

SPEAKING CLASS EXERCISES USING THE SHADOWING PODCAST CONTENT TO WORK ON PRONUNCIATION

EDY SUSENO*

Department of English Education, IKIP Widya Darma, Surabaya, Indonesia. Email: edysuseno4@gmail.com

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ABSTRACT

English as a foreign language 1st-year students is introduced to speaking flows. To remedy the pronunciation faults, 10 freshmen joined the treatment. To take part, they need access to gadgets with dependable internet. As a way to conduct the lesson outside of the classroom, the instructor set up a WhatsApp group. After finishing with the student member list, the teacher posted the podcast's monologue's content. He instructed the student to push the play button to hear the first sentence. Then, they paused and stated it once more. They went on until the delivery was finished. To perform shadowing, the student repeated the voice from the beginning. They all simultaneously spoke in response to the voice they heard. Continue doing this till the speech is over. After that, the transcript was spoken aloud for recording and forum posting. The lecturer then displayed the URL for the podcast's talk. He repeated to them the same instructions; they had been given before. The students' uploaded recording was entered into the transcription application to get the transcription. The teacher evaluated the transcription generated by a native speaker with the findings to find out how many pronunciation problems there were. All of the data were analyzed using a mixed-methods approach. The results showed that once the treatment started, the pupils' pronunciation improved. Teachers can adapt this discovery to teach the related disciplines. It also inspires other researchers to conduct more research.

Keywords: Dialogue, Monologue, Repetition, Transcription, Shadowing.

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INTRODUCTION

In a world that is becoming more connected, learning a language for communication is crucial. It not only fosters empathy and understanding but also dismantles obstacles and enables people to create bridges (Bustan *et al.*, 2021). In addition, it enhances cognitive function and gives access to the varied countries' rich literary and cultural heritage. Learning a language is a transforming process that opens doors and broadens horizons, whether for personal or professional reasons (Kim, 2020).

A robust vocabulary is essential for effective communication, comprehension, and success in a variety of domains of life. By making vocabulary building a priority, people can enhance their academic achievement, career success, and personal growth (Abdullayevna, 2021). Reading widely, engaging in contextual learning, practicing vocabulary exercises, and using technology are all effective ways to expand vocabulary. By employing these strategies, people can equip themselves with the linguistic tools necessary to reach their full potential (Mutia *et al.*, 2022).

The key to effective communication is listening. The process of developing one's listening skills is continual and needs perseverance, repetition, and self-reflection. By actively engaging in active listening, reducing distractions, developing empathy, improving non-verbal communication, promoting mindfulness, and soliciting feedback, people can improve their listening skills. The development of these skills leads to stronger relationships and understanding, which in turn fosters an environment that is conducive to productive communication (Srirejeki and Darmayanti, 2019).

Since podcasts have become so popular in recent years, millions of listeners tune in to listen to their favorite episodes on a variety of themes. Podcasts are now a powerful tool for teaching and learning, despite the fact that they are typically associated with entertainment

and storytelling. The unique format of podcasts, which blends audio content with storytelling elements, makes them a fascinating and practical approach to discover new knowledge and try out novel ideas (Tarmawan *et al.*, 2021).

There are various benefits of using podcasts to learn dialogue and monologue. People can develop their communication skills and become appealing public speakers by studying and performing monologues. In addition, listening to and taking part in podcast conversations can foster critical thinking, comprehension, and empathy (Cui and Teo, 2023). By immersing themselves in the vast and varied world of podcasts, learners can gain insightful knowledge, broaden their perspectives, and finally become more effective communicators and empathic individuals. The students ought to delve into the fascinating world of podcasts and take advantage of their capacity to strengthen bonds between people, deepen understanding of other people, and grow as people (Indahsari, 2020).

The importance of sentence structure for clear communication cannot be overstated. If the sentences are well-written and concise, the audience will be able to comprehend the content quickly, and coherence links ideas logically to facilitate information flow (Yu, 2021). In addition, making sentences that are easy to understand increases the overall clarity of the communication process. By paying attention to how sentences are put together, people can enhance their communication abilities and engage their audience (Soreh *et al.*, 2022).

English as a foreign language (EFL) students who stammer have a number of unique challenges as they strive to develop their language proficiency. The first thing is that stuttering frequently causes increased anxiety and self-consciousness, both of which can impede speech. The necessity to adjust to a new language and culture exacerbates the anxiety of EFL students, which results in a loop of emotional distress and stuttering (Sundari and Marini, 2022). Due to the complex sounds, intonations, and rhythm of spoken English, stutterers are faced with

additional difficulties. These students may find it challenging to participate in unstructured conversations because they have trouble pronouncing certain consonants and halt more frequently. Their performance and self-worth may suffer, which could impede their progress in learning a language overall (Rahayu *et al.*, 2020).

According to Bella (2022), using podcast content in speaking classes has benefits. The youngsters get better at speaking in practice. To achieve this, the teacher broke the class into groups of three or four students. Each group received a different podcast, with varying material. The various podcasts all discuss similar subjects. The teacher then assigned each group the job of developing a role-play featuring the characters from the podcast. They did this by filming their work and uploading it to the social media website the teacher had created. The uploaded work is subsequently evaluated by the teacher. Students benefit from receiving feedback like this as they develop their public speaking skills.

In the digital age, podcasting has grown in popularity and offers a plethora of fascinating and instructive content. Podcasts provide a unique platform for specialists and points of view on a variety of subjects to be discussed (Gusfira and Putri, 2022). While listening to podcasts passively may be entertaining, actively interacting with the material through a process called "shadowing" can greatly enhance the learning experience. Shadowing involves mimicking and reciting the spoken speech while listening to a podcast in real time. There are many benefits of listening to podcasts, including heightened interest in the subject matter, enhanced language proficiency, and improved listening skills (Prasetya and Nuraeni, 2021).

The purpose of the study is to evaluate the effectiveness of shadowing methods in helping students develop their speaking abilities in speaking classes. Such an objective necessitates the backing of research questions. It is a means of steering the course of the study's methodology. How does the teacher correct students' pronunciation using the podcast shadowing technique? In question 1, it is stated. Does employing shadowing in speaking classes aid students' pronunciation? The second one is it. Such inquiries will elicit responses that will reveal the data. The use of a mixed-technique approach will be used to examine it. The conclusion of the study must be achieved because it is crucial.

METHODS

Ten freshmen have trouble communicating in English. They are about 19 years old. They signed up for the therapies in an effort to have their flaws corrected. To complete this project, the teacher set up a social media group to mimic the teaching and learning process. The main focus is on the WhatsApp group. The teacher added the pupils' phone numbers to the participation list. To formally start the class, the instructor put the URL for the podcast monologue on the screen. The pupils press the play button, which is situated directly on the text. They listened to each sentence being repeated until it was finished. It was completed by the pupils by playing the recording once again. They started shadowing materials. Every word is said exactly as a natural speaker would. They completed this assignment up until the speech's end. After finishing all the lines to repeat and shadow, the students read the passage aloud to record and upload. It is essential that the teacher offer feedback. The teacher used the transcribe app to monitor the students' progress in pronunciation ability. He entered the student recording using it. He then compared the results to the transcription made by a native speaker. He can count the mistakes in the conversation and monologue by doing this. The data gathered during the teaching and learning process was investigated using a mixed-method approach to fulfill the study's objectives.

FINDINGS

The significance of the medium class

Student engagement, individualized learning, and the usage of technology in the classroom are all significantly influenced by the class arrangement. The use of educational apps in the classroom has

the ability to boost student engagement, provide personalized learning opportunities, and seamlessly integrate technology. As educators continue to adapt their teaching strategies to meet the needs of digital natives, it is imperative to comprehend the relevance of selecting the appropriate class medium that promotes active learning, allows for personalized learning, and gets students ready for a technologically sophisticated future. To fulfill this aim, the teacher made the decision to conduct the teaching and learning process in a WhatsApp group. In the member list, as shown in Fig. 1, the teacher and participants are listed. It is simpler for the teacher to control student engagement. One of the two available options allows the teacher to add the students' membership. He can also click one of the contact icons to have a private conversation. Using this kind of application, the teacher and students can exchange materials at any time and from any location. They can choose between forms that are in text, audio, video, or image. They can attain their desired distribution by choosing the preferred forms.

Reiterating and emulating the podcast's monologue

Before we discuss the shadowing procedure, let's first define a monologue in the context of podcasts. A monologue is a podcast section when the host or presenter shares their thoughts, opinions, or expertise on a particular topic. In contrast to a dialogue, when multiple people communicate, a monologue allows the presenter to speak without interruption. These monologues might provide the students with a wealth of knowledge and insights.

The podcast's monologue's content was accessible to the students by clicking on a URL. It is available at <https://www.eslfast.com/studentsenglish/ke/ke007.htm> for the pupils. As seen in Fig. 2, when students click it, they are directed to the podcast's page. The students can play and pause the recording by clicking the arrow icon. To carry out the repetition, the pupils must press the play button, pause, and listen to a sentence. It is passive listening, after all. They end it by uttering the exact same words as the speaker. They might rewatch it to perfect their native-speaker pronunciation. This process encourages listening. To determine how accurately the words are being uttered, the students listen while concurrently pronouncing the phrase. It is the process of shadowing. They recited and shadowed every sentence in the passage.

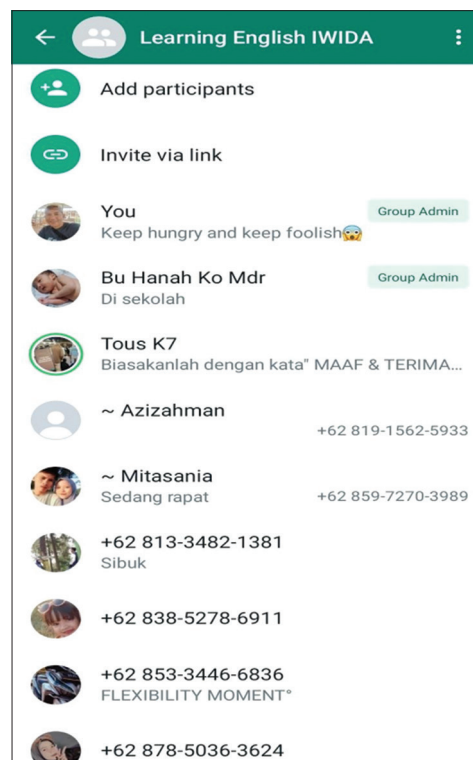


Fig. 1: The page of WhatsApp group

Once they're done, they can click the reading button. The pupils read the phrases in relation to the colored words. The hues change in a manner similar to how the speaker changed from one color to another. It is a method for altering a speech unit's tonic syllables.

Shadowing the dialogue podcast

A fun and efficient technique to improve your language skills and comprehension is to listen to podcasts while following the discourse. By focusing on their listening comprehension, pronunciation, vocabulary, and grammar, language learners can enhance their general language skills. Shadowing creates an immersive environment that boosts motivation and involvement in the learning process. The incorporation of this technique into language study routines will hasten learning and boost comfort in speaking and comprehending the target language.

Another type is the podcast with commentary. The instructor projects the pertinent URL onto the screen. Visit <https://www.rong-chang.com/easyspeak/es/school01.htm> to purchase it. Students who clicked it got the data shown in Fig. 3 as a result. Similar to how they did with the monologue's content. The students push the play button to listen to the voice for a sentence. Then they do it again to continue. The students mimic shadowing by speaking while concurrently listening. It is how passive hearing is converted into active listening. To ensure they have the requisite skills, the students read the transcript aloud to record and upload.

The benefit of transcribe application

Applications have completely changed accessibility, efficacy, accuracy, and productivity. People with hearing loss can now participate in conversations and engage with audio content thanks to these applications. As technology advances, transcription applications will likely get more sophisticated and reliable.

The teacher can alter such a program to evaluate the students' speech. It was available to the teacher with just one click at <https://play.google.com/store/apps/details?id=com.google.audio.hearing.visualization.accessibility.scribe>.

He started to transcribe as the student's recording was playing on the device. As seen in Fig. 4. Some words are pronounced differently than they are in the original text. The conclusion of this kind of study was reached by comparing the text in Figs. 2 and 4. It is important to pronounce the words that are underlined correctly. On four of the 64 occasions, he was wrong.

The instructor graded the dialogue clip in the same manner that he did the speech. In Fig. 5, he erred 4 times out of 70 times. He stated use rather than use. It is not a serious problem. The listeners' attention is not deflected by such inconsequential mistakes. This kind of work is one of 10 examples. The results of his correction sheet were announced to the forum. The amended words must then be uploaded by the student.

Feedback acts as a catalyst for development on both a personal and organizational level, encouraging learning, inspiration, effective communication, and the adoption of a growth mindset. People who experience criticism learn important information about their capabilities and limitations, enabling them to make informed decisions and continue to grow. Timely and constructive feedback is essential for development, motivation, and the creation of a positive and supportive environment in education. Teachers must prioritize and encourage the feedback-giving habit. To carry out the feedback distribution, the teacher evaluated each student's uploaded work. The student needs to fix several words, including pencil, another, pen, look, does, find, says, volume, and station, as displayed in Fig. 6. The student checked his electronic dictionary for the correct terms after learning the teacher's correction. In response to the modification, four recordings have been uploaded. The practice makes the students' pronunciation better.

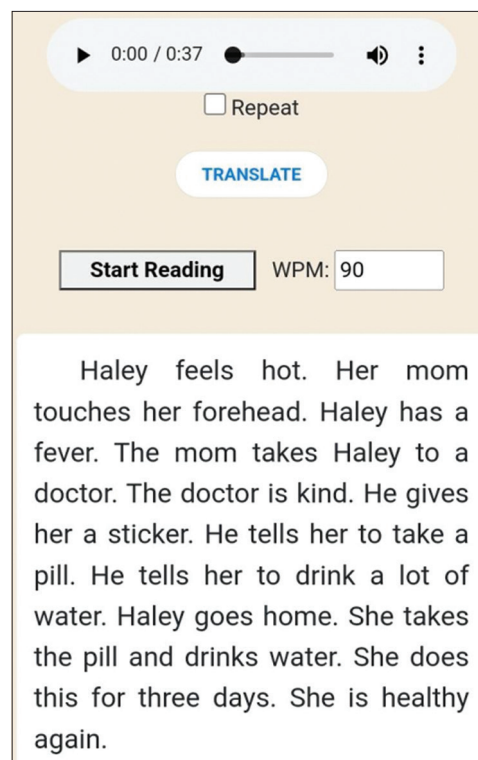


Fig. 2: The page of monologue transcript

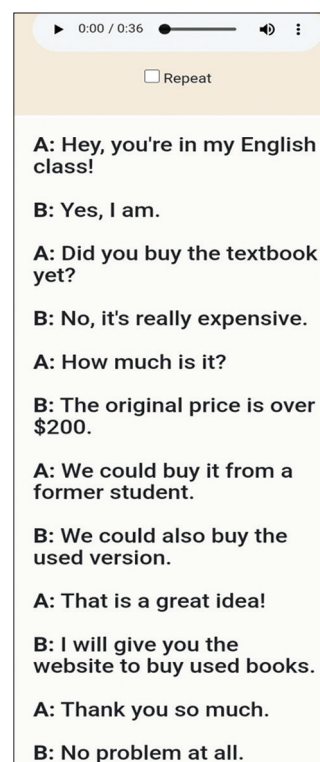


Fig. 3: Podcast's dialogue transcript

The progress of pronunciation

Evaluating the differences between student-transcribed monologues and authentic native-language transcriptions.

It is evident that there are significant differences between the results of application monologue transcription made by students and the original

Ellie Feels hot. Her mom touches her forehead. Haley has a fever. The mom takes heli to a doctor. The doctor is gone. He gives her a sticker. He tells her to take a beer. He tells her to drink a lot of water. Haley goes home. She takes the pills and drinks water. She does this for three days. She is healthy again.

Fig. 4: Application transcript for monologue

Hey, you're in my English class. Yes, I am. Did you find a textbook yet? No, it's really expensive. How much is it? The original price is over 200 dollar. We could buy it from a former student. We could also buy the use version. That is a good idea. I will give you the website to buy the use book. Thank you so much. No problem at all.

Fig. 5: Application transcript for dialogue

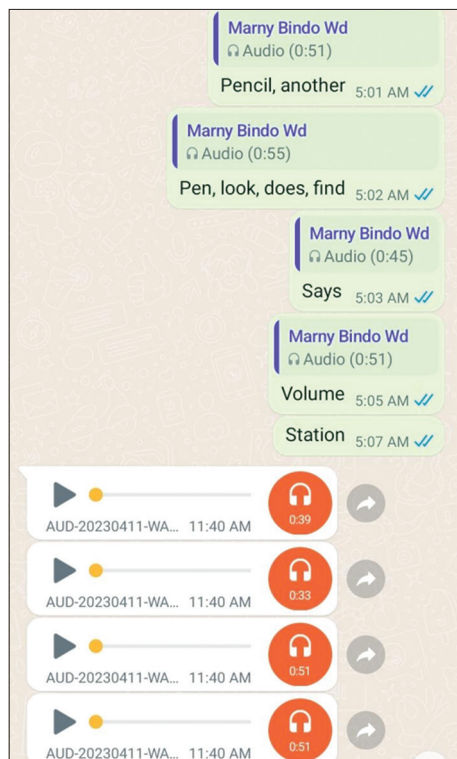


Fig. 6: The page of feedback

transcription performed by native speakers in terms of correctness, comprehension of context, grammar, cultural nuances, and intonation. Due to their inherent familiarity and comprehension, native speakers do better in these domains than students, who may struggle due to their limited background knowledge and exposure to the target language. It is important to keep in mind though that transcription is a skill that can be honed with practice, experience, and continual learning. Students can enhance their transcribing abilities by actively participating in language immersion programs, practicing with native speakers, and obtaining feedback from linguists.

Table 1 shows that out of 65 words, most students mispronounced five of them. Only five words are incorrect. This type of figure was created by comparing the sample submissions for Figs. 2 and 4 from the manuscript that was uploaded. Compared to the entire number of words they spoke, it seemed inconsequential. It illustrates how word pronunciation has improved as a result of the shadowing practice. Students need to pronounce words clearly for their delivery to be understood.

Evaluating the differences between student-transcribed application dialogue and native-transcribed original dialogue.

There are obvious differences in accuracy, fluency, and cultural comprehension between the results of application conversation transcription completed by students and the original transcription completed by native speakers. Applications for learning languages might not be able to fully capture the complexities of native-level communication, despite the fact that they provide a convenient platform for practice. However, native speakers are much better at collecting the finer linguistic details and cultural nuance that are crucial for accurate dialogue transcription. The advantages of studying correct transcriptions generated by native speakers, whether they are in written or spoken form, must be understood by language learners. By doing this, students are exposed to the correct representations, cultural nuances, and natural rhythm of the target language, all of which can significantly enhance their own language skills. Table 2 demonstrates that most students mispronounced four out of 70 terms. The mistakes are not severe. Only four of the 70 words they used were these. This type of figure was created by comparing the samples in Figs. 3 and 5 of the manuscript that was uploaded. The students' imitation of the native speaker's speech seems to be quite accurate. They will be able to lessen the mispronunciation with lots of practice.

DISCUSSION

Pronunciation practice

Pronunciation has a significant role in language acquisition and communication. Clear and accurate pronunciation is essential for effective communication, especially when speaking a second language. Due to advancements in technology, podcasts are increasingly used in speaking classes as a technique to improve pronunciation skills. To improve pronunciation, this essay will look at the benefits of using podcast content for practice shadowing in a speaking class, focusing on how it improves language fluency, listening abilities, and all other areas of oral communication (Oanh and Anh, 2022).

Enhancing language fluency

By mimicking the pace, intonation, and speaking styles of native speakers through the use of podcasts, language learners can increase their fluency. By carefully copying the spoken words, learners can increase their ability to produce sounds accurately and naturally. Students benefit from regular shadowing practice since it helps them internalize speech flow and improves their overall fluency. It helps students bridge the gap between their knowledge of grammar and vocabulary and their ability to communicate effectively. Using podcasts has the advantage of improving speaking ability (Bella, 2022).

Developing listening skills

Listening comprehension is a key factor in pronunciation development. Shadowing podcast content promotes active listening, which enhances students' ability to perceive and reproduce new sounds. Students who regularly listen to genuine podcasts are exposed to a range of accents, speech rates, and word stress patterns, which helps them to become acclimated to various communication modalities. Regular shadowing enables students to recognize and imitate minute variations in pronunciation, improving their ability to speak more clearly and precisely (Abdulrahman *et al.*, 2018).

Fostering oral communication abilities

Practicing podcast content shadowing aids students in building their oral communication skills, which are necessary for learning a language.

Table 1: The result of monologue shadowing

	The of words	the number of improper pronunciation
Average	65	5

Table 2: The result of monologue shadowing

	The of words	the number of improper pronunciation
Average	70	4

Learning how to replicate and repeat words and phrases makes students feel more at ease speaking. Students who learn by doing have the opportunity to actively engage with the language, which helps them to express their ideas more cogently and clearly. In addition, it helps pupils develop automaticity, which enables them to react quickly to conversations. Through practice shadowing, learners develop the abilities needed to speak effectively in everyday situations (Garcia, 2020).

Offering cultural and contextual insights

Podcast content typically includes contextual and cultural information, providing viewers with insightful understanding of the target language's society and culture. Learning through shadowing helps students not only pronounce words more accurately but also become more conversant in a wide range of jargon, colloquial expressions, and cultural peculiarities. As a result of this exposure, pupils are better able to understand the language and develop a more sincere and thorough communication style. Students' capacity to communicate in general is enhanced by listening to podcasts because they gain a better awareness of cultural etiquette and practices in the target language (Nugroho and Anwar, 2022).

Delivering feedback

The teacher must provide feedback on the students' work. It reflects the final output that the students produced. Receiving feedback entails assessing the work that needs to be improved or rectified. By providing comments, the teacher intends to help the pupils identify their areas of strength and weakness. They learned what to do for comparable activities in the future as a result. The teacher and the students both gain from the use of feedback (Brett and Atwater, 2001).

CONCLUSION

Incorporating podcast content into speaking sessions and encouraging students to practice shadowing are effective ways to improve pronunciation skills in language learning. Shadowing is a valuable strategy in the language classroom because it increases language fluency, strengthens oral communication skills, and improves listening ability. In addition, podcast content's exposure to human speech and cultural context improves language learning overall. By devoting time and effort to shadowing practice, learners can significantly enhance their pronunciation, which will ultimately help them speak more fluently and confidently.

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