**DEVELOPMENT OF DIGITAL PHONOLOGY TEACHING MATERIALS USING SHADOWING TECHNIQUES FOR KOREAN BIPA LEARNERS**

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| **Abstract:** Pronunciation learning plays a crucial role in teaching Indonesian as a Foreign Language (BIPA), especially for learners from Korea who face challenges in pronunciation. 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 employs Research and Development (R&D) with the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is chosen for its ability to produce a comprehensive final product through needs analysis, design, development, expert validation, and evaluation. Data collection techniques involve 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 are designed and developed, then validated by media experts, material experts, and BIPA practitioners. The validation results indicate that the teaching materials are deemed "appropriate" with revision recommendations. The revised teaching materials were then tested on Korean BIPA learners. The trial results showed a significant improvement in pronunciation ability, with an average pretest score of 70.8% and an average posttest score of 89.1%. Data analysis indicates that the teaching materials are effective, with normal and homogeneous data. The t-test shows a significant difference between learners' pronunciation ability in the pretest and posttest. Feedback from BIPA learners and instructors indicates that the digital teaching materials received a "very appropriate" rating and positive responses. With internet-based accessibility, this product offers an effective alternative for phonology learning, particularly in enhancing pronunciation for Korean BIPA learners. | **Article History**Received: 2Revised: Published:.. 2017**Key Words :**BIPA,phonology, pronunciation, teaching materials. |

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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. 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. 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 article 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. The hypothesis of this study is that digital teaching materials incorporating shadowing techniques with interactive features will result in significant improvements in pronunciation and phonological understanding compared to traditional methods. The purpose of this article review is to evaluate the development and effectiveness of digital phonology teaching materials based on the shadowing technique 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 aims to develop and evaluate digital phonology teaching materials based on the shadowing technique for Korean BIPA learners using a development and research design approach. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is employed as the framework for this research, encompassing five stages: needs analysis, material design, prototype development, implementation, and evaluation (Branch, 2009). The study population consists of BIPA instructors and learners from Korea at Balai Bahasa UPI, as well as material experts, media experts, and BIPA practitioners. A purposive sampling method was used to ensure participants had relevant qualifications. Data collection was carried out through interviews, questionnaires, and product trials. In developing the instruments, the digital phonology teaching materials were created in the form of 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. The prototype materials were tested by learners to gather 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.

**Result and Discussion**

This research aims to produce a digital phonology teaching material with the shadowing technique for Korean BIPA learners. Before designing the teaching materials, a preliminary study was conducted with needs analysis through interviews and questionnaires with BIPA instructors and learners, and initial pronunciation tests were administered to BIPA learners. The development of this research design uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). According to Dick and Carey (2009), this model provides a systematic framework for developing effective teaching materials, starting from needs analysis to evaluating the outcomes.

The study begins by analyzing learning problems related to pronunciation skills of BIPA learners. The findings indicate 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 involves analysis, where interviews and tests are conducted with BIPA learners and instructors to gather initial data and determine the needs of learners and instructors in the learning process. The findings from the initial needs assessment reveal several challenges in Korean BIPA learning related to pronunciation skills. Based on these findings, an initial observation of the pronunciation abilities of Korean BIPA learners was conducted. Korean learners often make changes in Indonesian pronunciation, such as omission of sounds, addition of sounds, and alteration of sounds. They frequently struggle to adapt to the phonological rules of Indonesian, which differ from their native language. This includes vowel pronunciation, consonant articulation, and different intonation patterns, due to differences in the Korean and Indonesian alphabets. Some Indonesian sounds are not present in Korean. As stated by Hwa et al. (2013), modern Hangul (Korean writing) consists of 40 alphabets, 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, further analysis of the teaching materials used during the learning process was conducted. The analysis showed that the materials specifically addressing Indonesian phonology are still very limited. These findings suggest that pronunciation teaching for Korean BIPA learners requires special attention. The teaching materials used in the learning process need innovation and development to achieve learning objectives and improve the pronunciation skills of Korean BIPA learners. Therefore, a digital teaching material focusing on pronunciation skills for Korean BIPA learners was proposed. After the needs analysis, the next stage is to design teaching materials that meet 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 with 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 serve as the foundation for developing the teaching materials, with six steps: selecting content/material, understanding, recognizing sounds, lip movements (shadowing with script and whispering), lip movements with sound observation (prosody shadowing), and practice in real conditions (content shadowing). In line with Hosoda's (2011) view that the shadowing technique is recognized as an alternative in foreign language learning, the principles of shadowing were designed with material selection aligned with BIPA’s basic SKL. Based on this alignment, the content of the developed teaching material includes: 1) introduction to human speech organs as a basis for sound pronunciation knowledge, 2) introduction to vocabulary sounds related to daily life, 3) introduction to minimal pair sounds, 4) practice in pronouncing words, simple sentences, complex sentences, and simple conversations. The determined material was then developed with a presentation structure, instructions, and media for the teaching material.

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**

After developing the teaching materials into a website, expert validation was then carried out to assess the feasibility of the digital phonology teaching materials with the shadowing technique that was developed. Validation was carried out by material experts, media experts, and BIPA practitioners to assess the feasibility of various aspects, namely, graphic aspects, linguistic aspects, and material presentation aspects. Based on the validation results from material experts, a percentage value of 80% was obtained with the category "Feasible", the percentage value of validation from media experts was 80% with the category "Feasible", and the validation results by BIPA practitioners obtained a value of 85% with the category "Very Feasible". Based on the validation results of material experts, media, and BIPA practitioners on digital phonology teaching materials with shadowing techniques for Korean BIPA learners, improvements were made to several aspects, such as adjusting the content of the material, using sentences according to EYD, using types of writing, using illustrations, and adding multimedia features in teaching materials. After making improvements to the teaching materials, the implementation stage was then carried out. Implementation in the development of digital phonology teaching materials with shadowing techniques for Korean BIPA learners in the form of a trial of teaching materials on BIPA learners. Trial of teaching materials is a crucial step in the implementation process. According to Clark (2003), trials allow researchers to identify the strengths and weaknesses of the teaching materials developed before expanding their use. Based on the results of the trial, the results of the pretest and posttest scores were found.

**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% with the category of "Enough", while the average posttest score was 89.3% with 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 this implementation, it can be concluded that the development of digital phonology teaching materials with shadowing techniques for Korean BIPA learners provides positive and significant results to improve students' pronunciation skills after using digital phonology teaching materials with shadowing techniques for Korean BIPA learners. After carrying out the implementation stage, the evaluation stage is then carried out. According to Stufflebeam (2003), program evaluation involves collecting and analyzing data to evaluate the effectiveness, efficiency, relevance, and impact of a program. In this context, evaluation aims to ensure that the teaching materials have met the learning objectives and user needs. Evaluation of the development of digital phonology teaching materials with shadowing techniques is in the form of distributing response questionnaires to teachers and students as users of the teaching materials. Based on the results of the teacher's responses, an average percentage value of 98% was obtained with the category "Very Appropriate", indicating a high level of satisfaction with the teaching materials that have been developed. Meanwhile, the results of the response questionnaire from students showed an average percentage value of 94% with the category "Very Appropriate", which also reflects a positive response to the teaching materials from the perspective of direct users. The results of this evaluation provide an overview that the digital phonology teaching materials with shadowing techniques for Korean BIPA learners that have been developed have succeeded in meeting the expectations and needs of teachers and providing effective learning experiences for learners. This positive response provides a strong foundation for maintaining and improving the quality of teaching materials in the future, in accordance with the expectations and standards set in BIPA learning.

**Conclusion**

The conclusion of this study confirms that the development of digital phonology teaching materials with shadowing techniques for Korean BIPA learners is effective in improving Indonesian pronunciation skills. The research objective, which aims to produce teaching materials that are in accordance with the needs of Korean BIPA learners and the BIPA Graduate Competency Standards (SKL), has been achieved well. The shadowing technique applied in this teaching material has been proven to improve fluency and accuracy of pronunciation, in accordance with the hypothesis that this technique can improve learners' pronunciation skills. The evaluation results show 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 supports 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.

**Recommendation**

Based on the results of this study, it is recommended to 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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