	25		N	25
Item_9	Pearson Correlation	.572**	Item_21	Pearson Correlation	.651**
	Sig. (2-tailed)	.003		Sig. (2-tailed)	.000
	N	25		N	25
Item_10	Pearson Correlation	.622**	Item_22	Pearson Correlation	.587**
	Sig. (2-tailed)	.001		Sig. (2-tailed)	.002
	N	25		N	25
Item_11	Pearson Correlation	.424*	Item_23	Pearson Correlation	.490*
	Sig. (2-tailed)	.035		Sig. (2-tailed)	.013
	N	25		N	25
Item_12	Pearson Correlation	.585**	Item_24	Pearson Correlation	.674**
	Sig. (2-tailed)	.002		Sig. (2-tailed)	.000
	N	25		N	25
Total	Pearson Correlation	1	Total	Pearson Correlation	1
	Sig. (2-tailed)			Sig. (2-tailed)	
	N	25		N	25

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table above shows the test results using the Pearson Product Moment validity test with SPSS 25.00 edition. The number of samples (N) is 25. Then, to determine the table first, it is necessary to first know the degrees of freedom (df) with the formula $df = N - 2$. It is known that $N - 2$ is $25 - 2 = 23$. Therefore, the r-table values of 1% and 5% significance levels are 0.413 and 0.526, respectively. In the Pearson total correlation column, it is known that the indicators are valid because the r_{count} is greater than r_{table} .

Based on the table above, it can be concluded that the research instrument in this research which was tested using Pearson's product-moment correlation was declared valid.

Indicator	r_{table}	r_{count}	Validity
1	0.526	0.585	Valid
2	0.526	0.690	Valid
3	0.526	0.628	Valid
4	0.526	0.613	Valid
5	0.526	0.649	Valid
6	0.526	0.723	Valid
7	0.526	0.682	Valid
8	0.413	0.464	Valid
9	0.526	0.572	Valid
10	0.526	0.622	Valid
11	0.413	0.424	Valid
12	0.526	0.585	Valid
13	0.526	0.729	Valid
14	0.526	0.614	Valid
15	0.526	0.682	Valid
16	0.413	0.455	Valid
17	0.526	0.695	Valid
18	0.526	0.636	Valid
19	0.526	0.731	Valid

20	0.526	0.584	Valid
21	0.526	0.651	Valid
22	0.526	0.587	Valid
23	0.413	0.490	Valid
24	0.526	0.674	Valid

B. Reliability of Research Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.924	24

From the table above, it can be seen that Cronbach's Alpha value is 0.924. This shows that the instrument used is reliable because the alpha value is greater than 0.05 ($0.924 > 0.05$).

C. Validation Sheet of Research Instrument

Validation Sheet for the Research Instrument

Name of the Student : Kauna Bismie Abargiel
 NIM : 17180042
 Thesis Title : The Use of Shadowing Technique through Disney Films in
 Improving the Consonant Pronunciation of 8th-Grade
 Students at SMPN 4 Sumenep
 Validator : Eko Sulisty, S.Pd (English Teacher in SMPN 4 Sumenep)

A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

B. Guidance

1. Please give a score on each item of the statement using the sign (√) in the column with the scales as: 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, and 5 = Excellent
2. Please provide your feedback/suggestions in the column.

C. Assessment Rubric

No.	Indicators	Score					Feedback/Suggestions
		1	2	3	4	5	
1	The research instrument used good/correct language					√	
2	The research instrument is well constructed					√	
3	The research instrument required less effort to understand				√		
4	The research instrument contains consonant sounds					√	
5	The research instrument used vocabularies from the films being taught					√	
6	The research instrument can help the researcher seek students' consonant pronunciation ability				√		

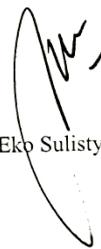
D. CONCLUSION

Based on the assessment above, it can be concluded that this instrument is:

Please give a strikethrough (example) on the answer that does not match your conclusion.

1. Appropriate to be used to collect data without revision.
2. ~~Appropriate to be used to collect data within the revision.~~
3. ~~Not appropriate to be used to collect data.~~

Validator,



Eko Sulistyono, S.Pd

Appendix V Student's Result

B. Students' Score in PreTest and Posttest

Control Group Pre-Test Result																										
Student Code	Consonant Sounds																					Score	Final Score			
	/p/	/b/	/t/	/d/	/k/	/g/	/m/	/n/	/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	/h/	/ŋ/	/l/			/r/	/w/	/j/
1	2	2	1	2	2	2	3	3	3	0	0	1	2	1	2	0	2	3	3	3	3	1	3	2	46	63
2	1	2	1	2	1	2	3	3	3	1	1	0	3	1	3	0	1	3	3	3	3	3	3	3	49	68
3	1	2	1	2	1	2	3	3	3	0	0	1	3	1	0	0	1	2	3	3	3	0	3	1	39	54
4	1	2	2	2	2	3	3	3	3	0	0	2	3	1	0	0	1	1	3	3	3	2	3	1	44	61
5	1	2	2	2	1	3	3	3	3	0	0	0	2	1	1	0	1	1	3	3	3	3	3	3	44	61
6	1	2	1	2	1	2	3	3	3	0	0	0	2	1	0	0	1	1	3	3	3	0	3	1	36	50
7	1	2	1	2	1	2	3	3	3	1	3	1	3	1	3	0	2	3	3	3	3	3	3	3	53	73
8	1	2	1	2	2	2	3	3	3	0	0	0	2	1	1	0	2	1	3	3	3	3	3	1	42	58
9	1	2	1	2	2	2	3	3	3	0	2	2	2	1	2	0	2	2	3	3	3	2	3	1	47	65
10	1	2	2	2	1	2	3	3	3	0	0	0	3	0	1	0	2	1	3	3	3	1	3	1	40	55
11	1	2	1	3	1	3	3	3	3	0	0	0	2	1	1	0	1	1	3	3	3	1	3	1	40	55
12	1	2	1	2	1	2	3	3	3	1	1	1	2	1	2	0	2	3	3	3	3	3	3	3	49	68
13	1	2	1	2	1	2	3	3	3	0	0	0	2	1	0	0	2	2	3	3	3	0	3	1	38	52
14	1	2	1	2	1	2	3	3	3	0	0	0	2	1	0	0	1	2	3	3	3	0	3	2	38	52
15	1	2	2	2	1	3	3	3	3	0	0	1	2	1	0	0	1	1	3	3	3	3	3	2	43	59
16	1	2	1	2	1	2	3	3	3	0	0	0	2	1	2	0	2	1	3	3	3	2	3	2	42	58
17	1	2	1	2	1	2	3	3	3	0	0	2	3	1	1	0	1	3	3	3	3	1	3	1	43	59

Control Group Post-Test Result																										
Student Code	Consonant Sounds																							Score	Final Score	
	/p/	/b/	/t/	/d/	/k/	/g/	/m/	/n/	/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	/h/	/ŋ/	/l/	/r/	/w/			/j/
1	1	2	1	2	1	2	3	3	3	1	1	0	3	1	3	0	1	3	3	3	3	3	3	3	49	68
2	2	2	2	2	1	3	3	3	3	1	0	2	3	2	1	1	2	2	3	3	3	3	3	3	53	73
3	1	2	3	2	2	3	3	3	3	1	1	2	3	2	2	1	2	1	3	3	3	2	3	2	53	73
4	1	2	3	2	3	3	3	3	3	1	0	0	3	2	0	1	2	3	3	3	3	3	3	2	52	72
5	1	2	3	2	1	2	3	3	3	1	1	2	3	2	1	1	1	3	3	3	3	3	3	3	53	73
6	2	2	1	2	1	2	3	3	3	0	0	1	3	1	0	0	1	2	3	3	3	3	3	1	43	59
7	2	3	2	2	3	3	3	3	3	2	3	1	3	2	3	2	3	3	3	3	3	3	3	3	64	88
8	1	2	2	2	2	3	3	3	3	1	0	0	2	2	1	0	2	2	3	3	3	3	3	2	48	66
9	1	2	1	2	2	3	3	3	3	2	1	0	3	2	2	0	2	2	3	3	3	3	3	3	52	72
10	1	2	2	2	2	2	3	3	3	1	0	0	3	2	3	0	2	1	3	3	3	1	3	1	46	63
11	1	2	2	2	1	3	3	3	3	1	0	0	3	2	2	0	1	1	3	3	3	2	3	3	47	65
12	1	2	2	2	1	2	3	3	3	2	1	1	3	2	2	1	2	3	3	3	3	3	3	3	54	75
13	1	2	1	2	1	2	3	3	3	1	0	0	3	1	1	0	2	2	3	3	3	2	3	1	43	59
14	3	3	2	3	1	3	3	3	3	3	1	1	3	2	2	2	2	3	3	3	3	2	3	3	60	83
15	2	2	3	2	2	3	3	3	3	2	0	2	2	2	1	0	2	3	3	3	3	3	3	3	55	76
16	1	2	3	2	2	2	3	3	3	1	0	0	3	1	1	0	2	1	3	3	3	3	3	2	47	65
17	1	2	2	2	2	3	3	3	3	1	0	2	3	1	2	0	1	3	3	3	3	2	3	3	51	70

Experimental Group Pre-Test Result																										
Student Code	Consonant Sounds																							Score	Final Score	
	/p/	/b/	/t/	/d/	/k/	/g/	/m/	/n/	/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	/h/	/ŋ/	/l/	/r/	/w/			/j/
1	1	2	2	2	0	2	3	3	3	0	2	0	3	1	2	0	0	2	3	3	3	0	3	1	41	56
2	1	2	2	2	2	2	3	3	3	1	3	2	3	1	1	0	2	3	3	3	3	1	3	3	52	72
3	1	2	1	2	2	2	3	3	3	0	0	1	3	1	1	0	1	3	3	3	3	2	3	3	46	63
4	1	2	1	2	2	2	3	3	3	0	1	0	3	1	2	0	1	2	3	3	3	0	3	1	42	58
5	1	2	1	2	2	2	3	3	3	1	2	2	2	1	2	0	1	2	3	3	3	1	3	3	48	66
6	1	2	1	2	1	2	3	3	3	0	0	1	3	1	1	0	1	3	3	3	3	0	3	3	43	59
7	1	1	1	2	1	2	3	3	3	0	0	0	2	1	2	0	2	2	3	3	3	3	3	1	42	58
8	1	2	1	2	0	2	3	3	3	0	0	0	2	1	0	0	2	2	3	3	3	1	3	1	38	52
9	1	2	1	2	1	2	3	3	3	0	1	0	2	1	1	0	2	1	3	3	3	1	3	1	40	55
10	2	2	1	2	1	2	3	3	3	1	0	2	3	1	3	0	2	3	3	3	3	0	3	3	49	68
11	1	2	2	3	2	3	3	3	3	0	0	3	3	1	2	0	2	3	3	3	3	2	3	3	53	73
12	1	2	1	2	1	2	3	3	3	0	1	0	3	1	3	0	1	3	3	3	3	3	3	3	48	66
13	1	2	1	2	1	2	3	3	3	0	0	0	2	1	3	0	2	3	3	3	3	0	3	3	44	61
14	1	2	1	2	1	2	3	3	3	1	0	1	2	1	0	0	1	3	3	3	3	0	3	2	41	56
15	1	2	1	2	1	2	3	3	3	0	2	0	2	0	1	0	1	1	3	3	3	0	3	1	38	52
16	1	2	1	2	1	2	3	3	3	2	0	2	3	1	0	0	3	3	3	3	3	0	3	3	47	65
17	1	2	2	2	0	2	3	3	3	2	2	1	3	1	1	0	1	3	3	3	3	0	3	2	46	63
18	1	2	2	3	1	3	3	3	3	3	1	0	3	0	3	0	2	2	3	3	3	0	3	2	49	68

Experimental Group Post-Test Result																										
Student Code	Consonant Sounds																							Score	Final Score	
	/p/	/b/	/t/	/d/	/k/	/g/	/m/	/n/	/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/	/h/	/ŋ/	/l/	/r/	/w/			/j/
1	1	2	3	2	1	3	3	3	3	0	2	1	3	1	2	0	1	2	3	3	3	1	3	2	48	66
2	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	1	3	3	3	3	3	3	3	2	67	93
3	2	2	2	2	2	3	3	3	3	3	2	2	3	2	3	1	1	3	3	3	3	3	3	3	60	83
4	2	3	2	3	1	3	3	3	3	0	2	2	3	1	3	1	1	2	3	3	3	3	3	1	54	75
5	2	2	2	2	3	3	3	3	3	3	0	2	2	2	2	2	1	2	3	3	3	2	3	1	54	75
6	1	2	1	2	1	2	3	3	3	3	0	3	3	3	3	0	1	3	3	3	3	2	3	3	54	75
7	1	2	3	2	2	2	3	3	3	1	1	0	2	1	2	0	2	2	3	3	3	3	3	2	49	68
8	2	2	2	2	1	2	3	3	3	1	0	0	2	1	0	0	2	3	3	3	3	3	3	1	45	62
9	2	3	3	2	1	3	3	3	3	3	0	2	2	1	2	2	1	3	3	3	1	3	1	53	73	
10	3	3	3	3	3	3	3	3	3	2	2	3	3	3	1	1	2	3	3	3	3	3	3	2	64	88
11	1	2	2	3	3	3	3	3	3	3	1	2	3	2	3	1	2	3	3	3	3	3	3	3	61	84
12	1	2	2	3	3	2	3	3	3	3	2	2	3	3	3	1	3	3	3	3	3	3	3	3	63	87
13	1	2	2	2	2	3	3	3	3	2	0	1	2	2	3	0	2	3	3	3	3	3	3	3	54	75
14	2	2	3	2	3	2	3	3	3	3	1	2	2	2	3	2	3	3	3	3	3	3	3	2	61	84
15	1	2	2	2	2	2	3	3	3	1	0	2	3	1	1	0	2	1	3	3	3	3	3	1	47	65
16	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	1	3	3	66	91
17	1	2	2	2	2	2	3	3	3	2	2	1	3	1	1	1	3	3	3	3	3	2	3	3	54	75
18	1	3	2	2	2	3	3	3	3	3	2	3	3	2	2	2	3	2	3	3	3	2	3	2	60	83

C. Example of Consonant Pronunciation Assessment: Student Code 18 from the Experimental Group Post-Test

Sound	Word and Transcription			Student			Skor 83
	Initial	Middle	Final	Initial	Middle	Final	
/p/	paradise	happy	hope	/'per.ə.dais/ unaspirated	/'hæp.i/	/hoʊp/ unreleased	1
	/'p ^h er.ə.dais/	/'hæp.i/	/hoʊp ^o /				
/b/	began	about	cub	/br'gæn/	/ə'baʊt/	/kʌb/	3
	/br'gæn/	/ə'baʊt/	/kʌb/				
/t/	tell	mistake	late	/tel/ unaspirated	/mɪ'steɪk/	/leɪt ^o /	2
	/t ^h el/	/mɪ'steɪk/	/leɪt ^o /				
/d/	deal	today	bad	/di:l/	/tə'deɪ/	/bæt/	2
	/di:l/	/tə'deɪ/	/bæd/				
/k/	can	focus	back	/kæn/ unaspirated	/'foʊ.kəs/	/bæk ^o /	2
	/k ^h æn/	/'foʊ.kəs/	/bæk ^o /				
/g/	good	legacy	log	/gʊd/	/'leg.ə.si/	/lɑ:g/	3
	/gʊd/	/'leg.ə.si/	/lɑ:g/				
/m/	moon	family	home	/mu:n/	/'fæməli/	/hoʊm/	3
	/mu:n/	/'fæməli/	/hoʊm/				
/n/	nice	banana	alone	/naɪs/	/bə'næn.ə/	/ə'loʊn/	3
	/naɪs/	/bə'næn.ə/	/ə'loʊn/				
/f/	full	after	safe	/fʊl/	/'æftər/	/seɪf/	3
	/fʊl/	/'æftər/	/seɪf/				
/v/	very	even	love	/'ver.i/	/'i:.vən/	/lʌv/	3
	/'ver.i/	/'i:.vən/	/lʌv/				
/θ/	thinking	nothing	both	/'θɪŋ.kɪŋ/	/'nʌθ.ɪŋ/	/boʊts/	2

	/ˈθɪŋ.kɪŋ/	/ˈnʌθ.ɪŋ/	/ˈbʊθ/				
/ð/	then	father	breathe	/ðen/	/ˈfɑː.ðər/	/ˈbrɪ.ð/	3
	/ðen/	/ˈfɑː.ðər/	/ˈbrɪ.ð/				
/s/	see	sister	peace	/siː/	/ˈsɪs.tər/	/ˈpiːs/	3
	/siː/	/ˈsɪs.tər/	/ˈpiːs/				
/z/	zesty	poison	please	/ˈzes.ti/	/ˈpɔɪ.sən/	/ˈpliːz/	2
	/ˈzes.ti/	/ˈpɔɪ.zən/	/ˈpliːz/				
/ʃ/	show	delicious	wish	/ʃʊ/	/dɪˈlɪʃ.əs/	/wɪʃ/	2
	/ʃʊ/	/dɪˈlɪʃ.əs/	/wɪʃ/				
/ʒ/	genre	casual	beige	/ˈʒɑːn.rə/	/ˈkæʒ.uː.əl/	/ˈbeɪʒ/	2
	/ˈʒɑːn.rə/	/ˈkæʒ.uː.əl/	/ˈbeɪʒ/				
/tʃ/	choice	future	much	/tʃɔɪs/	/ˈfjuː.tʃər/	/mʌtʃ/	3
	/tʃɔɪs/	/ˈfjuː.tʃər/	/mʌtʃ/				
/dʒ/	join	magic	image	/dʒɔɪn/	/ˈmædʒ.ɪk/	/ˈɪm.ɪɡ/	2
	/dʒɔɪn/	/ˈmædʒ.ɪk/	/ˈɪm.ɪdʒ/				
/h/	hot	ahead	-	/hɑːt/	/əˈhed/	-	3
	/hɑːt/	/əˈhed/	-				
	hang	-	-	/hæŋ/	-	-	
	/hæŋ/						
/ŋ/	-	monkey	something	-	/ˈmʌŋ.ki/	/ˈsʌm.θɪŋ/	3
		/ˈmʌŋ.ki/	/ˈsʌm.θɪŋ/				
	-	hungry	-	-	/ˈhʌŋ.gri/	-	
		/ˈhʌŋ.gri/					
/l/	long	welcome	final	/lɑːŋ/	/ˈwel.kəm/	/ˈfaɪ.nəl/	3
	/lɑːŋ/	/ˈwel.kəm/	/ˈfaɪ.nəl/				

/r/	rain	around	far	/reɪn/	/ə'raʊnd/	/fɑ:r/	2
	/reɪn/	/ə'raʊnd/	/fɑ:r/				
/w/	wait	away	window	/weɪt/	/ə'weɪ/	/'wɪn.dəʊ/	3
	/weɪt/	/ə'weɪ/	/'wɪn.dəʊ/				
/j/	use	cute	joy	/u:z/	/kju:t/	/dʒɔɪ/	2
	/ju:z/	/kju:t/	/dʒɔɪ/				
Total							60

$$\text{Score} = \frac{\text{Number of words obtained by students}}{\text{Total number of words}} \times 100$$

$$= \frac{60}{72} \times 100 = 83$$

Appendix VI The Percentage of Students Consonant Mispronunciation

There are two types of percentages in the following table, which are calculated only on the mispronounced sounds by students on the test. So the sounds in the words that are not problematic (/m/, /n/, /f/, /s/, /h/, /ŋ/, /l/, /w/) will not counted or written.

- a. **Percentage of errors per sound position.** It is known that the number of students in the control group is 17 (N=17), and the experimental group is 18 (N=18). Here's how to calculate it:

$$\begin{aligned}\text{Score} &= \frac{\text{Frequency of Errors}}{\Sigma N \text{ of (Control or Experimental)}} \times 100\% \\ &= \frac{16}{17} \times 100\% = 65\%\end{aligned}$$

- b. **Percentage of errors per sound.** It is known that each sound tested uses three words where each word has a maximum error frequency, 17 for the control group and 18 for the experimental group. So, the maximum error frequency for each sound is; $17 \times 3 = 51$ for the control group and $18 \times 3 = 54$ for the experimental group. Here's how it's calculated:

$$\begin{aligned}\text{Score} &= \frac{\text{Total of Errors}}{\text{Maximum errors each sound}} \times 100\% \\ &= \frac{33}{51} \times 100\% = 94\%\end{aligned}$$

Pre-Test: Control Group							
Sound	Word	Transcription	Variation	Frequency of Errors	Percent per position	Total of Errors	Percent per sound
/p/	paradise	/p ^h erədəis/	/perədəis/	17	100%	33	65%
	hope	/hou ^o p/	/hou ^o p/	16	94%		
/b/	cub	/kʌb/	/kʌp/	17	100%	17	33%
/t/	tell	/t ^h el/	/tel/	14	82%	30	59%
	late	/leit ^o /	/leit/	16	94%		
/d/	bed	/bæd/	/bæt/	16	94%	16	31%
/k/	can	/k ^h æn/	/ʃæn/	1	6%	32	63%
			/kæn/	16	94%		
	back	/bæk ^o /	/bæk/	15	88%		
/g/	log	/lɑ:g/	/lɑ:k/	13	76%	13	25%
/v/	very	/veri/	/feri/	17	100%	48	94%
	even	/i:vən/	/i:fən/	14	82%		
	love	/lʌv/	/lʌf/	17	100%		
/θ/	thinking	/θɪŋkɪŋ/	/tɪŋkɪŋ/	14	82%	44	86%
	nothing	/nʌθɪŋ/	/nʌtɪŋ/	12	71%		
			/nʌdɪŋ/	2	12%		
	both	/boʊθ/	/boot/	16	94%		
/ð/	then	/ðen/	/ten/	11	65%	40	78%
			/den/	3	18%		
	father	/fɑ:ðər/	/fɑ:tər/	3	18%		
			/fɑ:dər/	8	47%		
	breathe	/bri:ð/	/bri:θ/	7	41%		
			/bri:t/	8	47%		
/s/	peace	/pi:s/	/pi:ʃ/	11	65%	11	22%
/z/	zesty	/zesti/	/sesti/	1	6%	35	69%
	poison	/pɔɪzən/	/pɔɪsən/	13	76%		
			/pɔɪʃən/	4	24%		
please	/pli:z/	/pli:s/	17	100%			
/ʃ/	show	/ʃou/	/sou/	8	47%	31	61%
	delicious	/dɪlɪʃəs/	/dɪlɪsəs/	12	71%		
	wish	/wɪʃ/	/wɪs/	11	65%		
/ʒ/	genre	/ʒɑ:nrə/	/gɑ:nrə/	13	76%	49	96%
			/dʒɑ:nrə/	3	18%		
	casual	/kæʒu:əl/	/kæsu:əl/	17	100%		
	beige	/berʒ/	/beɪg/	11	65%		
/beɪdʒ/			5	29%			
/tʃ/	choice	/tʃɔɪs/	/kɔɪs/	5	29%	26	51%
			/sɔɪs/	3	18%		
	future	/fju:tʃər/	/fju:tər/	17	100%		
	much	/mʌtʃ/	/mʌs/	1	6%		

/dʒ/	magic	/mædʒɪk/	/mægɪk/	8	47%	19	37%
	image	/ɪmɪdʒ/	/ɪmɪg/	11	65%		
/r/	rain	/reɪn/	/reɪn/	6	35%	23	45%
	around	/əraʊnd/	/əraʊnd/	8	47%		
	far	/fɑːr/	/fɑːr/	9	53%		
/j/	use	/juːz/	/uːz/	12	71%	22	43%
	cute	/kjuːt/	/kuːt/	4	24%		
			/ʃuːt/	6	35%		

Post-Test: Control Group							
Sound	Word	Transcription	Variation	Frequency of Errors	Percent per position	Total of Errors	Percent per sound
/p/	paradise	/p ^h erədais/	/perədais/	14	82%	28	55%
	hope	/hoʊp ^o /	/hoʊp/	14	82%		
/b/	cub	/kʌb/	/kʌp/	15	88%	15	29%
/t/	tell	/t ^h el/	/tel/	11	65%	16	31%
	late	/leɪt ^o /	/leit/	5	29%		
/d/	bed	/bæd/	/bæt/	16	94%	16	31%
/k/	can	/k ^h æn/	/ʃæn/	2	12%	23	45%
			/kæn/	13	76%		
	back	/bæk ^o /	/bæk/	8	47%		
/g/	log	/lɑːg/	/lɑːk/	7	41%	7	14%
/v/	very	/veri/	/feri/	11	65%	28	55%
	even	/iːvən/	/iːfən/	4	24%		
	love	/lʌv/	/lʌf/	13	76%		
/θ/	thinking	/θɪŋkɪŋ/	/tɪŋkɪŋ/	12	71%	42	82%
	nothing	/nʌθɪŋ/	/nʌtɪŋ/	14	82%		
			/nʌdɪŋ/	1	6%		
both	/boʊθ/	/boʊt/	15	88%			
/ð/	then	/ðen/	/ten/	12	71%	38	75%
			/den/	2	12%		
	father	/fɑːðər/	/fɑːtər/	3	18%		
			/fɑːdər/	6	35%		
	breathe	/briːð/	/briːθ/	7	41%		
		/briːt/	8	47%			
/s/	peace	/piːs/	/piːʃ/	2	12%	2	4%
/z/	poison	/pɔɪzən/	/pɔɪsən/	4	24%	22	43%
			/pɔɪʃən/	2	12%		
	please	/pliːz/	/pliːs/	16	94%		
/ʃ/	show	/ʃoʊ/	/soʊ/	6	35%	18	35%
	delicious	/dɪlɪʃəs/	/dɪlɪsəs/	12	47%		
	wish	/wɪʃ/	/wɪs/	6	24%		

/ʒ/	genre	/ʒɑ:nrə/	/gɑ:nrə/	7	35%	42	82%
			/dʒɑ:nrə/	3	41%		
	casual	/kæʒu:əl/	/kæsu:əl/	13	18%		
			/kæzu:əl/	2	76%		
	beige	/beɪʒ/	/beɪg/	12	12%		
/beɪdʒ/			5	71%			
/tʃ/	choice	/tʃɔɪs/	/kɔɪs/	2	29%	21	41%
	future	/fju:tʃər/	/fju:tər/	16	12%		
	much	/mʌtʃ/	/mʌs/	3	94%		
/dʒ/	magic	/mædʒɪk/	/mægɪk/	4	18%	12	24%
	image	/ɪmɪdʒ/	/ɪmɪg/	8	24%		
/r/	around	/əraʊnd/	/əraʊnd/	4	47%	7	14%
	far	/fɑ:r/	/fɑ:r/	3	24%		
/j/	use	/ju:z/	/u:z/	6	18%	10	20%
	cute	/kju:t/	/ku:t/	1	35%		
			/fju:t/	3	6%		

Pre-Test: Experimental Group							
Sound	Word	Transcription	Variation	Frequency of Errors	Percent per position	Total of Errors	Percent per sound
/p/	paradise	/p ^h erədəɪs/	/perədəɪs/	17	94%	35	65%
	hope	/hɒp ^o /	/hɒp/	18	100%		
/b/	cub	/kʌb/	/kʌp/	17	94%	17	31%
/t/	tell	/t ^h el/	/tel/	17	94%	31	57%
	late	/leɪt ^o /	/leit/	14	78%		
/d/	bed	/bæd/	/bæt/	16	89%	16	30%
/k/	can	/k ^h æn/	/tʃæn/	3	17%	30	56%
			/kæn/	11	61%		
	back	/bæk ^o /	/bæk/	13	72%		
			/bæf/	3	17%		
/g/	log	/lɑ:g/	/lɑ:k/	15	83%	15	28%
/v/	very	/veri/	/feri/	15	83%	40	74%
	even	/i:vən/	/i:fən/	11	61%		
	love	/lʌv/	/lʌf/	14	78%		
/θ/	thinking	/θɪŋkɪŋ/	/tɪŋkɪŋ/	11	61%	39	72%
	nothing	/nʌθɪŋ/	/nʌtɪŋ/	9	50%		
			/nʌdɪŋ/	2	11%		
			both	/boʊθ/	/boot/		
				/bouts/	7		
	then	/ðen/	/ten/	6	33%	39	72%
			/θen/	2	11%		
			/den/	4	22%		

/ð/	father	/fɑːðər/	/fɑːtər/	3	17%		
			/fɑt.hər/	2	11%		
			/fɑːdər/	6	33%		
	breathe	/briːð/	/briːθ/	7	39%		
			/briːt/	4	22%		
			/briːts/	5	28%		
/s/	peace	/piːs/	/piːʃ/	7	39%	7	13%
/z/	zesty	/zesti/	/sesti/	2	11%	36	67%
	poison	/pɔɪzən/	/pɔɪsən/	17	94%		
	please	/pliːz/	/pliːs/	17	94%		
/ʃ/	show	/ʃoʊ/	/soʊ/	7	39%	26	48%
	delicious	/dɪlɪʃəs/	/dɪlɪsəs/	12	67%		
			/dɪlɪʃəs/	2	11%		
	wish	/wɪʃ/	/wɪs/	5	28%		
/ʒ/	genre	/ʒɑːnrə/	/gɑːnrə/	16	89%	54	100%
			/dʒɑːnrə/	2	11%		
	casual	/kæʒuːəl/	/kæsuːəl/	18	100%		
	beige	/beɪʒ/	/beɪg/	8	44%		
			/beɪdʒ/	10	56%		
/tʃ/	choice	/tʃɔɪs/	/kɔɪs/	6	33%	27	50%
			/sɔɪs/	1	6%		
	future	/fjuːtʃər/	/fjuːtər/	17	94%		
	much	/mʌtʃ/	/mʌk/	1	6%		
			/mʌʃ/	2	11%		
/dʒ/	magic	/mædʒɪk/	/mægɪk/	5	28%	10	19%
	image	/ɪmɪdʒ/	/ɪmɪg/	5	28%		
/r/	rain	/reɪn/	/reɪn/	11	61%	40	74%
	around	/əraʊnd/	/əraʊnd/	15	83%		
	far	/fɑːr/	/fɑːr/	14	78%		
/j/	use	/juːz/	/uːz/	8	44%	15	28%
			/kuːt/	3	17%		
	cute	/kjuːt/	/fjuːt/	4	22%		

Post-Test: Experimental Group							
Sound	Word	Transcription	Variation	Frequency of Errors	Percent per position	Total of Errors	Percent per sound
/p/	paradise	/p ^h erədəɪs/	/perədəɪs/	11	61%	26	48%
	hope	/hoʊp ^o /	/hoʊp/	15	83%		
/b/	cub	/kʌb/	/kʌp/	13	72%	13	24%
/t/	tell	/t ^h el/	/tel/	8	44%	14	26%
	late	/leɪt ^o /	/leɪt/	6	33%		
/d/	bed	/bæd/	/bæt/	12	67%	12	22%
	can	/k ^h æn/	/kæn/	8	44%	16	30%

/k/	back	/bæk ^o /	/bæk/	6	33%		
			/bækʃ/	2	11%		
/g/	log	/lɑ:g/	/lɑ:k/	7	39%	7	13%
/v/	very	/veri/	/feri/	4	22%	16	30%
	even	/i:vən/	/i:fən/	4	22%		
	love	/lʌv/	/lʌf/	4	22%		
/θ/	thinking	/θɪŋkɪŋ/	/tɪŋkɪŋ/	5	28%	26	48%
	nothing	/nʌθɪŋ/	/nʌtɪŋ/	8	44%		
	both	/boʊθ/	/boot/	13	72%		
/ð/	then	/ðen/	/ten/	5	28%	23	43%
			/θen/	2	11%		
	father	/fɑ:ðər/	/fɑ:tər/	3	17%		
	breathe	/bri:ð/	/bri:θ/	6	33%		
/bri:t/			7	39%			
/s/	peace	/pi:s/	/pi:ʃ/	6	33%	6	11%
/z/	poison	/pɔɪzən/	/pɔɪsən/	11	61%	19	35%
	please	/pli:z/	/pli:s/	8	44%		
/ʃ/	show	/ʃoʊ/	/soʊ/	1	6%	15	28%
	delicious	/dɪlɪʃəs/	/dɪlɪsəs/	6	33%		
			/dɪlɪʃəs/	3	17%		
	wish	/wɪʃ/	/wɪs/	5	28%		
/ʒ/	genre	/ʒɑ:nrə/	/gɑ:nrə/	8	44%	38	70%
	casual	/kæʒu:əl/	/kæsu:əl/	10	56%		
			/kæʒu:əl/	2	11%		
	beige	/beɪʒ/	/beɪg/	6	33%		
/beɪdʒ/			12	67%			
/tʃ/	choice	/tʃɔɪs/	/kɔɪs/	5	28%	18	33%
	future	/fju:tʃər/	/fju:tər/	12	67%		
	much	/mʌtʃ/	/mʌʃ/	1	6%		
/dʒ/	magic	/mædʒɪk/	/mægɪk/	3	17%	9	17%
	image	/ɪmɪdʒ/	/ɪmɪg/	6	33%		
/r/	rain	/reɪn/	/rem/	4	22%	10	19%
	around	/əraʊnd/	/əraʊnd/	2	11%		
	far	/fɑ:r/	/fɑ:r/	4	22%		
/j/	use	/ju:z/	/u:z/	9	50%	15	28%
	cute	/kju:t/	/ku:t/	2	11%		
			/tʃu:t/	4	22%		

Appendix VII Documentation



The researcher explained the procedure of shadowing technique



Students get the text of the consonant pronunciation test and prepare themselves before recording with the researcher



The last day of the treatment phase before doing the posttest

Appendix VIII Research Completion Letter



PEMERINTAH KABUPATEN SUMENEP
DINAS PENDIDIKAN
SMP NEGERI 4 SUMENEP
Jl. Raya Lenteng – Batuan Telp. ☎ (0328) 664061
SUMENEP Kode Pos 69451

SURAT KETERANGAN
Nomor : 368/ *252* /435.101.103.4/2021

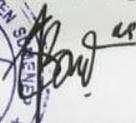
Yang bertanda tangan di bawah ini Kepala SMP Negeri 4 Sumenep,
menerangkan bahwa :

Nama : KAUNA BISMIE ABARGIEL
NIM : 17180042
Jurusan : Tadris Bahasa Inggris – S1
Mahasiswa : UIN Maulana Malik Ibrahim Malang

Telah melaksanakan kegiatan observasi serta penelitian di SMP Negeri 4 Sumenep
dalam rangka penyusunan Skripsi dengan Judul : "The Use of Shadowing
Technique through Disney Films in Improving Pronunciation of 8th Grade Students
at Junior High School" dari tanggal 25 Februari 2021 s/d tanggal 23 Maret 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sumenep, 25 Maret 2021
Kepala SMP Negeri 4 Sumenep


ENDANG AGUS SULASMI, M.Pd
Pembina Tk.I
NIP. 19720811 199802 2 002



Appendix IX Thesis Consultation Logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

**BUKTI KONSULTASI SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS**

Nama : Kauna Bismie Abargiel
NIM : 17180042
Judul : The Use of Shadowing Technique through Disney Films in Improving the
Consonant Pronunciation of 8th-Grade Students at SMPN 4 Sumenep
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan Pembimbing
1	22/02/2021	Chapter I, II, III	
2	17/03/2021	Chapter I and II	
3	31/03/2021	Chapter III	
4	07/04/2021	The order of writing chapter IV	
5	10/08/2021	Chapter I, II, III: Revision	
6	17/08/2021	Chapter II: Revision of previous research	
7	29/08/2021	Analysis the data (students recordings)	
8	10/09/2021	Chapter IV: Discussion	
9	04/10/2021	Chapter IV: Finding and Discussion	
10	25/11/2021	Chapter I - V	

Malang, 25 November 2021

Menyetujui,

Dosen Pembimbing

Dr. Hj. Like Raskova Octaberlina, M.Ed
NIP. 197410252008012015

Mengetahui,

Ketua Jurusan Tadris Bahasa Inggris

Dr. H. Langgeng Budianto, M.Pd
NIP. 196810202003122001

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Agama : Islam
Fakultas : Tarbiyah dan Ilmu Keguruan
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Nama Wali : Hj. Yusrah, S.Pd.



Riwayat Pendidikan

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2. 2005 – 2011 SDN Batuan 1 Sumenep
3. 2011 – 2014 SMP Tahfidh Al-Amien Prenduan
4. 2014 – 2017 SMAN 1 Sumenep
5. 2017 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, 25 November 2021
Mahasiswi,

Kauna Bismie Abargiel
NIM. 17180042