IMITATION TECHNIQUE IN LEARNING ENGLISH AT ENGLISH EDUCATION DEPARTMENT UNIVERSITAS NEGERI MANADO

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English as a foreign language is something interest to learn even though it is not easy to learn. In learning English many teachers were try some media, method, strategy, and technique. The aim of this research is to describe how the use of imitation technique is effective in learning English. In this research the researcher used imitation technique in learning English to improve students' pronunciation and listening skill. By used video the students imitate what are the speaker say, before that they must listen carefully what speaker say. In this research consists of 20 students in third semester and used three videos. This research applied in three treatments. The result showed the student receive better improvement in learning English. The findings in the analysis it showed the improvement of students' pronunciation is increased from 22.85 to 0.95 incorrect words and the improvement of listening is increased from 28.2 to 78.7, and it concluded that imitation technique is effective technique in learning English. When the words pronounced correctly it was help to recognize the words in case listening skill. In COVID-19 pandemic it is possible to use media such as video youtube in teaching and learning process even though technology could not replace the teacher position but technology will be distributor the knowledge from teacher to student.

Keywords: English; Imitation; Learning; Imitation Technique

1. INTRODUCTION

English as an International Language, and in some countries English as a second language or a foreign language (Sayuri, 2016). In Indonesia English as a foreign language, when we learn a foreign language it is not easy to learn because some causes like different from first language. In Indonesia language there is no tenses, and the way to pronounce which is one letter just stand for one word or two. For instances, letter A just pronounce A, but in English it should pronounce [ei] (Vandergrift, 2007). When people will learn English, they faced many difficulties, which is they learn by listen and they must get some media, techniques, and exercises. Although that problems not only faced by people who will learn English, but also faced by students in the English department. Pronunciation is very important because the students must know and be able to pronounce English (Hornby, 1995).. Based on the writer's experience in teaching English, most of the students make mistakes in pronouncing some English words, especially the words that consist of certain phoneme which do not occur in Indonesian language and their mother tongue.

(Sumardi, Adzima, R. Nur Wijaya, 2020) stated that "Students' speaking and listening skills can increase with the use of digital video". In solve that problems the researcher as a lecturer used a media and techniques in teaching learning process. (Maru, M. G., S Nur., 2020) stated that Video may also provide learners with the exposure to the native use of language. Media in this research was youtube video and the technique was imitation technique. (Bonk, 2009) states there are five stages of speaking performance: imitative, intensive, responsive, interactive, and extensive. One stages of speaking performance is imitative and imitation technique will be used in this research to help them pronounce English correctly.

The purpose of this research was to describe the effectiveness of imitation technique in learning English. (Fauzi, 2019) stated that as a teacher, it is important to create interesting technique, materials and media in teaching learning until process the students understand

how to pronounce the word and express them. In this research the researcher delimited imitation technique in learning English to improve their pronunciation and listening. There are some previous studies, first (Lengkoan, 2017) "A Study on The Use of songs to Improve Students' Pronunciation and Listening Skill" the researcher used songs as a media and conducted in Intermediate Listening class, where in that research just sound without pictures, the researcher choose Advance Listening, as revision familiar songs can be effective media to improve students' pronunciation and listening skill because if the songs were familiar automatically the students already know how to pronounce the words and the words they have listen. Second, (Aryani, Rinta & Fifit, 2017) "Video Educative Learning to Improve Listening and Speaking Skills of English By Imitate the Native Speaker" in that research video educative learning as a strategy to improve students' listening and speaking skill, and also used a mixed method, associates qualitative and quantitative forms. In the present study youtube video used as a media and imitation as a technique for students to improve their listening and speaking skill and this video there were some new words and naturally the speaker is speaking not singing. There is a gap from the related findings above, where in this research not used video where the students could practice two skills in one way and one media. Speaking and listening were practice with the video and particularly for speaking practice by imitate their pronunciation. This research applied in higher education for students in third semester.

2. RESEARCH METHOD

In this study the researcher used quantitative research. The research was carried out at English Education Department. The instructional process was done in two months from April 2020 to May 2020.

This study was conducted with in advance listening subject at English Education Department in Manado State University. There are three classes of subject advance listening, and the researcher took class C as the participants where consists of 20 students.

The quantitative data took from the students' ability to pronounce the English words and listening skill in the form of mean score formula maintained by pre-test and post-test. According to (iRubric R Campus)
http://www.rcampus.com/rubricshowc.cfm?code=L95572&sp=yes

Table 1. The Scoring Rubric of pronunciation and listening skill

Very good (Pronunciation and intonation are almost always very clear/accurate)	20
Good (Pronunciation and intonation are usually clear/accurate with a few problems)	15
Enough (Pronunciation and intonation errors sometimes make it difficult to understand the student)	10
Poor (Frequent problems with pronunciation and intonation)	5

Listening	Poor (0 point)	Good (10 point)
Ability to focus.	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding	Student did not understand enough vocabulary or information to answer the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.

Listening for details.	Student was unable to grasp specific details when listening, and did not include them in the answers.	The student was able to include most specific information and details in his/her answers.
Accuracy of answers.	The student's answers were mostly left out or unrelated to the information given.	The content was always accurate and related to the information given.

This study was analyzed by qualitative and quantitative data. The data for qualitative were described through the observation and field notes explaining about the process or situation during the teaching and learning process. Quantitative data are analyzed by using the formula:

$$M = \frac{\sum X}{N} \quad \text{Adapted by (Hatch and Hossein, 1982)} \tag{1}$$

Where:
M =Mean score
$\sum X$ = The Sum of Total Score
N=The Total Number of the Students
The formula used in analyzing the percentage students' achievement (Arinkunto, 2010)

$$P = \frac{\sum \text{ The Frequency of correct answer}}{\sum \text{ The Total Number of the Students}} X \; 100 \; \% \tag{2}$$

The researcher used descriptive quantitative method to present the data which is showed in quantitative data and then the researcher explained the result in descriptive form. This research conducted in four meetings and applied three treatments, six tests of listening and six tests of pronunciation. Listening test with written test by fill in the blank, the researcher gave the script that some of the script has been cut and the students have to fill the blank based on what they heard. The video played without show the picture. Pronunciation test with oral test which is the researcher gave the script and they have to read and pronounce each word correctly. After that the researcher gave treatment for them with play the video so the students can imitate the pronunciation, and automatically they could recognize the pronunciation and it could help them in listening.

3. FINDINGS AND DISCUSSION
This research findings showed in the graphics below:
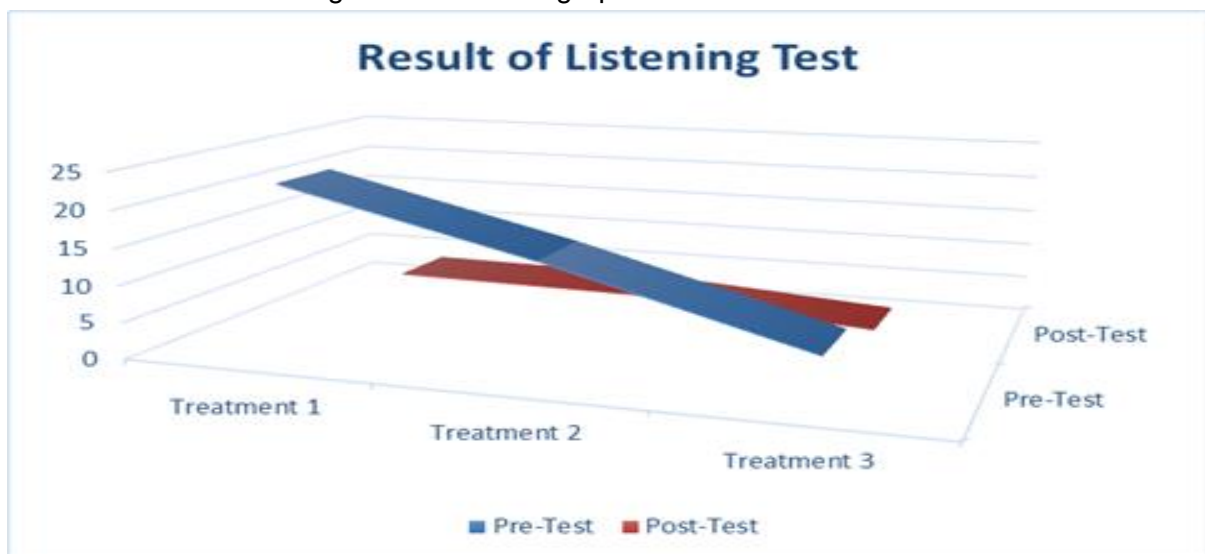
Graphic 1. Result of Listening Test

Based on data are presented ini graphic 1, where are correct words from 86 words each test. The data showed that in first treatment the lowest score was 10, the highest score was 40 and the mean score of pre-test was 28.2 and in post-test the lowest score was 65 and the highest score was 86, the mean score in post-test was 75.75. The second treatment the lowest score was 40 and the highest score was 70 and the mean score of pre-test was 35.35 and in post-test the highest score was 65 and the highest score was 86 and the mean score in post-test was 76.4. The third treatment the lowest score was 40 and the highest score was 70 and the mean score was 57.35 and in post-test the lowest score was 68 and the highest score was 86 and the mean score was 78.7. it showed the improvement of students' listening skill. The improvement is increased from 28.2 to 57.35 and 75.75 to 78.7. it is pictures in graphics 1 above.
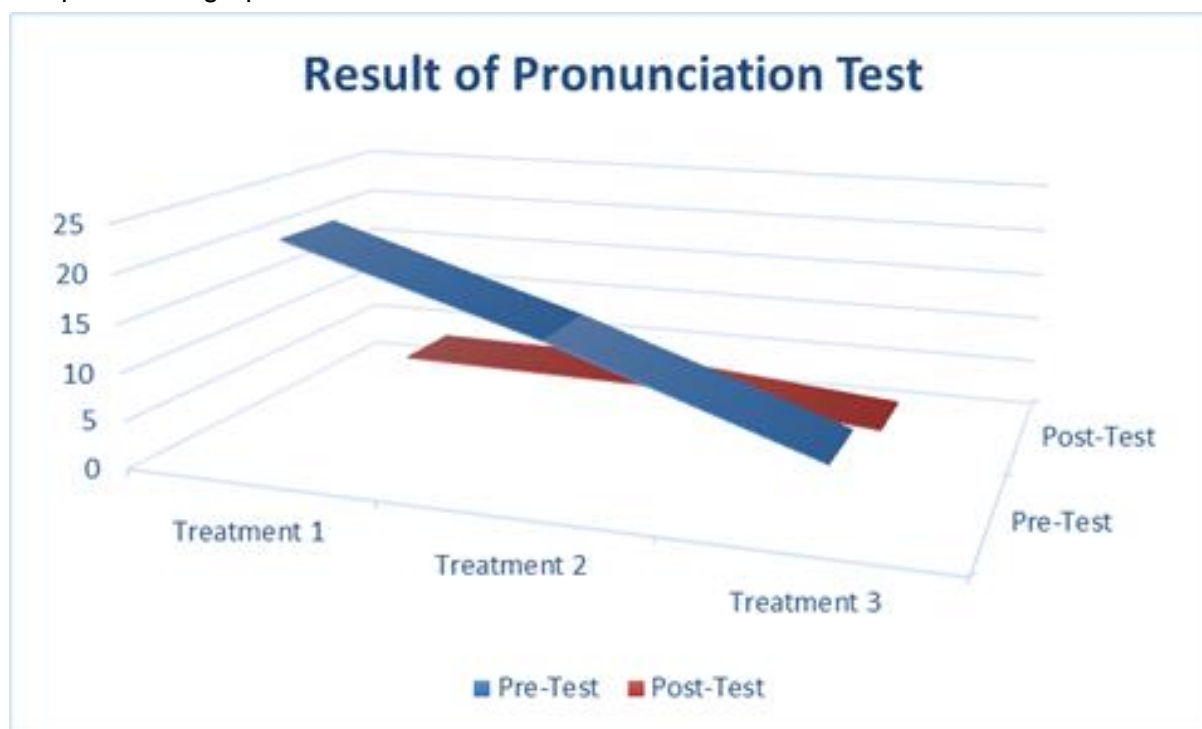
Graphic 2. Result of Pronunciation Test

Based on data are presented in Graphic 2, where are incorrect words from 86 words each test. The data showed that in first treatment the mean score of pre-test was 22.85 and the post-test was 3.95. The second treatment the mean score of pre-test was 14.95 and the post-test was 3.45. The third treatment the mean score was 5.8 and the post-test was 0.95. it showed the improvement of students' listening skill. The improvement is increased from 22.85 to 5.8 and 3.95 to 0.95. Where in the first treatment from 457 incorrect words to 79 words, it showed that 378 words were improved, in the second treatment from 299 words to 69 words, it showed that 230 words were improved, and in the last treatment from 116 incorrect words to 19 words it showed that students' mispronunciation was improved and it is pictures in graphics 2 above.

The data above describe how the effectiveness of imitation technique in learning English especially pronunciation and listening skill. The improvement of students' pronunciation and listening skill could happen by using imitation technique. Based on the results of the data analysis it found that in pronunciation, sum of students' incorrect words in post-test were lowest than pre-test, lowest not mean no improvement but if the incorrect words were lowest the students receive better improvement. In listening skill sum of students' correct words in post-test were highest than pre-test, highest means that students receive better improvement.

Imitation technique helps students to improve their listening skill and pronunciation used video youtube. (Prabhu, A, Rathina & Jeyanthi, 2015) stated that "A teacher would play nice English videos in the class room with sub-titles". The used of video in the classroom is

not new finding, many teachers, lecturers, and researchers already applied that media. Something new found that the technique and the strategy in applying that video. In (Prabhu, A, Rathina & Jeyanthi, 2015) found that "Imitation Learning to Enhance English Pronunciation Skills for Slow Bloomers" explored the change of west Tirunelveli engineering college teachers' conventional pedagogical methods through utilizing imitation learning method in English pronunciation instruction (Rost, 2011). The researcher described how the use of imitation technique is effective in learning English, the students listen what the speaker said while read the subtitle, and they imitate what they heard. They learn to pronounce English words through imitation. The data in the graphics 1 and graphics to showed clearly the improvement of students' listening skill and pronunciation.

4. CONCLUSION AND SUGGESTIONS

Technique is the important thing that must be used creatively during the teaching and learning process in order to reach the purpose of teaching. The implementation of imitation technique in learning English used video youtube could improve students' pronunciation and listening skill (Wael Abdulrahman Almurashi, 2016). It also mMedia is one of important things that must be used during the teaching and learning process in order to reach the purpose of teaching but also teacher have to be creative to manage the classroom procedure by using interesting activities so the students could interest, enjoyable, pleasurable, and comfortable, and easy to learned. The improvement can be seen from the score data in the tests. The research and result it is suggested to use better way and the use of imitation technique by video youtube should be use routinely in each learning activity and the students were able to comprehend what they learned. In COVID-19 pandemic it is possible to use media such as video youtube in teaching and learning process even though technology could not replace the teacher position but technology will be distributor the knowledge from teacher to student.

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