INVESTIGATING SHADOWING TECHNIQUE TO REINFORCE ENGLISH PRONUNCIATION SKILLS FOR SENIOR HIGH SCHOOL IN JAKARTA
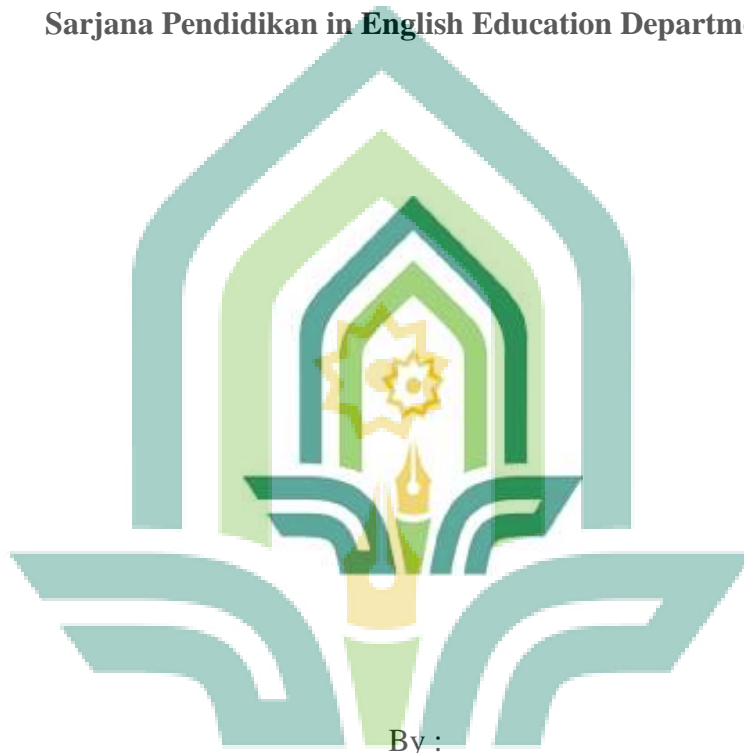
A THESIS

Submitted in Partial Fulfilment of the Requirement for the Degree of

Sarjana Pendidikan in English Education Department

By :

SHAFA KARISMA

SN. 2521040

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN

2025

INVESTIGATING SHADOWING TECHNIQUE
TO REINFORCE ENGLISH PRONUNCIATION SKILLS
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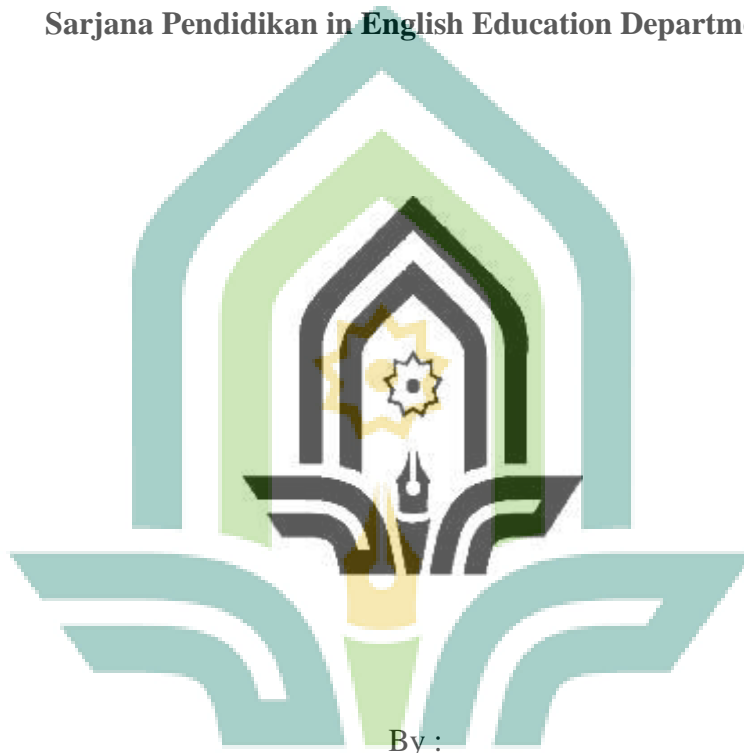**Sarjana Pendidikan in English Education Department**

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Dengan ini menyatakan bahwa skripsi yang berjudul **"INVESTIGATING SHADOWING TECHNIQUE TO REINFORCE ENGLISH PRONUNCIATION SKILLS FOR SENIOR HIGH SCHOOL"** adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Yang menyatakan

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UIN K.H Abdurrahman Wahid Pekalongan

Ketua Program Studi Tadris Bahasa Inggris

di- Pekalongan

Assalamu'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan seperlunya, maka Bersama ini saya kirimkan naskah skripsi saudari :

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Prodi : Tadris Bahasa Inggris

Judul : **INVESTIGATING SHADOWING TECHNIQUE TO REINFORCE ENGLISH PRONUNCIATION SKILLS FOR SENIOR HIGH SCHOOL**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

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Pekalongan, 13 Juni 2025

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iv

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MOTTO

"Trust the process and believe in your ability to succeed"

ABSTRACT

Pronunciation is one of the important aspects of the English language that requires lifelong learning. Language is dynamic and continues to develop into new words and phrases. As students encounter new words, phrases, and accents throughout their lives, they must learn to adapt their pronunciation through practice, exposure, and continuous refinement. There are definitely ways or techniques that can be used to make learning a language easier for students. One technique that students can use to learn English pronunciation easily is the shadowing technique. The shadowing technique is a learning technique where students imitate the speech of native speakers directly and as quickly as possible, to increase the clarity and accuracy of pronunciation. This study aims to investigate English pronunciation skills in high school students, examine students' positive and negative experiences in learning pronunciation using shadowing techniques, and describe how shadowing techniques can support students' pronunciation skills through the pronunciation aspects taught. This research uses a qualitative method with a narrative inquiry approach. Participants in this research were 4 senior high schools. Data collection in this research used observation and semi-structured interviews, which were then analyzed using thematic analysis of the research results. The research results show that shadowing techniques can significantly help increase students' confidence in speaking, improve intonation, and clarify articulation. However, some students face challenges in keeping up with the pace and rhythm of native speakers, highlighting the importance of continuous repetition. This research concludes that the shadowing technique can be an effective strategy to strengthen English pronunciation skills if it is applied in a structured manner and adapted to students' individual needs. It is hoped that these findings will provide insight for students that learning English pronunciation is not difficult if you apply one of the techniques that can make it easier for students to learn independently. And can provide insight into English teachers in developing innovative and effective learning methods.

Keywords: Shadowing Technique, Pronunciation, Learning Process

ABSTRAK

Pengucapan merupakan salah satu aspek penting dalam bahasa Inggris yang memerlukan pembelajaran seumur hidup. Bahasa bersifat dinamis dan terus berkembang menjadi kata-kata dan frasa baru. Saat siswa menemukan kata-kata, frasa, dan aksen baru sepanjang hidup mereka, mereka harus belajar menyesuaikan pengucapan mereka melalui latihan, pemaparan, dan penyempurnaan berkelanjutan. Pasti ada cara atau teknik yang dapat digunakan untuk membuat pembelajaran bahasa menjadi lebih mudah bagi siswa. Salah satu teknik yang dapat digunakan siswa untuk mempelajari pengucapan bahasa Inggris dengan mudah adalah teknik shadowing. Teknik shadowing merupakan teknik pembelajaran di mana siswa meniru ucapan penutur asli secara langsung dan secepat mungkin, untuk meningkatkan kejelasan dan keakuratan pengucapan. Penelitian ini bertujuan untuk menyelidiki keterampilan pengucapan bahasa Inggris pada siswa sekolah menengah, mengkaji pengalaman positif dan negatif siswa dalam mempelajari pengucapan menggunakan teknik shadowing, dan mendeskripsikan bagaimana teknik shadowing dapat mendukung keterampilan pengucapan siswa melalui aspek-aspek pengucapan yang diajarkan. Penelitian ini menggunakan metode kualitatif dengan pendekatan narrative inquiry. Partisipan dalam penelitian ini adalah 4 SMA. Pengumpulan data dalam penelitian ini menggunakan observasi dan wawancara semi terstruktur, yang kemudian dianalisis menggunakan analisis tematik hasil penelitian. Hasil penelitian menunjukkan bahwa teknik shadowing dapat membantu meningkatkan rasa percaya diri siswa dalam berbicara, memperbaiki intonasi, dan memperjelas artikulasi secara signifikan. Namun, beberapa siswa menghadapi tantangan dalam mengikuti kecepatan dan irama penutur asli, menyoroti pentingnya pengulangan yang berkelanjutan. Penelitian ini menyimpulkan bahwa teknik shadowing dapat menjadi strategi yang efektif untuk memperkuat keterampilan pengucapan bahasa Inggris jika diterapkan secara terstruktur dan disesuaikan dengan kebutuhan individu siswa. Diharapkan temuan ini akan memberikan wawasan bagi siswa bahwa mempelajari pengucapan bahasa Inggris tidaklah sulit jika menerapkan salah satu teknik yang dapat memudahkan siswa untuk belajar secara mandiri. Dan dapat memberikan wawasan bagi guru bahasa Inggris dalam mengembangkan metode pembelajaran yang inovatif dan efektif.

Kata Kunci: *Teknik Shadowing, Pengucapan, Proses Pembelajaran*

PREFACE

Praise and gratitude are addressed to Allah SWT who has granted me the strength, patience, and perseverance to complete this undergraduate thesis titled **"INVESTIGATING SHADOWING TECHNIQUE TO REINFORCE ENGLISH PRONUNCIATION SKILLS FOR SENIOR HIGH SCHOOL".** The writing of this thesis has been a journey filled with challenges, learning experiences, and invaluable insights. During this process, I gained a deeper understanding of the use shadowing technique in the learning process and understood the difficulties by students in using this technique as a medium for learning pronunciation. I hope will be contribute meaningfully to field of UIN K.H Abdurrahman Wahid Pekalongan. Despite the difficulties encountered, the research process has been a rewarding oppoturnity for academic growth and personal development.

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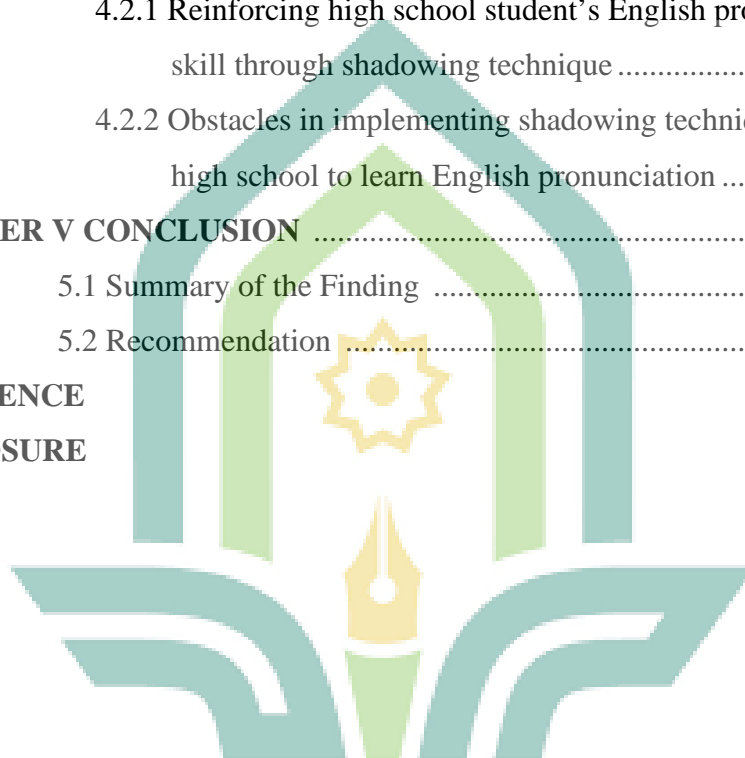
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The researcher
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Pronunciation skills are very important for students to be able to interact and actively participate in English learning (Safitri et al., 2022). Pronunciation training can develop students communication skills, self-confidence, and fluency (Rahmaniah and AR, 2022). Although Indonesian students often face difficulties in English pronunciation which can hinder their speaking skills, they keep trying to study pronunciation (Sholeh & Muhaji, 2015). This problem is caused by low mastery of vocabulary, grammar, and pronunciation. To overcome this problem, continuous practice is needed to create increased confidence in communicating using English. The shadowing technique is one of the methods used by teachers in schools when teaching English to students, especially in the context of pronunciation. Schools that use this technique can prove that students' pronunciation skills are much better and easier to understand according to the context. Students' learning motivation also increases by learning using this shadowing technique (Widiyarto, 2018). By improving pronunciation and communication skills, students can be better prepared to face the challenges of globalization and actively participate in learning (Safitri et al., 2022).

In mastering English pronunciation, there are so many methods or techniques that can be applied (Alilateh and Widyantoro, 2019). One of the techniques that can be used in teaching English is the shadowing technique.

The shadowing technique improves interpreting skills. Shadowing is a language learning technique popularized in Japan. This technique is similar to listening and repeating practice, except that learners are asked to listen to audio from a native speaker and then repeat what they have learned and heard, learners are expected to imitate the speaker as quickly as possible in a very short time (Wang, 2018). The shadowing technique has shown the results in improving English pronunciation for students in learning English at school. Several studies have shown its positive impact on various aspects of pronunciation, vowels, consonants, stress, rhythm, and intonation (Sugiarto et al., 2020). This technique involves imitating a native speaker, often using video subtitles or transcripts. Studies have consistently found significant improvements in students' pronunciation skills after implementing shadowing exercises (Salim et al., 2020). In addition, this technique has been shown to increase students' motivation and engagement in the learning process. These findings suggest that the shadowing technique is an effective and beneficial method for teaching pronunciation in English classes, especially for non-native speakers who struggle with the pronunciation differences between their mother tongue and English.

The shadowing technique is an effective method to develop students' English pronunciation skills. Pronunciation is an important aspect in learning English as a foreign language in Indonesia. Pronunciation is the basis for speaking and listening skills (Mubarok et al., 2020). Various studies have shown significant improvements in various aspects of pronunciation, including

phonemes, sound combinations, stress, rhythm, and intonation (Utami & Morganna, 2022). This technique involves several stages, such as listening, giving messages, delivering, and reading, which contribute to improving pronunciation competence. Video-based shadowing exercises can motivate students and produce significant improvements in good and easily understood speech by listeners. Shadowing has been shown to increase student motivation and engagement in the learning process (Salim et al., 2020). The shadowing technique is a learning method that can be used to develop pronunciation skills for students at various levels of education.

This technique is one of the methods that can be used by teachers when teaching in English classes. Based on pre observation, the researcher found that there was one school in Jakarta that used shadowing techniques in the English language teaching and learning process, especially in the pronunciation aspect. therefore, the researcher is interested in conducting this research further. This study not only aims to understand how the shadowing technique is applied in the teaching and learning process, but also to evaluate its effect on students' pronunciation skills. In addition, it will also explore how students respond to this technique, including the challenges they face while using the shadowing technique and the extent to which they have mastered their pronunciation skills. This is important to understand the uniqueness of schools that use the shadowing technique, and to determine whether this method can be a more effective solution to be applied in other schools in learning English, especially in pronunciation skills.

1.2 Research Questions

This study provides two research questions :

1. How does the shadowing technique reinforce senior high school students English pronunciation skills?

2. What are the obstacles faced by the students when implementing the shadowing technique to reinforce their pronunciation skills?

1.3 Aims of the study

The research aims to find out about :

1. To find out how the shadowing technique reinforces students' English pronunciation skills.

2. To unfold the obstacles the students face in using the shadowing technique to learn English pronunciation.
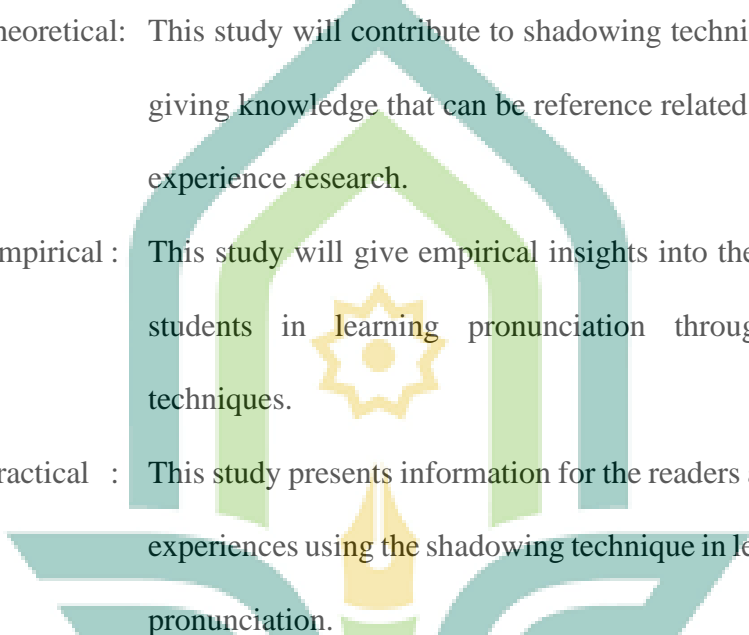
1.4 Operational definition

To avoid misunderstanding about the terms in this study, the researchers provide some definition related to this study as follows :

1. Shadowing Technique : Shadowing technique is used to improve English speaking fluency and pronunciation. By repeating what native speakers say, (their intonation, rhythm, and pronunciation.) (Hamada, 2016).

2. Pronunciation   : Producing the sound of language, including stress and intonation to express feeling (Harmer, 2007).

3. Senior High School : Senior High School is the secondary level of formal education in Indonesia after graduating from junior high school is completed in 3 years, starting from grade 10 until grade 12 (Abdullah, 2022).

1.5 Significance of the Research

1. Theoretical: This study will contribute to shadowing technique theory and giving knowledge that can be reference related to the students experience research.

2. Empirical : This study will give empirical insights into the experience of students in learning pronunciation through shadowing techniques.

3. Practical : This study presents information for the readers about student's experiences using the shadowing technique in learning English pronunciation.

CHAPTER V

CONCLUSION

5.1 Summary of The Findings

Based on the findings and discussions that have been presented regarding the use of shadowing techniques in pronunciation learning for high school students, several things can be concluded. First, the process of using the shadowing technique is carried out through several stages, namely selecting audio sources, listening to and focusing on sounds, conducting guided exercises, repeated exercises, evaluation and correction, and applying the results of the exercises in real communication. Students show high awareness in choosing audio materials that are appropriate to their abilities and goals. They utilize various digital sources such as YouTube, Spotify, and podcasts as practice materials. The shadowing technique helps students to focus more on the auditory aspect, especially sounds in English. The use of earphones and high concentration allow students to absorb pronunciation more accurately. In addition, teacher-guided exercises provide clear directions regarding intonation and speaking speed. Third, repeated practice has been shown to be effective in helping students overcome difficulties, such as native speaker speed or difficult words. Students show perseverance and initiative in repeating the material and asking for teacher help when needed. This process results in significant improvements in their pronunciation abilities. Evaluation and correction given by teachers and peers play a major role in improving the quality of students' pronunciation. Direct feedback allows students to know their mistakes and

improve them continuously. The pronunciation skills obtained from the shadowing technique have begun to be applied in real communication by students. They are more confident in speaking English, using expressions or sentences they have learned in everyday contexts. This shows that shadowing has a positive impact not only on academic aspects but also on students' social lives.

5.2 Recomendation

Based on the findings in this research, the researcher would like to provide some suggestions to future users of the shadowing technique, especially teachers and students involved in the pronunciation learning process in the classroom. The shadowing technique has been proven to provide a positive contribution in helping students imitate correct pronunciation, improve intonation, and increase their confidence in speaking English. Therefore, the researcher suggests that teachers continue to use this technique consistently as part of the learning approach. To students, the researcher encourages that shadowing exercises are not only carried out in class, but also continued independently outside of class hours.

The results of the study showed that students who routinely practice experience better development in the pronunciation aspect. By utilizing media such as videos, podcasts, or learning applications, students can continue to develop their pronunciation skills independently. The researcher also suggests that students actively ask for feedback from teachers or friends during the practice process, because constructive input can accelerate the process of

improving language skills. The researcher hopes that the shadowing technique can continue to be utilized and developed in the context of English learning, especially in the pronunciation aspect. This technique not only develops students' pronunciation skills, but also builds their confidence in speaking English.

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