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Development of Digital Phonology Teaching Materials Using Shadowing Techniques for Korean BIPA Learners

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Abstract: This research aims to produce digital phonology teaching materials using the shadowing technique to improve the pronunciation skills of basic-level Korean BIPA learners. The research method employed Research and Development (R&D) with the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques involved needs analysis by interviewing BIPA learners and instructors, then conducting pronunciation tests on Korean BIPA learners to identify pronunciation challenges and specific needs for material development. Based on this analysis, the digital teaching materials were designed and developed, then validated by media experts, material experts, and BIPA practitioners. Data analysis techniques in this research included quantitative and qualitative methods. The result showed that the development of digital phonology teaching materials with shadowing techniques for Korean BIPA learners was effective in improving Indonesian pronunciation skills. The evaluation results showed that this teaching material received a very positive response from teachers and learners, with feasibility test scores of 98% and 94% respectively, as well as expert validation that supported the quality of the teaching material. Thus, this digital teaching material not only meets the expected standards, but also offers concrete solutions to the pronunciation challenges faced by Korean BIPA learners, and is ready to be used to improve the effectiveness of Indonesian pronunciation learning.

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Introduction

Teaching Indonesian as a Foreign Language (BIPA) faces various challenges, particularly for learners from linguistically different backgrounds, such as Korean learners. One major challenge in language learning is mastering pronunciation, which is often difficult due to phonological differences between the native language and the target language (Authar, 2018). The pronunciation of words in Indonesian differs significantly from the pronunciation in Korean. Korean has 19 vowel phonemes and 21 consonant phonemes, while Indonesian generally consists of 29 phonemes (Syahri, 2020). This phonological difference is one of the main causes of pronunciation challenges faced by BIPA students from Korea. This problem often causes Korean students to translate Indonesian words in a way that does not conform to pronunciation standards, thus affecting their ability to communicate effectively. With advances in digital technology, innovative teaching methods can now be applied to address this issue. The shadowing technique, which involves directly mimicking a native speaker's pronunciation, has shown positive results in improving language pronunciation skills (Leonisa, 2022). Shadowing is a language learning technique that gained prominence in Japan (Wang, 2017). It involves a practice similar to listening and repeating, but with a key

difference: rather than first listening to a sample speaker and then repeating the learned material afterward, learners are required to mimic the speaker as closely as possible in real time, with only a brief delay (Foote, 2017). Recent research indicates that shadowing, when combined with digital technology such as interactive websites and speech-to-text features, can provide more frequent practice and instant feedback, thus enhancing learner engagement and motivation (Smith & Jones, 2021; Tanaka, 2022; Lee, 2020). While there are studies on the application of shadowing techniques in language learning, there is limited research specifically adapting this method for BIPA learners from Korea in a digital format.

This study fills this gap by developing digital phonology teaching materials based on the shadowing technique, tailored to the needs of BIPA learners from Korea. The scientific novelty of this research lies in integrating the shadowing technique into digital teaching materials designed for the specific linguistic needs of Korean learners. This study also includes validation of the teaching materials by experts in content, media, and BIPA practitioners, providing empirical data that is absent in previous studies. The primary issue addressed is how the shadowing technique can be effectively integrated into digital teaching materials to enhance Indonesian pronunciation skills for BIPA learners from Korea.

Several previous studies have discussed pronunciation for Korean students, but no one has specifically developed teaching materials tailored to the needs of Korean speakers. One relevant research is Afina and Naufal's (2021) research entitled: "Development of a Digital Module for Indonesian Pronunciation for Basic Level BIPA Learners." This research focuses on developing a web-based digital module to improve the Indonesian pronunciation skills of elementary level BIPA students, but the focus is on BIPA students in general without considering the special needs of Korean speakers. On the other hand, Leonisa's (2022) research entitled "Shadowing Technique For Pronunciation Development" analyzes the use of shadowing techniques in English language learning, showing its effectiveness in improving pronunciation for speakers of English as a second language. However, although the shadowing technique has been proven effective in the English context, its application in Indonesian language learning, especially for Korean students, has never been specifically carried out. This research fills this gap by developing digital open materials based on shadowing techniques specifically designed for Korean students. Thus, this research makes a significant contribution by providing a more focused and relevant solution to improve the pronunciation skills of Korean speakers, through the adaptation of shadowing techniques in a digital format tailored to their specific phonological needs.

This study hypothesizes that digital teaching materials incorporating shadowing techniques with interactive features will result in significant improvements in pronunciation and phonological understanding compared to traditional methods. This research aims to produce digital phonology teaching materials using the shadowing technique to improve the pronunciation skills of basic-level Korean BIPA learners and to assess the contribution of its scientific novelty in the context of BIPA learning, as well as to examine its potential application in addressing the pronunciation challenges faced by BIPA learners from Korea.

Research Method

This study employed a research and development method using the ADDIE model, which includes five stages: needs analysis, material design, prototype development, implementation, and evaluation (Branch, 2009). The study population comprised BIPA instructors and learners from Korea at Balai Bahasa UPI, as well as material experts, media experts, and BIPA practitioners. A purposive sampling technique was employed to ensure that participants had relevant qualifications. Data collection was conducted through

interviews, questionnaires, and product trials. For the development of the instruments, digital phonology teaching materials were created as a website using tools such as Canva, Figma, Web Speech IPA, GitHub, HTML, CSS, and JavaScript. The website features interactive elements, including pronunciation exercises with speech-to-text functionality. Learners tested the prototype materials to collect data on their effectiveness.

Data analysis techniques included both quantitative and qualitative methods. Validation data from material experts, media experts, and BIPA practitioners were analyzed to assess the appropriateness of the content, presentation, and media of the teaching materials. Quantitative analysis was used to calculate validation scores and feasibility percentages, while qualitative analysis assessed feedback and suggestions from the validators. Additionally, data from the product trials were analyzed to evaluate improvements in learners' pronunciation skills through the shadowing technique.

Results and Discussion

To improve the pronunciation skills of BIPA (Indonesian for Foreign Speakers) learners, several studies have identified challenges and offered potential solutions to design more effective teaching materials. These studies provide valuable insights into common pronunciation errors and innovative approaches that can be used to address these issues. Rismaya and Riyanto (2021), in their research entitled "Phoneme Pronunciation Errors in Indonesian Vocabulary by Foreign Indonesian-Speaking Vloggers," found various phoneme pronunciation errors in BIPA learners, both vowels and consonants, as well as consonant accompaniment sounds in Indonesian vocabulary. This study provides a clear picture of the challenges faced by foreign learners in producing correct phonemes. Documenting these errors is essential to understanding specific areas that need improvement in BIPA learners' pronunciation.

Along with that, Afina and Naufal (2021) in their article "Development of a Digital Module for Indonesian Pronunciation for Elementary BIPA Learners" focused on creating a digital module designed to improve the pronunciation skills of elementary BIPA learners. This module aims to provide more interactive and structured pronunciation exercises, supporting learners in overcoming common pronunciation errors. Although this study is not limited to Korean BIPA learners, the principle of developing this digital module is relevant to various groups of BIPA learners, including learners from Korea, to improve their pronunciation. Based on these relevant studies, this study focuses on developing digital phonology teaching materials specifically for elementary Korean BIPA learners, with the hope of overcoming the specific pronunciation errors faced by these learners and significantly improving their pronunciation skills.

Before the design of the teaching materials, a preliminary study was undertaken, encompassing a needs analysis through interviews and questionnaires with BIPA instructors and learners, in addition to administering initial pronunciation tests to the BIPA learners. The study began by analyzing learning problems related to the pronunciation skills of BIPA learners. The findings indicated that Korean BIPA learners face difficulties in pronouncing certain sounds in Indonesian. Several factors contribute to these challenges. The first factor is the limited availability of specific pronunciation teaching materials.

The initial stage of this research involved conducting interviews and tests with BIPA learners and instructors to gather preliminary data and determine their needs in the learning process. The findings from this initial needs assessment revealed several challenges related to pronunciation skills for Korean BIPA learners. Based on these findings, an initial observation of the pronunciation abilities of Korean BIPA learners was conducted. Korean learners often

modify Indonesian pronunciation, such as omitting sounds, adding sounds, and altering sounds. They frequently struggle to adapt to the phonological rules of Indonesian, which differ from those of their native language. It includes challenges with vowel pronunciation, consonant articulation, and different intonation patterns, due to differences between the Korean and Indonesian alphabets. Some Indonesian sounds are not present in Korean. According to Hwa et al. (2013), modern Hangul (Korean writing) consists of 40 characters, including 19 consonants and 21 vowels.

Based on the findings regarding the pronunciation characteristics of Korean BIPA learners, several characteristics cause difficulties in their pronunciation skills. These characteristics include the neutralization of the [r] sound to [l] in some word pronunciations. Muslich (2015) and Chaer (2013) define neutralization as a phonemic error involving the loss of contrast between two different phonemes. This finding is supported by Supardi (2017), who notes that Korean BIPA learners often mispronounce the [r] sound as [l]. Furthermore, another characteristic of Korean pronunciation is the addition of the [e] sound at the end of words with the [r] consonant sound. This process is known as epenthesis. Gussenhoven and Jacobs (2007) describe epenthesis as a phonological phenomenon where a vowel or consonant sound is added to a word, either in the middle or at the end, to facilitate pronunciation or accommodate phonological differences. This occurs in words like /akhir/, /kejar/, /cibir/, /syukur/, and /pasar/. All these words end with the [r] sound in Korean characters [ㄹ], read as [rieul], similar to the previous discussion that this letter has specific rules in Korean. In Korean, if [ㄹ] is at the end of a word, it is usually pronounced as [l], such as in the word [설날] (seol nal). Therefore, Korean speakers often add a vowel or even change the [r] sound to [l] when pronouncing Indonesian words ending in /r/.

Based on the findings of Korean learners' pronunciation characteristics, research was conducted on the availability of specific pronunciation teaching materials for BIPA instructors and learners. The findings from the initial needs assessment indicate that the current teaching resources need further development to improve the pronunciation skills of Korean BIPA learners. Based on these findings, a solution was proposed to develop digital teaching materials aligned with SKL (Standards of Competence) and integrated with a model that meets these needs. After analyzing the needs of BIPA instructors, a needs assessment questionnaire was also distributed to Korean BIPA learners. At this stage, interviews with several Korean BIPA learners were conducted. Data from the questionnaire revealed that 31% of learners experienced difficulties due to a lack of practice in the teaching materials used, and 100% of learners expressed a need for specific pronunciation teaching materials.

Based on interviews with learners and instructors, a further analysis of the teaching materials used during the learning process was conducted. This analysis revealed that materials specifically addressing Indonesian phonology are still very limited. These findings indicate that pronunciation instruction for Korean BIPA learners requires focused attention. The existing teaching materials need innovation and development to better achieve learning objectives and enhance the pronunciation skills of Korean BIPA learners. Consequently, a proposal for digital teaching materials focusing on pronunciation skills for Korean BIPA learners was made. Following the needs analysis, the next stage involves designing teaching materials that align with the learners' needs and the BIPA SKL.

The shadowing technique was chosen for its effectiveness in helping learners mimic and adjust elements like intonation and rhythm of the target language (Rubin, 1994). By practicing intensively and independently through this technique, learners can improve their pronunciation of words and phrases in Indonesian more accurately and fluently. The digital phonology teaching material design focuses on providing interactive shadowing exercises.

This approach facilitates independent learning and allows learners to practice anytime and anywhere according to their needs (Gilakjani & Ahmadi, 2011). With this personal and adaptive approach, it is hoped that the digital teaching material can offer a more enjoyable and effective learning experience for Korean BIPA learners, providing motivation and resources for significant progress in mastering Indonesian pronunciation skills.

The initial design of the digital phonology teaching material, incorporating the shadowing technique for Korean BIPA learners, includes several components: 1) principles of the shadowing technique, 2) material, 3) presentation structure, 4) instructions, and 5) media. The principles of the shadowing technique provide the foundation for developing the teaching materials and involve six steps: selecting content/material, understanding, recognizing sounds, lip movements (shadowing with the script and whispering), lip movements with sound observation (prosody shadowing), and practice in real conditions (content shadowing). Consistent with Hosoda's (2011) view that the shadowing technique is a viable alternative in foreign language learning, the principles of shadowing were designed with material selection aligned with BIPA's basic SKL. Accordingly, the content of the developed teaching material includes 1) an introduction to human speech organs as a basis for sound pronunciation knowledge, 2) an introduction to vocabulary sounds related to daily life, 3) an introduction to minimal pair sounds, and 4) practice in pronouncing words, simple sentences, complex sentences, and simple conversations. The determined material was then developed with a structured presentation, detailed instructions, and appropriate media.

After designing the teaching material, the next stage involves determining the multimedia features to be developed for the digital teaching material. Features provided include speech-to-text, which serves as a self-assessment tool for learners' pronunciation skills. With this feature, learners can evaluate and reflect on their pronunciation abilities independently. The design of digital teaching materials must consider human-computer interaction (HCI) and multimedia principles. In line with Mayer's (2009) view, good multimedia design can enhance understanding and retention of information by effectively integrating text, audio, and visuals. After completing the design of the digital teaching materials, the next stage is the development phase. In this phase, the teaching materials are compiled into a website format using various development tools such as Canva, Figma, Web Speech IPA, HTML, CSS, and Github. The result is a digital phonology teaching material with the shadowing technique for Korean BIPA learners.

Figure 1. Teaching Material Design

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After developing the teaching materials into a website, expert validation was conducted to assess the feasibility of the digital phonology teaching materials using the shadowing technique. The validation was carried out by material experts, media experts, and BIPA practitioners to evaluate various aspects, including graphic aspects, linguistic aspects, and material presentation aspects. The validation results revealed that material experts assigned a percentage value of 80% with the category "Feasible," media experts also assigned a percentage value of 80% with the category "Feasible," and BIPA practitioners assigned a value of 85% with the category "Very Feasible."

Based on these validation results, improvements were made to several aspects of the teaching materials, such as adjusting the content, using sentences in accordance with EYD, refining writing types, incorporating illustrations, and adding multimedia features. After these improvements, the implementation stage commenced. The implementation involved a trial of the teaching materials with BIPA learners. This trial is a crucial step in the implementation process, as it allows researchers to identify the strengths and weaknesses of the developed materials before broader deployment (Clark, 2003). The results of the trial were analyzed by comparing pretest and posttest scores.

Table 1. Results of Pronunciation Ability Scores Before Product Trial

No	Student Code	Grade	Category
1	B1	65	Enough
2	B2	70	Enough
3	B3	70	Enough
4	B4	80	Good
5	B5	75	Good
6	B6	65	Enough
Average		70,8	Enough

Based on the percentage table, it can be concluded that the value of Korean BIPA learners in pronunciation ability before using digital phonology teaching materials with shadowing techniques for Korean BIPA learners is that the most scores are in the "sufficient" category with a total of 4 people with a percentage of 66.6%. Then for the "good" category there are 2 people with a percentage of 33.3%.

Table 2. Results of Pronunciation Ability Scores After Product Trial

No	Student Code	Grade	Category
1	B1	85	Good
2	B2	90	Very Good
3	B3	90	Very Good
4	B4	95	Very Good
5	B5	90	Very Good
6	B6	85	Very Good
Average		89,1	Very Good

The percentage of the average pretest score in the trial of digital phonology teaching materials with shadowing techniques for Korean BIPA learners was 70.8% in the category of "Enough", while the average posttest score was 89.3% in the category of "Very Good". The difference in the average pretest and posttest scores was 18.5%, indicating an increase after the use of digital phonology teaching materials with shadowing techniques for Korean BIPA learners. After obtaining the average scores from the pretest and posttest, the next step was to conduct a normality test to ensure that the two groups of data were normally distributed. After that, a homogeneity test was conducted to check whether the variance between the pretest and posttest data was homogeneous or uniform. This homogeneity test is important to ensure that the comparison between the two groups of data can be carried out properly. After

ensuring that the data meets the requirements for normality and homogeneity, a T-test was conducted to see the significant difference between the average pretest and posttest scores. Based on the results of the T-test, the results obtained showed that the difference between the average pretest and posttest scores was statistically significant.

Based on the implementation, it can be concluded that the development of digital phonology teaching materials using shadowing techniques for Korean BIPA learners yields positive and significant results in enhancing students' pronunciation skills. Following the implementation stage, the evaluation stage was conducted. According to Stufflebeam (2003), program evaluation involves collecting and analyzing data to assess the effectiveness, efficiency, relevance, and impact of a program. In this context, the evaluation aims to ensure that the teaching materials meet the learning objectives and user needs.

The evaluation of the digital phonology teaching materials, incorporating shadowing techniques, involved distributing response questionnaires to teachers and students who used the materials. The results from the teachers' responses showed an average percentage value of 98%, categorized as "Very Appropriate," indicating a high level of satisfaction with the developed teaching materials. Similarly, the students' response questionnaires yielded an average percentage value of 94%, also categorized as "Very Appropriate," reflecting a positive reception of the materials from the perspective of direct users. These evaluation results demonstrate that the digital phonology teaching materials with shadowing techniques successfully meet the expectations and needs of both teachers and learners, providing effective learning experiences. This positive feedback provides a strong foundation for maintaining and enhancing the quality of teaching materials in the future, in alignment with the expectations and standards set in BIPA learning.

Conceptually, this research expands the understanding of the application of shadowing in a digital format for teaching phonological techniques, as well as adds insight into how this technique helps learners from different linguistic backgrounds overcome phonological differences. This enriches the theory of phonological teaching and phonological transfer. Practically, the research results offer an alternative for BIPA practitioners to improve Korean students' pronunciation through developed digital teaching materials. The website provides additional tools that can be boldly accessed and used independently, enriching teaching methods and increasing learner motivation. In addition, this research can be a reference for the development of digital phonology teaching materials and shadowing techniques in subsequent research, supporting further innovation in language education.

Conclusion

The conclusion of this study confirms that the development of digital phonology teaching materials using shadowing techniques for Korean BIPA learners is effective in improving Indonesian pronunciation skills. The evaluation results show that these teaching materials received very positive feedback from both teachers and learners, with feasibility test scores of 98% and 94%, respectively. Additionally, expert validation supports the quality of the teaching materials. Thus, this digital teaching material not only meets the expected standards but also offers concrete solutions to the pronunciation challenges faced by Korean BIPA learners and is ready to be used to enhance the effectiveness of Indonesian pronunciation instruction.

Recommendation

Based on the results of this study, it is recommended that future researchers develop additional materials such as interactive modules and gamification features to increase learner

engagement. Testing the teaching materials in various learning contexts and with various groups of learners will provide deeper insights into their effectiveness. Potential barriers such as technological limitations and resistance to change need to be addressed with appropriate solutions, such as providing offline versions and effective communication strategies. Regular evaluation and monitoring are also important to ensure that the teaching materials remain relevant and effective.

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