

INOVASI

Jurnal Diklat Keagamaan

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Language Learning Enhancement: The Use of Shadowing Technique with Google Translate To Improve Students' Pronunciation for Secondary School

Peningkatan Pembelajaran Bahasa: Penggunaan Teknik Shadowing dengan Google Translate Untuk Meningkatkan Pengucapan Siswa di Sekolah Menengah

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ABSTRACT

In teaching English, pronunciation is crucial as it plays a significant role in effective communication. Despite its importance, many students struggle with pronunciation. The aim of this research is to investigate the effectiveness of using the shadowing technique with Google translate to improve students' Pronunciation. This highlights the necessity of employing appropriate methods for teaching pronunciation. One effective technique is the shadowing method using Google Translate. The integration of Google Translate is particularly relevant, given students' close relationship with technology and their reliance on gadgets. The shadowing technique involves imitation; students listen to pronunciations provided by Google Translate and then replicate them. This study employs a quantitative research approach with a quasi-experimental design. Statistical data analysis is conducted using a paired t-test. The results reveal a paired t-test significance (2-tailed) value of 0.000, which is below the 0.05 threshold. This indicates that the shadowing technique utilizing Google Translate is effective in enhancing students' pronunciation skills. Furthermore, the average score of students in the experimental group increased from 70 on the pre-test to 81 on the post-test. This 11-point improvement signifies that students made substantial advancements in their pronunciation capabilities after being exposed to the shadowing technique with Google Translate.

Keywords: *google translate, shadowing technique, teaching pronunciation*

ABSTRAK

Dalam pengajaran bahasa Inggris, pengucapan sangatlah penting karena memainkan peran penting dalam komunikasi yang efektif. Meskipun penting, banyak siswa yang kesulitan dengan pengucapan. Hal ini menunjukkan perlunya menggunakan metode yang tepat untuk mengajarkan pengucapan. Salah satu teknik untuk mengajarkan pengucapan adalah menggunakan teknik shadowing dengan Google Translate. Penggunaan Google Translate dianggap penting karena siswa tidak dapat dipisahkan dengan teknologi, terutama dengan gadget mereka. Teknik shadowing dilakukan melalui meniru, jadi, siswa mendengarkan pengucapan dari Google Translate, dan kemudian menirunya. Penelitian ini adalah penelitian kuantitatif dengan desain quasi-eksperimental. Sampel paired t-test digunakan untuk analisis data statistik. Sementara hasil analisis data menunjukkan nilai paired t-test dari Sig. (2-tailed) adalah 0,000 yang lebih rendah dari 0,05. Ini berarti bahwa teknik shadowing dengan Google Translate efektif dalam meningkatkan pengucapan siswa. Selain itu, nilai rata-rata siswa pada kelas eksperimen untuk tes awal sebesar 70, dan tes akhir sebesar 81. Artinya, interval antara tes awal dan tes akhir sebesar 11, hal ini menunjukkan bahwa siswa mengalami peningkatan yang baik dalam pengucapan kata-kata setelah diberikan perlakuan teknik shadowing dengan Google Translate.

Kata Kunci: *google translate, Pembelajaran pengucapan, teknik shadowing*

Background

In teaching English, speaking is one of the skills considered to be very important, because speaking is one of the ways to communicate ideas in the global world (Andini et al., 2020; Desrizon &

Narius, 2017; Parupalli, 2019; Wongsuriya, 2020), the first impression of language is known from its speaking (Akramova, 2023; Hussein, Abdul Samad, 2021). It is hard for students, especially foreign language learners, to practice speaking without having a good knowledge of vocabulary, including its pronunciation (Parupalli, 2019). In addition, one of the indicators of the student's speaking ability is accuracy, and one of the components to build accuracy in English is pronunciation (Dunifa, 2023), moreover, it is also impossible to speak without pronouncing it (Xaydaraliyevna, 2022) pronunciation is an important aspect of communication (Desrizon & Narius, 2017; Wongsuriya, 2020) when students speak and they make mistakes in pronouncing the word, the listener will not understand what they are saying (Akramova, 2023; Desrizon & Narius, 2017; Hussein, Abdul Samad, 2021; Lusianti, 2023). That is why in teaching speaking, pronunciation plays an important role in making the students be able to speak.

In addition, some problems arise when teachers try to improve the student's pronunciation. One of the problems happens when the students do not know how to pronounce the word, as the writing and the pronunciation are different. (Desrizon & Narius, 2017) Furthermore, they also do not learn pronunciation seriously because they think that there will be no test to evaluate the pronunciation. (Useini, 2019) As pronunciation is the part of teaching speaking, teachers usually test the students' speaking ability. To solve that problem, teachers need to find the proper technique and simple media to help the students overcome this problem.

Teaching is not an easy process (Sumarsih, 2017). As in teaching-learning, teachers should pay attention to the students' different learning styles. In improving students' pronunciation, one of the techniques that can be used is the shadowing technique. This technique asks the students to repeat and imitate the pronunciation of the word they hear as exactly as possible (Hamada, 2021; Win, 2022). In addition, the imitation in pronouncing a word needs a role model; in many classes teachers do not give enough attention in practicing pronunciation as they focus more on writing test (Desrizon & Narius, 2017) However, a problem arises when teachers sometimes also make errors in pronouncing the word (Syaputri, 2014). One of the media that teachers can use to help students improve their pronunciation is by using technology. Because technology can be used 24 hours every day by the students (Neenaz et al., 2023)

Furthermore, in education, technology has an important role in the teaching-learning process (Aditama, Giri & Sugiharto, Aji, 2021). In teaching English, when technology is going to be used, three approaches should be considered, they are the Learners' technological proficiency, the teacher's technological ability, and technology instruments (Anas, 2019). In addition, other criteria of technology regarded to be used in the classroom should be mastered by the teachers and easily used

by the students ([Anas, 2019](#)). A kind of technology that can reach those considerations is Google Translate because the users do not need to install any new application, just type Google Translate, then type the word searched, then the meaning and pronunciation can be seen and heard. In this way, students can learn the new vocabulary

The use of Google to help the students' pronunciation is needed as recently technology has become an inseparable tool for students. And this kind of technology can be easily accessed by the students as every student has a handphone right now. By using the internet every student can use Google to find anything as Google is a worldwide search engine tool ([Kahleova, 2009](#)). By using this tool the problem of teachers in using the technology can be overcome as this does not need special skill, everyone can click Google and then use it. Therefore, this study proposes the research question as follows; Do the students taught by shadowing technique with Google translate gain better pronunciation than those taught by non-shadowing technique with Google translate? The main aim of this research is to get insight into the students' pronunciation improvement after being taught by shadowing technique with Google Translate. By reading this research it is hoped that the result can be considered by the teachers to use appropriate methods and sources for teaching-learning activity. And, for other readers, it is hoped that this research will be beneficial to learning and improving knowledge mainly in pronunciation.

Review of Related Literature

Teaching Pronunciation

As a means of communication, a language should be produced properly ([Desrizon & Narius, 2017](#)). And speaking is a skill that needs to be highlighted in effective communication([Desrizon & Narius, 2017](#); [Parupalli, 2019](#); [Wongsuriya, 2020](#)) because people communicate mainly by speaking ([Akramova, 2023](#); [Hussein, Abdul Samad, 2021](#)). In addition, it is hard to speak without pronouncing the word ([Xaydaraliyevna, 2022](#)). Pronunciation plays a key role in speaking because it leads to understanding([Hussein, Abdul Samad, 2021](#)) Someone who makes a mistake in pronouncing a word will make it hard for the listeners to understand what is being said ([Akramova, 2023](#)), and if it happens, it means that the communication has failed ([Win, 2022](#); [Yosintha & Rekha, 2022](#)). That is why, learning pronunciation is a very important aspect of language learning ([Ambayon, EdD-ELT, 2021](#); [Hussein, Abdul Samad, 2021](#)).

In learning pronunciation, the first thing to do is imitate ([Akramova, 2023](#)). This happens because to learn a language, students need to know the proper speech of a word ([Akhmad & Munawir, 2022](#)). Because in many English words, the form of writing is not similar to the form of pronunciation

(Ambayon, EdD-ELT, 2021), while many of the students' pronunciation has still interfered with their mother tongue (Salim et al., 2020). In addition, some students also think that learning pronunciation is not that important because the teacher does not test it (Useini, 2019). Another problems that arise in learning pronunciation is the lack of practice. Many teachers do not have sufficient time to conduct students' pronunciation practice and also deal with students' psychology, so they do not feel confident to practice (Dunifa, 2023)

The problems in learning pronunciation above should be overcome to help the students pronounce accurately (Nasim et al., 2022) and make the proper sound (Ulfa & Fatimah, 2019). Special techniques and proper media should be used to solve this problem.

Shadowing Technique

Shadowing technique is the technique in which the listener imitates and produces what they listened to directly (Salim et al., 2020), this means that students repeat what they listened to immediately. The students are expected to practice the words they hear as closely as possible (Leonisa & Kirana, 2022). The main activity in shadowing is not only imitating the word but also the ability to accept and produce the information (Win, 2022). This technique is needed because in learning pronunciation students need a lot of practicing and producing the right sound (Ulfa & Fatimah, 2019; Yosintha & Rekha, 2022) In this technique, some steps can be conducted in these ways, the first is students have to listen to the words directly, and after that, they have to imitate that word without a pause (Barkov, 2022), therefore in the process of imitating they do not think about the meaning of the word but just focus on the way and the stress of how the word is pronounced. As a result, students can improve their pronunciation because it allows students to have more chances to practice pronunciation.

The previous study about the use of the shadowing technique for teaching pronunciation was done in Mexico, The researcher did research by asking the students to watch the video, and then, they worked in several small groups to shadow what they watched from the video (Barkov, 2022). In addition, the research about using shadowing technique is also been done in some senior high schools in Indonesia, in the research held in a city in east Java as stated in a journal, the researchers suggest that teachers use audio-lingual media such as video, CD, or MP3 as the source of shadowing technique (Leonisa & Kirana, 2022). In addition, the most common source for shadowing activity is the teacher, because students learn initially from the teacher (Akramova, 2023), furthermore, to help the teachers do their duty dealing with giving the correct pronunciation and supporting students to learn and

practice easily, technology is needed to help teachers support the students learning (Neenaz et al., 2023)

Google Translate

Nowadays, students can not be separated from the technology, therefore, the use of various technology is needed to improve the teaching-learning process (Ashrafi, 2021) One of the technologies that can be used for the source of shadowing technique to improve student's pronunciation is Google Translate. This technology is used because this machine is very popular and it is already familiar to students (Kahleova, 2009) They do not need to install any new application but just need to type Google translate in their Google search engine and type the word they want to know, and they can use this technology to improve their pronunciation. This means that this tool provide great ease that can help the students to listen to the correct pronunciation, therefore it gives the students more opportunities to practice pronunciation. Initially, this tool is just used as a translation maker machine (Phuong et al., 2022), however, in its development, many parts are developed so that it is not only used for translation but the sound of the word's pronunciation can be listened thoroughly, besides, it also provides the sounds or the pronunciation that alike the native speakers (Van Lieshout & Cardoso, 2022). With the facilities provided by this technology, Google Translate can be used by the students as a source for learning pronunciation.

Research Method

This research is quantitative with a quasi-experimental design. The total population of this research is the eleven grade students of MAN 2 Nganjuk academic year 2024/2025, consisting of 263 students. Cluster random sampling is used to take the data. This kind of sampling is chosen since the researcher randomly chooses the sample from the existing class (M.A Latief, 2017) which means that the sample is taken randomly from the eleventh class of MAN 2 Nganjuk in the academic year 2024/2025. Then, the sample is taken from classes A and B. The students of the eleventh A as the control class and the students of eleventh B as the experimental class.

When the two classes are already chosen, the pre-test is conducted for both the experimental and control groups. The test used is reading aloud. This kind of test is used because reading aloud can help students pronounce accurately (Faraby & Kamaruddin, 2021). Therefore, students read the text prepared loudly one by one, and the teacher records it. The source of the text read is a book entitled Bahasa Inggris English for Change SMA/MA kelas XI page 116 published by Kementerian Pendidikan dan Kebudayaan, Riset, dan teknologi (Astuti et al., 2022). The scoring system used by the teacher in

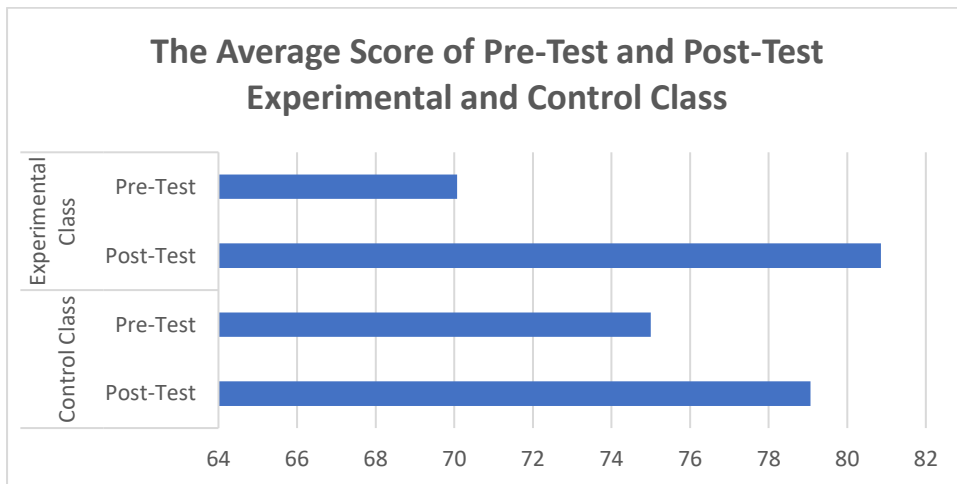
the pre-test and post-test is that every word that can be pronounced correctly will be scored 2, and every word mispronounced will be scored 0. For the student's pronunciation, the researcher merely focus on intelligibility which means a comprehensive sound to make the listeners understand (Destiyana & Laila, 2020). It implies that the student's pronunciation only focuses on how they pronounce the word well so they can be understood, therefore, it does not give big attention to the stress, intonation, or rhythm. This term is used because nowadays intelligibility also become a purpose of learning pronunciation (Wang & Wen, 2023).

Moreover, after the pre-test, in the experimental class, the students will be taught by learning pronunciation by shadowing techniques with Google Translate. The control class will also learn about pronunciation but there is no special treatment. After that, the post-test will be held, for the post-test the researcher uses a similar text as the pre-test, but different paragraph.

In addition, after the data is taken, then, Descriptive and inferential statistical analyses are employed to analyze the data. The descriptive data will inform about the students' average score, then the inferential statistical analyses will use the SPSS parametric paired T-test. This kind of analysis is used because the data is in pairs (pre-test and post-test) and the requirement to do this kind of test is that the data should be normally distributed (Xu et al., 2017).

Findings and Discussion

Pronunciation is a basic thing needed by the foreign language learners as language is a means of communication, and pronunciation is one of the important aspects in communication (Ambayon, EdD-ELT, 2021). In this research the researcher focus on the students pronunciation improvement after being taught by using shadowing technique with google translate. The classes that have been the sample of this research is XI-A and XI-B classes, class A as control class, and class B as experimental class. In the experimental class, students are trained by using shadowing technique with google translate to find the correct pronunciation of the words. In addition, in this research The students pronunciation mostly focus on the term of intelligibility. This term is used because they will be understood when students can say the words correctly (Desrizon & Narius, 2017). Moreover, the phases of this research are first, pre-test, in this phase, each student in both classes reads the text aloud and the teacher records it, the true pronunciation is scored 1, and the mistake pronunciation is scored 0. While in control class the students also learn about pronunciation, but there is no special treatment for them. The results of the students' pre-test and post-test for control and experiment classes are described below :



From the table above, it can be seen that the students' average score in the experimental class for the pre-test is 70, and the post-test is 81. It means that the interval between pre-test and post-test is 11, this indicates that students make good improvement in pronouncing the words after being treated with shadowing technique with Google Translate. This data shows that the student's scores in the experimental class increased significantly. While for the control class, the pre-test score is 75, and the post-test score is 79, which means that the interval is 4, this means that the students also make improvement but it is not as significant as the experimental class.

Moreover, to ensure the result of this research, the statistical analysis by using an SPSS parametric paired T-test is used to analyze the data, this kind of analysis is used because the data is in pair (pre-test and post-test) and the requirement to do this kind of test is that the data should be normally distributed (Xu et al., 2017). Therefore, before conducting a paired t-test, the first step to do is performing the normality test. the result of the normality test is shown in the table below

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre_test	.159	27	.077	.937	27	.104
post_test	.136	27	.200*	.936	27	.097

a. Lilliefors Significance Correction

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

The above table shows that the significant value of Shapiro-Wilk is more than 0,05, whether pre-test or post-test. In pre-test the sig. Value is 0,104 (sig. p value 1,104 > 0,05), while in post-test is 0,97 (sig. P.value 0,097 > 0,05), which means that the data is normally distributed. Shapiro-Wilk

becomes the reference because the total number of the data is not more than fifty (Ernawati et al., 2023). As the data is normally distributed, a paired sample T-test is held. The result is as stated in the table below:

Paired Samples T-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-10.741	8.012	1.542	-13.910	-7.571	-6.965	26	.000

The above table shows the result of the paired T-test of the Sig. (2-tailed) is 0,000 which is lower than 0,05, (Sig. (2-tailed) 0,000 < 0,05), when the sig. Value is lower than 0,05 means that the null hypothesis is rejected (British Academy, 2015). It indicates that there is a significant difference or there is a sure sign that shadowing technique with Google Translate can improve students' pronunciation. This also means that the Shadowing technique with Google Translate is effective in improving student pronunciation.

Discussion

For many students in EFL countries, speaking is one of the English skills that is thought to be difficult to master (Andini et al., 2020). It happens because many students think that it is hard to say the correct word in English (Nugraha et al., 2022; Xaydaraliyevna, 2022). To know how to say the correct words, students need to learn about pronunciation. That is why teaching pronunciation is very important for students to be able to communicate and be understood by listeners (Desrizon & Narius, 2017). In this research, the researcher finds that the shadowing technique with using Google Translate can effectively improve students' pronunciation. In addition, nowadays, students are familiar with technology, and it is also already stated that the use of technology can enhance the students' attentiveness in learning (Macharia, 2021) and by using technology teaching- learning process will be more enjoyable (Auliyah et al., 2022). Especially their handphones, even they can not be separated from it (Neenaz et al., 2023). Every student has their own handphone, and they use this tool every time and everywhere.

Instead of prohibiting students from using the tool that they are accustomed to, encouraging them to use it as a source of learning will be very beneficial. And the program that is ready to use is Google Translate. By using this program students do not need to install any new application. According

to previous research, one of the requirements of the technology that can be used in teaching-learning is whether the teacher and the students can operate it well (Anas, 2019), since the teachers and students are already familiar with Google, they can easily use it. Moreover, initially, this program was used to help the users to translate difficult words. but then some facilities are added, including the sound of the words (Van Lieshout & Cardoso, 2022) . And this program is very useful because the listener can listen the pronunciation of the word and then they can imitate it. That is why this technology is really useful to improve students' pronunciation.

In this research, the result of the pre-test shows that the score of the experimental class is lower than the result of the pre-test in the control class. This fact confirms that the student's pronunciation ability in the experimental class is not as good as in the control class. Then the experimental class students are treated by listening to the sounds of pronunciation from Google Translate. At this point, students do the shadowing technique (Win, 2022) by imitating the pronunciation of the words listened from Google Translate, and if they still can not imitate well, they can listen more without feeling reluctant, that is why students can learn pronunciation without being helped by anyone else, they just need to listen and imitate, in this way, students feel free to use the technology for learning (Van Lieshout & Cardoso, 2022). After the students practice by imitating the sound of the words from Google Translate, they will also say the words to their friends and also the teacher to get the feedback, both from their friend and the teacher. As a result, students can practice a lot and this technique is already proven to improve their pronunciation. As the previous research stated that one problem in speaking is the lack of practice and also psychological problems such as the feeling of not confident (Dunifa, 2023), so by doing this technique those problems can be overcome.

This research also confirms the result of the previous research that text-to-speech (TTS) systems in Google Translate could serve as effective pedagogical instruments for second language acquisition, especially in contexts where English is taught as a foreign language, particularly in environments where natural exposure to the target language is scarce or absent (Van Lieshout & Cardoso, 2022). From this research we know that learning pronunciation for EFL learners is a bit difficult, because listening a word from native speakers is difficult, indeed, it is already provided by Google Translate.

In addition, This research also indicates that the shadowing technique, especially when integrated with Google Translate can effectively improve students' pronunciation. This technique provides several key insights into language acquisition and pedagogical strategy. Shadowing involves learners listening to and immediately repeating a spoken model, helping them to internalize not only

pronunciation but also rhythm, intonation, and speech patterns. When paired with Google Translate's text-to-speech feature, students are given a consistent and accessible audio model.

The improvement in pronunciation likely stems from several cognitive and linguistic factors. Firstly, shadowing strengthens auditory discrimination and phonological awareness, allowing learners to better distinguish and produce sounds. Secondly, by mimicking native-like speech, students develop muscle memory for articulation and fluency. Thirdly, technology-assisted learning increases motivation and engagement, offering instant feedback and autonomy. The research also suggests that shadowing with a digital tool bridges the gap between listening and speaking skills more effectively than traditional repetition drills, creating a more immersive and dynamic learning environment.

Google Translate is very useful for language learning (Van Lieshout & Cardoso, 2022) especially on the field that needed to be trained or practiced such as pronunciation (Akhmad & Munawir, 2022). As a result, the Shadowing technique is used in this study because in this technique the students listened and articulated it with utmost clarity (Win, 2022). The previous research about the use of shadowing techniques stated that Shadowing can enhance pronunciation skills as students strive to repeat the target speech with precision. More specifically, this technique involves the simultaneous repetition of what is heard; in addition, they use a person's speech as the source (Hamada, 2021). In this research shadowing technique with Google Translate as the source is used to minimize the error, since the pronunciation of a second language may be affected by the native language (Salim et al., 2020), also it is already proven that the use of technology can improve students pronunciation (Nasim et al., 2022) In addition, for the students pronunciation, in this research, the researcher focuses on the intelligibility aspect. This aspect points out the comprehensive sound to make the listeners understand (Destiyana & Laila, 2020). As nowadays intelligibility also become a purpose of learning pronunciation (Wang & Wen, 2023) This aspect is used because communication will not work well when the listener can not understand what the speaker says (Win, 2022). This implies that in this research in learning pronunciation, the students mainly try to imitate well so their pronunciation will be understood, without paying deep attention to the stress and intonation.

Furthermore, to apply this technique in the classroom, teachers can create structured pronunciation activities where students use Google Translate to listen to and shadow target words or sentences. This can be done individually or in pairs, followed by peer or teacher feedback sessions. Regular practice sessions, combined with pronunciation rubrics and audio-recording comparisons over time, will help track progress and maintain student motivation. However, to practice this technique, it relies on access to technology, which may not be equally available in all classrooms. The text-to-speech model lacks natural conversational features such as emotion, stress variation, and contextual

nuance. Given these limitations, further research is recommended to explore the technique's effectiveness across different proficiency levels, age groups, and learning environments. Future studies could also examine the impact of combining shadowing with teacher-guided feedback or more advanced AI speech tools to enhance both accuracy and speaking fluency.

Conclusion

In conclusion, The result of this research points out that the use of the shadowing technique with Google Translate can improve students' pronunciation in term of intelligibility. This term means that the students' pronunciation in this research focuses on understanding, so it does not give much attention to stress and intonation. By listening to Google Translate students get a new source that usually they get from the teacher. In addition, the sound from Google Translate is like a native speaker. And in this way, they will feel more motivated to learn.

The treatment conducted to the students is that after the students listened from Google Translate they will directly imitate what they listened to, and they can do this many times until they are convinced that they can pronounce the word almost similar to the sound from Google Translate. Because the students can feel free to learn the pronunciation as they want, thus, their pronunciation can improve well. This improvement also can be seen in the student's scores. In the experimental class, before they are given the treatment their average score is 70, and then after the treatment, their score increases slightly, as their post-test score is 81. Therefore, learning pronunciation by using the shadowing technique with Google Translate is effective in improving students' pronunciation.

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