

CHAPTER 1

INTRODUCTION

A. Background of the Study

Pronunciation plays an important role in learning English as a foreign language (EFL) that is appropriate to the extent that speech can be understood by listeners in a meaningful context. According to Kenworthy (1987), good pronunciation enables learners to achieve comfortable intelligibility, where listeners can understand the message conveyed without experiencing excessive difficulty. Kelly (2000), emphasizes that with good pronunciation, a speaker can be understood even if there are errors in other aspects such as vocabulary and grammar. Conversely, poor pronunciation can lead to misunderstandings and hinder communication (Kelly, 2000). Even when a speaker uses correct grammar and vocabulary, unclear pronunciation may cause the listener to misinterpret or be unable to follow the intended message (Celce-Murcia et al., 2010). Repeated communication breakdowns due to pronunciation issues may also negatively affect a learner's confidence and willingness to participate in conversation (Kenworthy, 1987), ultimately impeding successful language acquisition.

In the context of English language learning in Indonesia, pronunciation poses a particular challenge due to the differences in the phonological systems between Indonesian and English. Gilakjani (2012) explains that poor pronunciation can lead to miscommunication, which often occurs in English language interactions. Therefore, mastery of appropriate pronunciation skills is an integral component in achieving overall English language proficiency. Kelly (2000) states that poor pronunciation not only hinders communication but can also lower learners' confidence in using the target language.

One approach to learn pronunciation is the shadowing technique. Originally developed for interpreter training, shadowing has become one of the innovative methods in second language pronunciation learning. According to Kadota (2019), shadowing is a technique in which learners repeat what they

hear simultaneously or with a slight delay, while continuing to listen to the input. Hamada (2021) defines shadowing as the act of repeating all or part of what the speaker has said, more specifically, repeating what is heard simultaneously. Hamada (2021) also states that accumulated research data shows that shadowing is useful technique for developing listening skills and teaching pronunciation. This technique allows learners to simultaneously practice their speech perception and production skills, which are important aspects of pronunciation learning.

In EFL classrooms, videos are often used together with shadowing activities. The video material can present pronunciation patterns, intonation, and prosodic features as they occur in natural speech, rather than through simplified or artificially created audio. In addition to the audio track, the video offers multimodal input through visual elements such as facial expressions, lip movements, body language, and contextual cues that may support pronunciation learning (Rayasa, 2018; Handayani, 2017). For Indonesian learners with a different phonological system, visually observing the speaker's articulation can provide useful additional information.

Research on authentic video shows that such media can increase learners' motivation and engagement because they are perceived as more interesting and enjoyable than isolated audio or written materials. The combination of visual and auditory channels helps learners notice features such as stress, intonation, rhythm, and connected speech in natural contexts, which are essential for developing more natural-sounding pronunciation. Although many studies have examined the benefits of shadowing and the use of authentic video, there is still limited research that focuses on students' experiences of pronunciation learning in video-based activities in junior high school EFL settings.

Therefore, this qualitative case study was designed to explore students' lived experiences as they learn English pronunciation through video-based shadowing, using authentic video that is closely aligned with the curriculum (such as a native child's self-introduction). The study seeks to explore students'

experience of this instructional method in an authentic junior high school EFL classroom, including their views on learning processes and strategies, emotional responses, perceived challenges, perceived benefits, and perceived shifts in their pronunciation abilities.

B. Formulation of the Problem

What are the students' experiences in learning English pronunciation using video-based shadowing technique in an EFL classroom setting?

C. Operational Definitions

The following operational definitions qualify the key variables in this study:

1. Video-based shadowing technique: It refers to a structured classroom pronunciation learning activity in which students listen to and watch selected video segments from authentic English-language video (featuring clear native speaker articulation, comprehensible dialogue, and contextually appropriate content) and immediately repeat each phrase or utterance either simultaneously or with a slight delay, imitating the pronunciation, stress, intonation, rhythm, and prosodic patterns modeled in the video. The visual elements, including speakers' facial expressions, lip and tongue movements, body language, and situational context, provide multimodal support for comprehension, awareness of articulatory positions, and accurate imitation of both segmental and suprasegmental features. This technique integrates visual input and auditory production simultaneously, engaging students' perceptual and productive language systems in real-time.
2. Pronunciation: students' self-reported perceptions of their oral production in two aspects:
 - a. Intelligibility: students' accounts of how clear they felt they could produce individual sounds and articulate words during and after video-based shadowing activities.

- b. Prosodic Awareness: students' reported awareness of and ability to attend to rhythm, stress patterns, and intonation contours modeled in the video, as reflected in their accounts of shadowing experience.
- 3. EFL Junior High School Students: Indonesian students who are enrolled in English classes in seventh grade and participate in video-based shadowing activities with parental consent and student agreement.

D. Aim of the Study

This research aims to explore the students' experiences in learning English pronunciation using video-based shadowing technique in an EFL classroom setting.

E. Significance of the Study

The researcher anticipates that this research paper will be beneficial to theoretical, practical, and empirical in the following ways:

1. Theoretical Significance

This study contributes the literature on communicative pronunciation teaching by providing qualitative descriptions of junior high school EFL students' experiences of learning English pronunciation through video-based shadowing in a natural classroom setting. It offers insight into cognitive and affective dimensions of pronunciation learning, including students' accounts of visual-audio modeling, and emotional journey from initial tension toward greater enjoyment and self-confidence, and their perceived challenges and benefits in segmental and suprasegmental aspects of pronunciation. Through these descriptions of students' experiences with an integrated use video and shadowing, this study highlights the interplay between authentic materials, video-based shadowing activities, and student engagement in pronunciation development.

2. Practical Significance

a. Teacher

This study offers insights to EFL teachers of on using video-based resources combined with the shadowing technique as a potentially engaging and communication-oriented approach to teaching pronunciation. Teachers can employ short, engaging videos that connect pronunciation practice to real-world communication and classroom topics, while structuring activities to address students' challenges and gradually build their confidence.

b. Student

This study illustrates that pronunciation practice can be meaningful and engaging when integrated into authentic and culturally relevant content. Students can be encouraged to view video-based shadowing exercises as a practical and sustainable approach to independent pronunciation development, and can develop greater confidence and willingness to practice pronunciation and speak English in class.

3. Empirical Significance

This study provides detailed documentation of how video-based shadowing was implemented in an Indonesian junior high school classroom and how students experienced the technique. The qualitative findings offer concrete data on students' challenges, strategies, and perceived shifts in confidence that future researchers and practitioners can use as a reference when designing or evaluating similar pronunciation learning activities.