

STUDENTS' PERCEPTION OF IMITATION TECHNIQUE IN LEARNING PRONUNCIATION: A SURVEY STUDY OF ISLAMIC HIGH SCHOOL STUDENTS

Muhammad Syahrudin Nawir¹, Mardiana², Ainun Inayah³

^{1,2,3}Universitas Islam Negeri Alauddin Makassar

Corresponding Email: syahrudin.nawir@uin-alauddin.ac.id

ABSTRACT The students' mastery in pronouncing English words depends not only on students themselves but also on the teacher as a facilitator. Therefore, it is necessary for the students to practice their pronunciation using their ability to imitate their teachers' pronunciation. Yet, it cannot be dismembered that students' imitating ability is the only matter that can drag the students' feet in learning pronunciation. As reaction for the issues, the researchers considered a technique that allowed the students to enjoy studying pronunciation and increase their ability in pronouncing English words immediately. In this case, the researcher desired to know the students' perception in teaching pronunciation by using Imitation Technique. By knowing students' perceptions, it allowed the researcher and teachers to know more about the students and how their opinion is in terms of learning pronunciation. The objective of this research was to find out the students' perception toward the use of Imitation Technique in learning pronunciation at the second grade of SMA IT Al-Ishlah Maros. This study used descriptive quantitative research design in analyzing data. The total number of populations was 68 students that consist of three classes. Therefore, the sample was 21 students that were selected by random sampling technique. The result of this study found that the students' showed positive perception on Imitation Technique in learning pronunciation according to the data analysis. It shows that the mean score of the students' perception on the use of Imitation Technique in their English learning was 80.81 which classified as Positive.

Keywords: Students' perception, Imitating technique, Learning pronunciation

A. INTRODUCTION

English is introduced into the curriculum and it becomes a compulsory subject in junior high schools, senior high schools, and some universities. Even in some areas, English becomes a local subject starting from the elementary school education by improving the quality of the teachers and other teaching components, which involve the educational processes. However, the result of English teaching in our school is still unsatisfactory.

According to the introductory part of the standard of competence and basic competence, the target of English learning in Senior High School (SMA) is to achieve the functional level that is to communicate both in spoken and written forms to overcome daily problems. In terms of the speaking skill, the standard competence is to express meaning in a simple interpersonal and transactional conversation to interact with the nearest environment. Meanwhile, the basic competence is to express meaning in a simple transactional (to get things done) and interpersonal (socialize) conversation by using oral language accurately, fluently to interact with the nearest environment. Students are expected to speak accurately and fluently. So, students

should have good pronunciation in order that what they express can be heard clearly and understood by people they interact with.

Pronunciation is closely related to phonology. According to Bloomfield (1933: 43), phonology is the systematic use of sound to encode meaning in any spoken human language, or the field of linguistics studying this use. The better a speaker pronounce words, the better he can explain what he means to native speakers. On the other hand, it will be hard for native speakers to understand non-native speakers if their pronunciation is not clear. The researcher, of course, cannot improve the students' pronunciation unless they become interested in phonology itself.

One of the factors that affect learners' pronunciation is the teachers' teaching methods. According to Clark (1983:184), teaching methods are the means by which the teacher attempts to bring about the desired learning. Basically, method in teaching concerns the way teachers organize and use technique of teaching subject matter, teaching tools, teaching material, and teaching procedures that will best achieve these objectives, carrying out the procedures, evaluating the success of the learning activities and following up their success and failure. Techniques, according to Gerlach (1975:197) are the ways and means adapted by a teacher to direct the learner's activities toward an objective. Techniques are the tools of the teacher. The effective teacher has a multitude of techniques and must be prepared to select the one which will be most efficient in leading the learner to the desired terminal behavior. Techniques are the means for teaching and objective can be part of expository for inquiry approaches.

There are a lot of factors that influence the result of the language teaching. According to the Education Unit Level Curriculum (KTSP) of the English curriculum 2004 for Senior High School, aim of the teaching English is to develop the four language skills. They are listening, speaking, reading, and writing. These skills are learned through selected materials based on their developmental level. However, in teaching and learning process, a teacher must develop the four language skills in an integrative way. Qualified teachers, good environments, facilities, and media also support the success of language learning. One of factors teacher can be considered "qualified" is their pronunciation, because their pronunciation will affect the pronunciation of their students. Since pronunciation is related to phonology, the researcher suggests that phonology is a very crucial matter in learning English on the "next phase". The students' mastery in pronouncing English words depends not only on students themselves but also on the teacher as a facilitator. Therefore, it is very important for the students to practice their pronunciation using their ability to imitate their teachers' pronunciation. Yet, it cannot be dismembered that students' imitating ability is the only matter that can drag the students' feet

in learning pronunciation, the teachers' speaking ability is also the main factor of students' pronunciation. So, the teacher should pronounce their English words as correct as a native speaker does.

We have to consider factors that lower the pronunciation of English learner. For example, learners think that they don't have to pronounce a word correctly as long as between the speaker and the listener understood what the meaning of their talks. It is easy to take the attitude "*What difference does pronunciation make, as long as I'm understood?*" (Celce-Murcia et. al. 1996:19, 29). In some cultures and environments, students may fear that having pronunciation that sounds "*too good*" can sound like showing off or may be in some other way antisocial. Stevick (1991:116) calls this "*the interpersonal and intrapersonal price of success in pronunciation.*" So a student may choose to try to sound minimally understandable to others in a way that follows local conventions, rather than trying to sound really native-like. Quite a few teachers also take this approach. Therefore, it is important for teachers to convince their students that having a better pronunciation will not lose them, otherwise it will give them benefits in learning English.

Due to the problem above, most of the conclusion indicate that the students have low ability in pronunciation included the students of the second grade SMAIT Al-Ishlah Maros. Based on the researchers' observation, the students still have many difficulties when they are asked to pronounce especially English vowels.

As a reaction from the issues, the researchers consider a technique that allows the students in enjoy studying pronunciation and increase their ability in pronouncing English words immediately. In this case, the researcher desires to know the students' perception in teaching pronunciation by using Imitation Technique. By knowing students' perceptions, it allows the researcher and teachers to know more about the students and how their opinion is in terms of learning pronunciation.

Commonly, imitating is copying actions or words. This imitation technique is about copying something that a native speaker is saying – exactly. It naturally teaches you to listen to the sounds and patterns of English then trains you to make those sounds yourself. You are training your mouth with your ears since you're listening to the sound so you're not training your mouth with your eyes by reading and guessing the pronunciation of words.

This technique would reduce the accent and pronunciation problems more quickly then the student will become the clearer and more confident English speaker. In this research, imitating means as an audiovisual process by which the original speakers' voice of the character of a movie is replaced entirely by the students' voice. Therefore, the purpose of this research

was to find out the students' perception in learning pronunciation using Imitation Technique at the second-grade students of SMAIT Al-Ishlah Maros.

B. REVIEW OF LITERATURE

Perception

Perception is a process that is preceded by sensing, which is the process of receiving a stimulus by an individual through the sense organs or also called sensory processes. The stimulus is continued and the next process is a process of perception. Hence, the process of perception cannot be separated from the sensing process, and sensing process is a precursor to the perceptual process (Walgito, 2004).

According to Stephen P. Robbins (2003: 169) perception is a process that individuals go through in managing and interpreting their sense impressions in order to give meaning to their environment. Although thus what a person perceives can differ from reality objective. Irwanto (2002) stated that there are two types of perception which is the result of interaction between person and object. They are negative and positive perceptions; both are explained in the following description:

1) Positive Perception

Positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating something around them. In this case, if someone has positive perception, he will accept and support the object that is perceived.

2) Negative Perception

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. In other words, negative perception is negative interpretations that involve human evaluating something around them. In this case, if someone has negative perception, he will reject and defy every effort that is perceived.

Thus, positive or negative perception will always affect person to do an action. Moreover, positive perception or the negative perception depends on how person describe any knowledge of an object that is perceived.

Imitation

Thorndike (1898) famously defined imitation as, "learning to do something from seeing it done," and much of the imitation literature is similarly concerned with B being motivated to learn something from A. Moerk (1989:290) describes 10 subsets of imitation identified in mother and child behaviour ('identical imitations', 'reduced imitations', 'substituting imitations')

and so on, all the way up to ‘quotations’), and reports at least 50 examples per hour of such imitations by the children in his corpus. Bloom et al. (1974) also demonstrated the usefulness of language imitation, so that, “the mapping and coding relation between form and content (in a given situation) can be affirmed.”

Synchronization with film clips was found to increase linguistic awareness and improve speaking fluency. Students aimed to create work that was as expressive and natural as the original through clear pronunciation, the adding of sound effects and dramatic intonation.

Pronunciation

Goodwin as cited in Celce-Murcia (2006:117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciations.

Harmer (2001) stated that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation.

Morley (1991) expressed that teachers do not teach but facilitate learners’ learning pronunciation. The role of teachers is like a coach, a speech coach, and a pronunciation coach. The pronunciation coach has the critical role of checking and guiding modifications of spoken English at two levels (a) speech production, and (b) speech performance.

According to Gilakjani (2016), there are three levels of English pronunciation; (i) Level 1: What are you saying is not understandable to people. You use the wrong sounds in producing English words, (ii) Level 2: people can understand what are you saying, but they have to concentrate to understand you because of your strange accent or another factor which can be effect in producing sounds, (iii) Level 3: People can understand you easily. Your pronunciation is acceptable.

C. METHOD

The method of this research is descriptive with using quantitative approach. Sudijono (1987) stated that descriptive quantitative method is a method that describe the state of a phenomenon that has been done by the measuring instrument then, processed in accordance with the function. In other words, descriptive quantitative have to organize and analyze the

numeric data, in order to provide a view regularly, concise, and clear about a phenomenon or event.

The research was conducted in SMAIT Al-Ishlah Maros which was located in Jl. Poros Makassar-Maros KM 27 No. 70, kel. Adatongeng, kec. Turikale, Maros. Started from July to August 2021. The population of this research was the students of the second grade at SMAIT Al-Ishlah Maros. The population consists of three classes, XI-MIA 1, XI-MIA 2, and XI-MIA 3 which consist 68 of students. The samples in this research were chosen by cluster random sampling method which was used only one among the three classes. The researcher chose the students of XI-MIA 3 which consists of 21 students. The procedures of collecting data were:

- 1) The researchers observed the situation of the students whether they have problem or not in pronunciation before conducting this research to the students. The researcher joined the class. Then, the researcher observed to identify students' pronunciation by asked them to read a short story first.
- 2) The researchers asked the students to watch a short movie. The movie replayed for about 3 times to make sure that the students are familiar to the dialogue by the speaker of the movie. Then, the researcher divided the students into several groups and asked them to imitate everything that was being said by the speakers of the movie. The students of each group divided into some roles according to the character of the movie.
- 3) After imitating the audio in the short movies, the questionnaire in this research was used to gain the data of the students' perception on imitating method in learning pronunciation. This questionnaire was given for all of the participants to investigate their perceptions through online. This research has twenty open-ended questions of the questionnaire.

Data Analysis

The researcher analysis the questionnaires and validity questionnaires outcomes by using rating scale as follows: In analyzing data, the researcher used Likert scale which consists of five-point scales: strongly agree, agree, undecided, disagree and strongly disagree as follows:

Table 1. Likert Scale

No	Statement	Options				
		SA	A	U	D	SD
1	Positive (+)	5	4	3	2	1
2	Negative (-)	1	2	3	4	5

(Gay, et al, 2006: 130)

The items of perception consist of 20 items, 1-10 are positive statements and 11-20 are negative statements. If the student chose 1-10 statements with Strongly Agree and 11-20 with Strongly Disagree, the students got 100 score and if the student chose 1-10 statements with

Strongly Disagree and 11-20 statements with Strongly Agree, the students got 5 score. So, $100 - 5 = 95$ because the questionnaire used five scales, so the interval was $95 : 5 = 19$. This interval was used to determine the rating means score of students' perceptions as follows:

Table 2. Students' Perception Classification

Range	Classification of students' perception
81-100	Strongly Positive
61-80	Positive Perception
41-60	Moderate
21-40	Negative Perception
1-20	Strongly Negative

D. FINDINGS AND DISCUSSION

Findings

Observation and Imitating Short Movies Dialogue

The findings of this research consist of the data from the observation, the steps of doing imitating technique from short movie, and the result of the questionnaire. In the observation, the researcher asked the teacher to invite the students to read a short reading text as aim to know their pronunciation. As the result, the researcher found the classroom situation was quite silent and not too lively. Most of students were doubt to speak. After that, the researcher gave the teacher a short movie to show the students. Then short movie was used on students' practice in learning pronunciation. The researcher used a shortcut movie from Harry Potter and the Philosopher Stone. This is a short video using simple conversation to make the students easier to imitate the dialogue from the character. The students' activities in these steps were

- a) Listening and watching to the short movie

Students were directed to listen and watch the movie carefully. The researcher used a movie with simple conversation and short duration aimed to make the students' understanding better on the content of the movie.

- b) Learning pronunciation through the audio of the movie

The movie was replayed 3 times to ensure the students to became familiar with the dialogue spoken by the speaker of the movie. The movie has subtitle available on the screen so that the students just need to pay attention to the movie and listen to the simple conversations by the speaker of the movie. This implementation shows that the teachers must guide the students to pay their attention to the related videos and directed the students to understand the conversation topics and speeches from the video.

- c) Trying to imitate what the speaker says

After paying attention to the video, the students were directed to repeat the sentences spoken from the videos as parts of the speeches. In this step, the students were directed to repeat sentences from the movie hoping that students could immediately practice the repetitions smoothly and correctly.

d) Repeating the steps until the students able to follow the speaker correctly

If there were students who still had not been able to practice pronunciation correctly. Then the steps were repeated several times until the students were able to produce pronunciation correctly. Because some students were unable to pronounce some words correctly, the steps had to be repeated until all of the students were able to practice pronunciation correctly and fluently.

Finally, if there were still students who had not been able to practice the pronunciation correctly, the students would be asked to practice the steps several times at home until the students were able to pronounce the sounds correctly.

Questionnaire

This part shows the result of analysis questionnaire as the answer to the problem statement. The problem statement is “What is the students’ perception of using Imitation Technique in learning pronunciation at the second grade of SMAIT Al-Ishlah Maros?”

Based on the data analysis from the questionnaire of student perception, it was found that the students’ perception toward using Imitation Technique in their learning pronunciation is Strongly Positive. It can be seen from the result of the mean score in the table below;

Table 3. Students’ Mean Score on Their Perception

No	Name of Subject	Score	No	Name of Subject	Score
1	SAM	89	12	NFR	81
2	RA	74	13	NS	84
3	WNY	84	14	LA	81
4	NSI	79	15	SH	86
5	JAM	85	16	MA	84
6	LW	82	17	NAA	69
7	NWP	83	18	JJS	100
8	NIM	78	19	MH	84
9	PA	70	20	NAP	98
10	NT	68	21	KA	76
11	PL	62			
TOTAL SCORE					1697
MEAN SCORE					80.81

The total score from questionnaire was 1697 with the total sampling 21. It shows that the mean score of the students’ perception on the use of *Imitation Technique* in their English learning

is 80.81 which is classified Positive Perception. The result of the mean score was supported by the frequency and percentage below:

Table 4. Classification of Students' Perception

Range	Frequency	Percentage	Classification of students' perception
81-100	13	62%	Strongly Positive
61-80	8	38%	Positive Perception
41-60	0	0%	Moderate
21-40	0	0%	Negative Perception
1-20	0	0%	Strongly Negative

From the table above, it can be seen that the students are in two classifications. Based on percentage which shows that there are (13) students classify in Strongly Positive and (8) students that classify in Positive Perception. In conclusion, all the students are in good perception about the use of Imitation Technique. Items in the questionnaire that specifically shows the students perception toward the use of Imitation Technique in the students' learning pronunciation are shown below.

a) Student Interest

Table 5. Students' Interest on the use of Imitation Technique in students' learning pronunciation

No	Statement	SA	A	U	D	SD	TOTAL
1	I like to learn English by using movie as the learning media.	5 (23.8%)	12 (51.7%)	3 (14.3%)	1 (4.8%)	0 (0%)	21 (100%)
2	I like to learn pronunciation by using imitation method.	6 (28.6%)	14 (66.7%)	0 (0%)	1 (4.8%)	0 (0%)	21 (100%)
10	I prefer to learn English using imitation technique.	3 (14.3%)	12 (57.1%)	5 (23.8%)	1 (4.8%)	0 (0%)	21 (100%)

In statement 1, 12 (51.7%) students agree, 5 (23.8%) students strongly agree, and 3 (14.3%) students undecided if using movie as the media was such a good idea that the students like when they are learning English. In statement 2, 14 (66.7%) students agree, 6 (28.6%) students strongly agree, and 1 (4.8%) student disagree that they like to learn pronunciation by using imitation method. The next statement, 12 (57.1%) students choose agree, 5 (23.8%) students choose strongly undecided, 3 (14.3%) students choose strongly agree and 1 (4.8%) choose disagree to the statement that they prefer to learn English using Imitation Technique. This means that still even more students which have positive perception about Imitation Technique. Therefore, Imitation technique still can be one of learning techniques that might be used in learning pronunciation.

Based on the questionnaire results above, it can be seen that most of the students agree in all items, with the highest number of frequencies, 14 and the lowest frequency is 12. This means that most students gave positive perception on Imitation Technique in their learning pronunciation.

b) Student Motivation

Table 6. Students' Motivation on the use of Imitation Technique in students' learning pronunciation

No	Statement	SA	A	U	D	SD	TOTAL
3	Imitation technique was able to improve my enthusiasm in learning English pronunciation.	5 (23.8%)	13 (61.9%)	3 (14.3%)	0 (0%)	0 (0%)	21 (100%)
4	Imitation technique is a kind of learning method that encourage me to increase my pronunciation skill.	4 (19%)	12 (57.1%)	3 (14.3%)	2 (9.5%)	0 (0%)	21 (100%)
5	I am motivated in learning pronunciation through movie.	9 (42.9%)	10 (47.6%)	2 (9.5%)	0 (0%)	0 (0%)	21 (100%)
6	Using short movie in imitation technique made me more enthusiastic in following the activity.	6 (28.6%)	11 (52.4%)	4 (19%)	0 (0%)	0 (0%)	21 (100%)

In statement 3, 13 respondents (61.9%) agree, 5 respondents (23.8%) strongly agree, and 3 respondent (14.3%) undecided. This means Imitation Technique was positive and able to improve students' enthusiasm in learning pronunciation, in case there was no student choose disagree or strongly disagree. In statement 4, 12 (57.1%) students agree, 4 (19%) strongly agree, 3 (14.3%) and 2 (9.5%) choose undecided. This means that most of students agreed if the Imitation Technique can encourage them to increase their ability in pronouncing skill. In statement 5, the students' perception about their motivation of in learning pronunciation through movie. It can be seen in the table above which is 9 (42.9%) students choose strongly agree, 10 (47.6%) students agree and 2 (9.5%) students undecided. Which means movie can make the students feel motivated in learning pronunciation. The next statement, number 6, 11 respondents (52.4%) choose agree, 6 respondents (28.6%) choose strongly agree, and 4 respondents (19%) choose undecided. Students' perception were positive which means using

short movie in imitation technique made most of them more enthusiastic in following the classroom activity.

Based on the questionnaire results above, it can be seen that most of the students agree in all items, with the highest number of frequencies, 13 and the lowest frequency is 10. Most students gave positive perception which means Imitation Technique can motivate them in learning pronunciation.

c) Student Achievement

Table 7. Students' Achievement on the use of Imitation Technique in students' learning pronunciation

No	Statement	SA	A	U	D	SD	TOTAL
7	The activity in imitation technique made me get correct pronunciation from native speaker.	8 (38.1%)	8 (38.1%)	5 (23.8%)	0 (0%)	0 (0%)	21 (100%)
8	Listening and watching to the short movie helped me memorize new vocabularies.	8 (38.1%)	11 (52.4%)	2 (9.5%)	0 (0%)	0 (0%)	21 (100%)
9	I found it easier to learning pronunciation through imitation technique.	5 (23.8%)	11 (52.4%)	4 (19%)	1 (4.8%)	0 (0%)	21 (100%)

In statement 7, 8 respondents (38.1%) choose strongly agree, 8 respondents (38.1%) choose agree, and 5 respondents (23.8%) choose undecided. Both strongly agree and agree have the same 8 respondents This means the students perception were positive, in case there was no student choose disagree or strongly disagree. Thus, the activity in Imitation Technique absolutely made them get the correct pronunciation from native speaker. In statement 8, 11 (52.4%) students agree, 8 (38.1%) strongly agree, and 2 (9.5%) choose undecided. This means that most of students agree that listening and watching to the short movie helped them to memorize new vocabularies. The last statement, number 9, 11 respondents (52.4%) choose agree, 5 respondents (23.8%) choose strongly agree, 4 respondents (19%) choose undecided, and 1 (4,8%) choose disagree. Most of the students' perception was still positive but there was 1 who chose to disagree with this statement. This means that not all students find it easier to learning pronunciation through Imitation Technique although most of them still find it easier or agree with the statement 9.

Based on the questionnaire results above, it can be seen that most of the students agree in all items, with the highest number of frequencies, 11 and the lowest frequency is 8. Most students gave positive perception which means Imitation Technique can affect their achievement in learning pronunciation as well.

Based on the result of data analysis from the questionnaire, it was found that the students had positive response or positive perception on Imitation Technique which was used in learning pronunciation.

Discussion

There were several factors that influenced students' perception or motivation. To begin with, perception is the process of recognizing and interpreting sensory information to provide overview and understanding of the environment. This definition is related with Robbins' and Judge (2013) who said that the perception related to environment that is as the process where the individuals organized and mean the impression of their senses so that they can give a meaning for their environment. He viewed that there are two types of perception: positive and negative perception. Positive perception is perception that describes all information, knowledge (known or unknown) positively. If someone has positive perception, he will accept and support the object that is perceived, and negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. If someone has negative perception, he will reject and defy every effort that is perceived. In this study, the students have different perceptions, they are positive and negative.

Regarding to the results in the questionnaire, the students had positive perception. Their perception lies on the advantages of Imitation Technique implementation itself. It can be concluded that Imitation techniques have a good effect. By using short movie or videos with subtitles on the screen, it absolutely can help the students to know what the speaker said and then imitate it. Therefore, learning can be more fun and the students can learn flexibly, anywhere, and anytime. These advantages were relevant with Fahmi Ainul et al (2020) who stated that some students found it easier to understand and practice pronunciation fluently when using shadowing in imitation technique. As a result, they were happy because the technique used Youtube or video as media which attracted more interest in learning.

According to Tamai in Sari (2018: 18), "Shadowing is an active and highly cognitive activity in which students pay attention to the speech heard and pronounce it back as clearly as possible at the same time they hear it". From this explanation, imitating made the students pay attention

more and repeat the sounds oftenly at the same time so that they become more familiar with the words spoken by the speaker in the video that they were listening to.

One factor which is positively viewed by the students is that Imitation technique (by using movie or video) is the best one features for students to practice pronunciation and train them to be fluent in speaking everywhere and anytime. Based on the data above, using imitation technique is a good implementation in learning English especially in learning pronunciation to make students more interested.

E. CONCLUSION

Based on the result of the data analysis, research findings and discussion in the previous chapter, it was found that: the perception of the second-grade students of SMAIT Al-Ishlah Maros about using Imitation Technique in learning pronunciation is positive. It shows on the mean score of the questionnaire analysis which is 80.81. According to the range of student perception classification, it is classified as Positive Perception. Thus, Imitation Technique can be one of English learning technique which could be used in learning pronunciation.

REFERENCES

- Bimo, Walgito. (1984). *Pengantar Psikologi Umum*. Andi: Jakarta. 2004. Bloomfield, Leonard. Language, with A New Foreword by C. F. Hockett. Chicago and London: The University of Chicago Press.
- Bloom, L. L. Hood and P. Lightbown. (1974). *Imitation in Language Development: If, When and Why*. (6:380-420) *Cognitive Psychology*.
- Celce-Murcia, M., Brinton, D., and Goodwin, J. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. New York: Cambridge University Press.
- Celce-Murcia, M. (2006). *Teaching English as a Second or Foreign Language* 3rd edition. Singapore: Heinle & Heinle.
- Chiu, Yi-Hui. (2012). Can Film-Dubbing Projects Facilitate EFL Learners' Acquisition of English Pronunciation?. *British Journal of Educational Technology*, 43(1).
- Clark, John L. D. (1983). Language Testing: Past and Current Status Directions for the Future. *Modern Language Journal*, 184.
- Gay, L.R, G.E, Mills. (2006). *Educational Research (Competensies for Analysis and Applications)*. USA: Pearson.
- Gerlach, Vernon S. (1975). *Interactive Approach to Basic*. New York: MacMillan Publishing Co. Inc.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1).

- Gronlund, N. E. (1981). *Measurement and Evaluation in Teaching*. New York: MacMillan Publishing Co. Inc.
- Hakim, Fahmi Ainul. (2020). *Teaching and Learning Pronunciation by Using Shadowing in Imitation Technique at SMP Muhammadiyah 7 Surakarta*. Muhammadiyah Surakarta University.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.
- University Press. (2017). Karimzadeh, Pooneh. *English Animation Dubbing Based Techniques and Iranian Intermediate EFL Learners' Nativelike Pronunciation Development*. Iran: Payame Noor University, I.R.
- Kelly, Gerald. (1989). *How to Teach Pronunciation*. Essex: Pearson Education. 2000. 35
- Moerk, E.. *The fuzzy set called "imitations"*. In *The many faces of imitation in language learning* edited by Speidel. (G. E. and K. E. Nelson, 277- 303) New York: Springer Verlag.
- Miles, Matthew B., A. Micahel Huberman, & Johnny Saldana. (2014). *Qualitative Data Analysis A Method Sourcebook*. United State of America: Sage Publications.
- Morley, J. The Pronunciation Component in Teaching English to Speakers of Other Languages. *TESOL Quarterly*, 25(1), 51-74. 1991.
- Robbins, S.P. (2003). *Organisational behaviour (10th ed)*. San Diego: Prentice Hall.
- Robbins, S.P., & Judge, T.A. (2013). *Organizational Behavior, 15th edition*. New Jersey: Pearson Education Inc.
- Sudijono, Anas. (1987). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sukmadinata, Nana Syaodih. (2016). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Sumantri, Erno. (2011). *Improving Students' Pronunciation by Using English Songs*. Syarif Hidayatullah State Islamic University.
- Stevick, Earl W. (1991). "Toward a Practical Philosophy of Pronunciation: Another View". In *Brown, Adam, ed. Teaching English Pronunciation: A Book of Readings* (p. 113-119). London & New York: Routledge.
- Syah, Ihsan. (2014). *Enhancing Students' Pronunciation through Jazẓ Chants at the Second Year of MA Muhammadiyah Datarang Gowa*. State Islamic University of Alauddin Makassar.
- Underhill, Nic. (1987). *Testing Spoken Language: A handbook of oral testing techniques*. Cambridge: Cambridge University Press.
- Wibawa, Yosep Kusuma. (2014). *Improving Students' Pronunciation through Role Plays for Class VII C at SMPN 3 Tempel*. Yogyakarta State University.