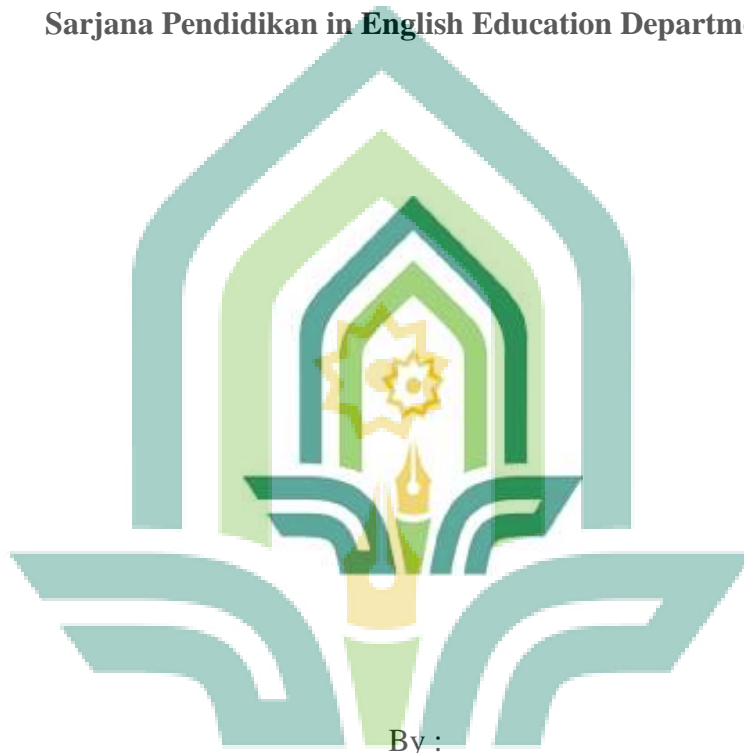


**INVESTIGATING SHADOWING TECHNIQUE
TO REINFORCE ENGLISH PRONUNCIATION SKILLS
FOR SENIOR HIGH SCHOOL IN JAKARTA**

A THESIS

**Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



By :

SHAFKA KARISMA

SN. 2521040

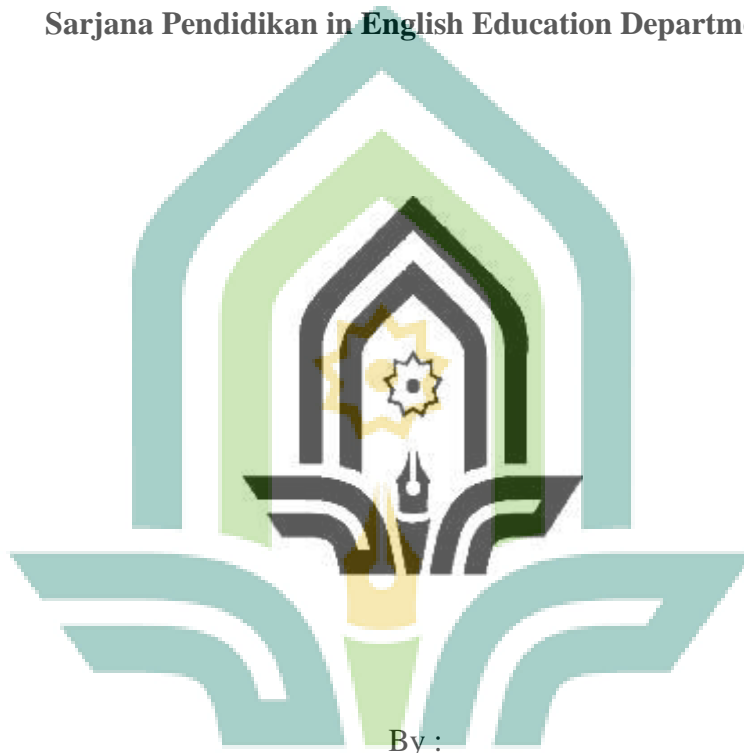
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

**INVESTIGATING SHADOWING TECHNIQUE
TO REINFORCE ENGLISH PRONUNCIATION SKILLS
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 :

SHAFKA KARISMA

SN. 2521040

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Shafa Karisma

NIM : 2521040

Fakultas : Tarbiyah dan Ilmu Keguruan

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.

Pekalongan , 13 Juni 2025

Yang menyatakan



Shafa Karisma
NIM. 2521040

NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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 saudara :

Nama : Shafa Karisma

NIM : 2521040

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.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 13 Juni 2025

Pembimbing


Nadia Farachillah, M.A
NIP. 19930406 2020122 015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM.5 Rowolaku Kajeen Kabupaten Pekalongan Kode Pos 51161
Website: www.ftik.uingusdur.ac.id | Email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : SHAFA KARISMA
SN : 2521040
Title : INVESTIGATING SHADOWING TECHNIQUE TO REINFORCE ENGLISH PRONUNCIATION SKILLS FOR SENIOR HIGH SCHOOL IN JAKARTA

Has been established through an examination held on Monday, 30th June 2025 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Examiner II

Isriani Hardini, S.S., M.A., Ph.D.
NIP. 19810530 200901 2 007

Riskiana, M.Pd.
NIP. 19760612 199903 2 001

Pekalongan, 10th July 2025

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.....

Alhamdulillahirabbil'alamin.....

1. First of all, I would like to express my sincere gratitude to Allah S.W.T. for all the blessings, strength, health, knowledge, and opportunities that have allowed me to complete this undergraduate thesis. I also send my deepest respect to the Prophet Muhammad S.A.W., whose life and teachings continue to be a source of inspiration for me.
2. Second, I would like to thank the Head of the English Language Education Department, Faculty of Teacher Training and Education at UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A., for his support and guidance. A special thank you goes to my thesis advisor, Mrs. Nadia Faradhillah, M.A., for all the help, motivation, constructive feedback, and insights that helped me throughout the writing process. I'm also grateful to all the lecturers in the English Education Department for the knowledge and valuable experiences during my study.
3. Third, I would like to thank my beloved mother for her endless prayers, support, and words of encouragement. Her love has always been my biggest motivation, especially during the hard times. To my father who has passed away—I hope he is proud of this achievement. Although he is no longer here with me, I carry his hopes and dreams in my heart every step of the way. I dedicate this thesis to him with all my love and respect. I also to thank my little sister for always cheering me, and her support and spirit really helped me stay strong while finishing this thesis.
4. Then, I also want to thank my uncle and my aunt for their kindness and support throughout my education. With your help, I was able to reach this stage and turn what once felt like a distant dream into reality. May Allah reward you both for everything you've done for me.
5. Next, to my best friends, Farah, Dipa, Pia, and Asa—thank you for all the laughter, support, and memories we've shared. Even though we're from different places, your friendship made my college life more meaningful. I'm grateful we

could go through this journey together. To my close friend, Ripa thank you for always being there. We started this journey from the same city, chasing the dreams of our parents. I hope our efforts bring results we can be proud of.

6. Finally, I would like to thank myself for staying strong, not giving up, and always trying my best. This journey hasn't been easy, but I'm proud of the progress I've made. I hope I can keep moving forward with confidence and gratitude in the future.



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 opportunity for academic growth and personal development.

I would like to extend my sincere gratitude to :

1. The Rector of UIN K.H Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M.Ag., for his unwavering dedication and support to the academic excellence and progress of the university, which inspires us to strive for quality research.
2. The Dean of the Faculty of Tarbiyah and Teachers' Training (FTIK), UIN K.H Abdurrahman Wahid Pekalongan, Prof. Dr. Muhlisin, M.Ag., for his strong leadership and encouragement to all students and staff in achieving academic and professional growth.

3. The head of the English Education Department and Teachers' Training Faculty of UIN K.H Abdurrahman Wahid Pekalongan.
4. Nadia Faradhillah, M.A as my supervisor who has given me suggestion, guidance and time in writing this research thesis.
5. All lectures of the English Education Department UIN K.H Abdurrahman Wahid Pekalongan.
6. My beloved parents have given me endless support, prayer, advice and encouragement in writing this research thesis.
7. My beloved friends have accompanied my thesis journey since the beginning until end.
8. Last, I am grateful to myself for fighting and hard working in this process.

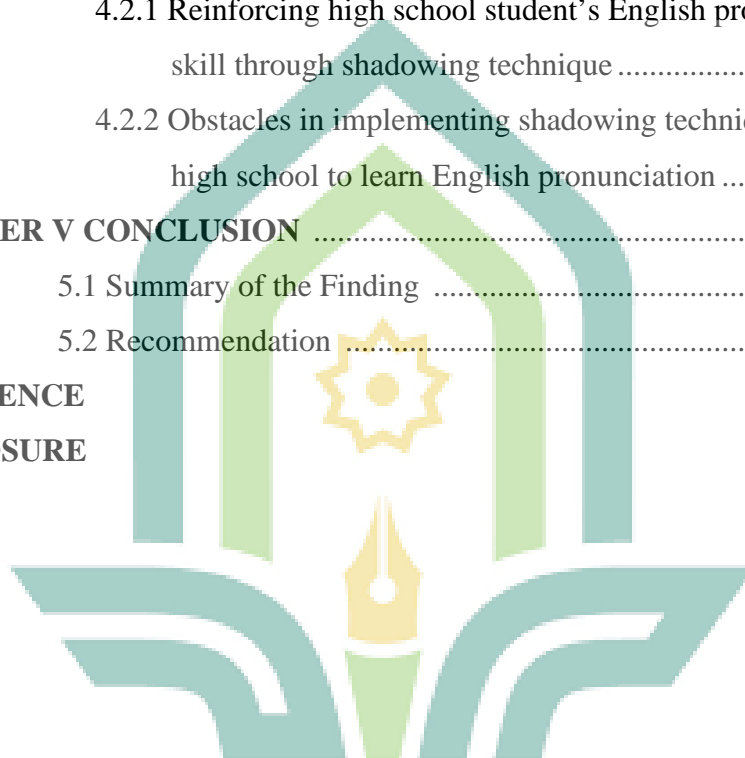
Pekalongan, 10 Juni 2025

The researcher

TABLE OF CONTENTS

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vii
ABSTRACT	viii
PREFACE	x
TABLE OF CONTENT.....	xii
ENCLOSURE LIST.....	xiv
 CHAPTER 1 INTRODUCTION	 1
1.1 Background.....	1
1.2 Research Question	4
1.3 Aims of Study	4
1.4 Operational Definition	4
1.5 Significance of the Research	5
CHAPTER II LITERATURE REVIEW.....	6
2.1 Theoretical Framework	6
2.1.1 Shadowing Technique	6
2.1.2 Pronunciation	10
2.1.3 Obstacles of Shadowing Technique	13
2.2 Previous Study	15
CHAPTER III RESEARCH PROCEDURE	18
3.1 Research Design	18
3.2 Setting and Participant.....	18
3.3 Data Collection	19
3.4 Data Validation	20
3.5 Data Analysis	21

CHAPTER IV RESULTS AND DISCUSSION	26
4.1 Finding	26
4.1.1 Reinforcing high school student's English pronunciation skill through shadowing technique	26
4.1.2 Obstacles in implementing shadowing technique for senior high school to learn English pronunciation	36
4.2 Discussion	40
4.2.1 Reinforcing high school student's English pronunciation skill through shadowing technique	40
4.2.2 Obstacles in implementing shadowing technique for senior high school to learn English pronunciation	55
CHAPTER V CONCLUSION	59
5.1 Summary of the Finding	59
5.2 Recommendation	60
REFERENCE	
ENCLOSURE	



ENCLOSURE LIST

Lampiran 1 : Transkrip Wawancara

Lampiran 2 : Transkrip Wawancara

Lampiran 3 : Transkrip Wawancara

Lampiran 4 : Transkrip Wawancara

Lampiran 5: Tabel Observasi

Lampiran 6 : Curriculum Vitae



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 (Widiyanto, 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 Widyanoro, 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.

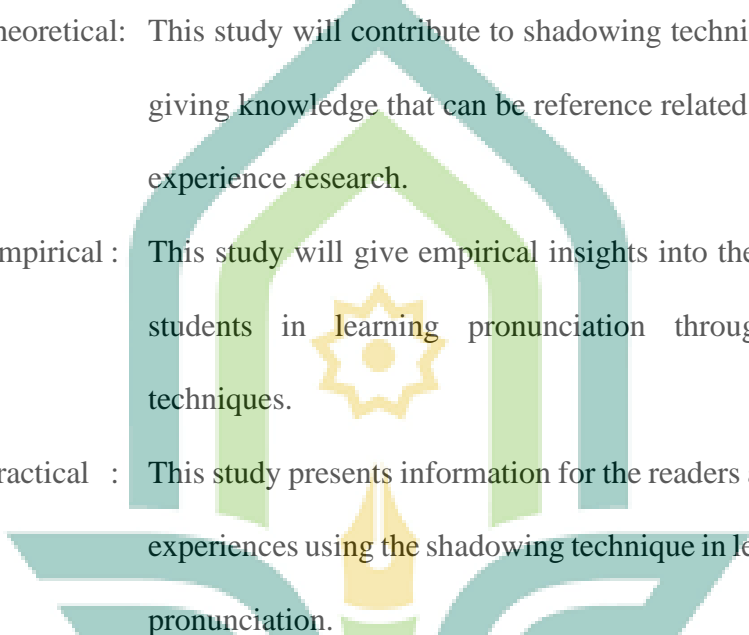
1.4 Operational definition

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 II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Shadowing Technique

The shadowing technique is a training method for practicing pronunciation and speaking fluency in a foreign language. This technique involves the listener listening to an audio recording and immediately imitating (following) what is heard without pause. The goal is to improve pronunciation, intonation, and speaking rhythm in the target language. Shadowing is a technique of language learning that was popularized in Japan. It's a bit like listening and repeating the practice, except instead of making the learners listen to a sample speaker and then repeating what they have learned afterward, the learners are expected to imitate the speaker as closely as possible in just a very short time (Foote et al., 2012). Shadowing technique is you repeating after someone else speaking, it can also be called the imitation exercise or the echoing exercise. In addition, Shadow means to copy something. In English, this means listening to someone speaking and then trying to imitate the sounds they make. Consequently, shadowing is defined as a paced, auditory tracking task that involves the immediate vocalization of auditory presented stimuli (Lambert, 1992). Complete shadowing means when someone is to accurately repeat everything the speaker says. When students are shadowing, they mimic their teacher's every word, which helps them

learn to imitate vocal expressions. While the students are supposed to repeat everything word for word, it is almost exactly like a full shadowing (Berhaili, 2019).

Hamada (2016) claimed that following these procedures will ensure the success of your shadowing :

a. Select the Audio Source

The first process in using the shadowing technique is to choose audio materials that are appropriate to the students abilities. The materials can be dialogues, monologues, or narratives spoken by native speakers of the target language. It is very important to ensure that the audio has clarity in pronunciation which makes it easy to follow. In addition, the duration of the audio should not be too long, namely 3-5 minutes.

b. Just Listen and Focus on the Sounds

Use headphones or earphones to listen to the dialogue in your target language a few times without reading the transcript or speaking out loud. The main focus at this stage is to understand the context and the general topic of the conversation. If students have difficulty understanding the content of the conversation, they can read the audio transcript to get a better understanding.

c. Shadowing Exercise

This stage in the shadowing method is imitation practice. There are 3 variations of techniques that can be used. The first is full

shadowing, which is listening to audio and immediately repeating the words heard without pausing. Silent shadowing, which is students only moving their mouths without making a sound, this method can be used for students who feel less confident. The last is partial shadowing, which is repeating part of a sentence or certain phrase from the audio, the focus is on intonation.

d. Repeated Practice

In this stage, students must repeat the shadow process several times. Repetition is done until students are able to follow the audio clearly. In addition, the speed level in the audio must be increased gradually to improve pronunciation skills. Arguelles states that doing so will enable you to understand what you're listening to and saying.

e. Evaluation and Correction

To evaluate the results of shadowing exercises, students must record their voices during the shadowing session. The recordings are then compared with the original audio to identify errors in pronunciation, rhythm, or intonation. These corrections are made based on the results of the evaluation of the students' voice recordings, and students can continue to improve the quality of their pronunciation.

f. Application in Real Communication

The last step is to apply the results of the shadowing exercise in everyday conversation. Students can use the pronunciation,

intonation, and rhythm that they have learned to communicate with native speakers or in other real situations. Therefore, students speaking ability in English can be significantly improved.

Language shadowing demands daily work and commitment from the learner. Although language shadowing may seem time-consuming at first, its proponents assert that learning a language is generally much faster with this technique. This step helps you understand the overall meaning before shadowing in the target language. Listening to a short segment of the audio recording in your target language, paying close attention to the sounds, intonation, and rhythm used by the speaker, is essential. Paying attention and repeating what you hear, including pauses, intonations, and pronunciations, is also recommended. Following along with a written transcript of the audio can help ensure correct pronunciation (Hamada, 2016). Daily practice is recommended to solidify learned pronunciations and speaking patterns.

That shadowing is very effective for improving oral fluency and listening skills in a foreign language. Shadowing helps language learners to more quickly grasp natural pronunciation and intonation patterns, and strengthens muscle memory in speaking the target language (Sugiarto et al., 2020). By using shadowing techniques consistently, language learners can develop more natural and confident speaking skills, because this technique emphasizes repetition and close imitation of real conditions speaking in the target language.

2.1.2 Pronunciation

a. Definition of Pronunciation

Several definitions of pronunciation are explained by some experts. This makes it easier for someone to understand more clearly about pronunciation. Here are some opinions about the definition of pronunciation. According to Paulston and Burder (1976), pronunciation is the production of a sound system which does not interfere with communication either from viewpoint of the speakers or the listener. Furthermore, Pronunciation has a number of components, including the sounds (vowels and consonants), the combinations of sounds, linkage of sounds, word stress, rhythm, sentence stress and intonation (Kenworthy, 1987).

Pronunciation is the creation of a sound framework that doesn't meddle with correspondence either from the speakers' or the audience members' perspective. From the definition above it can be concluded that pronunciation is the speech production that we use to make meaning. Good pronunciation can assist someone understand the spoken English they hear, and to assist them to make their speech more comprehensible and meaningful to others (Almusharraf et al., 2024).

b. Aspects of Pronunciation

Pronunciation is one of the key components in language learning which is related to speaking and listening skills. That

pronunciation involves various aspects, including segmental and suprasegmental. Segmental includes individual sounds such as consonants and vowels, while suprasegmental includes intonation, word stress, and rhythm (Celcemurcia et al, 2010).

Harmer (2007), identifies the aspects of pronunciation as :

1) Sounds

The individual vowels and consonants that form words. The first vowels, Vowels consist of sounds produced without significant obstruction in the vocal tract, and their classification is based on tongue position (high, low, front, middle, back) as well as lip shape (rounded or unrounded) (Kelly, 2008). Vowels are divided into two, single vowels and diphthongs. A single vowel is a single vowel sound produced without a change in vocal quality during pronunciation. On the other hand, diphthongs are a combination of two vowels in one syllable, where articulation moves from one vowel to another. The second is consonants, Consonants are sounds produced by partial or complete obstruction to the flow of air from the lungs (Guzmán et al., 2022). According to Kelly (2002), Kelly explains that consonants involve various positions and movements of the speech organs, such as the tongue, lips, and palate, to produce different sounds.

2) Stress and Rhythm

Word stress are sound emphasis on one of the syllables in a word. In a word, it must have more than one syllable, one of the syllables is made more prominent when pronounced, than the other syllables. The emphasis used is by pronouncing syllable in a high, long or loud tone (Harmer, 2007). As in the words "table" and "kitchen" the first syllable is stressed. Word stress is very important if native speakers want to understand a word in English that a non-native speaker is saying. Rhythm is a song of words or sentences. In each word, there are several groups of syllables, similar to music bars, each group of syllables has strong and weak beats. Rhythm is associated with providing a word a strong or weak beat, creating pauses, linking and blending sounds between words, and making words stand out by accenting syllables while also lengthening them (Wong, 1987).

3) Intonation

Intonation in language can be compared to pitch or tone in music. These tones can go up or down. Changes in the rise and fall of sound in pronunciation which are used to express meaning in sentences or convey the message the speaker wants to convey. Intonation makes the speaker more lively and not boring. Just like when a speaker listens to music, if there is more melody in it, then

the speaker will feel more of the beautiful nuances in the music compared to music that is flat and monotonous (Salman, 2022).

2.1.3 Obstacles of Shadowing Technique

The shadowing technique used in language learning to improve listening and speaking skills has many benefits, but also presents various challenges for students. One of the main challenges in using shadowing techniques is the difficulty in imitating the pronunciation and intonation of native speakers. Students must imitate the voice of native speakers by paying attention to the fast and complex pronunciation, intonation and rhythm of native speakers. For students who are not used to certain accents or dialects, this can be one of the factors or challenges that students will face (Saito, 2013). These difficulties arise when native speakers use a very fast speaking or when the learner is not familiar enough with sounds or ways of speaking in the target language.

Another obstacles that is often encountered is the lack of control over the speed and content used in shadowing techniques. In many cases, students cannot adjust the pace or select material appropriate to their ability level. This can result in frustration and difficulty in following correctly, when the content is too complex or the speaker speaks too fast, students tend to feel stressed and have difficulty understanding the material as a whole (Tharp and Gallimore, 1988). The use of material that is not appropriate to the student's level of ability can hinder understanding in the learning process. It is very important for students to

be able to choose audio material that suits their abilities, so that students can follow the pronunciation of native speakers.

One of the significant obstacles in shadowing techniques is the cognitive demands. This technique requires simultaneous listening and repetition, which relies heavily on working memory capacity. For learners or individuals with limited working memory, this dual task can be overwhelming (Lambert, 1992). Shadowing requires a high level of concentration because students must listen and imitate simultaneously. Learners must be able to listen carefully to native speakers' speech and imitate it directly without pause, a process that requires simultaneous coordination between listening and speaking. For those who are not used to the accent, intonation, or speaking speed of native speakers, this activity can feel very difficult and tiring. Factors such as rapid speech, unfamiliar accents, or low-quality recordings can hinder people's ability to understand and reproduce sounds accurately.

The psychological factor also plays a role in the obstacles faced during shadowing techniques. Many students experience anxiety and stress when trying to keep up with the pace entered (Buck, 2001). Psychological factors often a big challenge in using shadowing techniques, especially for students who feel confidence when trying to imitate native speakers. Discomfort usually arises when students practice in public or in an environment they perceive as less than supportive. Feelings of fear of making mistakes can hinder their courage to practice

consistently therefore, students may not be able to practice shadowing optimally and reducing their potential to improve pronunciation (Trofimovich and Baker, 2006). Psychological barriers such as shyness and lack of self-confidence have a significant effect on the effectiveness of language learning, including through shadowing techniques.

2.2 Previous Studies

Several studies have discussed the English pronunciation process and the use of shadowing techniques in the English language learning process have been conducted by different authors as follows :

Studies have been conducted on the benefits of shadowing for vocabulary acquisition and pronunciation. In this study by Murphey (2014) examined how that shadowing not only helped in pronunciation but also the acquisition of new vocabulary. Through the process of repeatedly imitating native speakers, students can improve aspects of prosody and phonology in their English, as well as remember new words and phrases more effectively. The vocabulary received by students will be greater if they use shadowing techniques in the process of learning a language.

There is a research that supports this research from Lambert (2018) entitled "A Study of the Impact of Shadowing on English Language Learners' Oral Proficiency". Lambert focused his research on the impact of shadowing on students' speaking abilities. The results showed that students who used the shadowing technique regularly showed significant improvements in fluency, pronunciation accuracy, and speaking fluency compared to students who did

not use this technique. Students will be more proficient in communicating using English, this technique really helps students to practice their speaking fluency.

This research was choose to explore using the shadowing technique a reasearch conducted by Tsai (2015) in this research entitled "Using the Shadowing Technique to Improve English Pronunciation and Listening Abilities for EFL Learners". This research examines the use of shadowing techniques to improve the pronunciation and listening skills of students learning English as a foreign language (EFL). Tsai found that students who engaged in shadowing exercises showed significant improvements in aspects of pronunciation such as intonation, rhythm, and word stress, as well as better listening skills. These studies confirm that shadowing techniques have significant benefits in English language learning, especially in improving students' pronunciation and listening skills. Implementing these techniques in the classroom can help students achieve greater fluency and confidence in English.

One of the important studies in this research is the thesis by Hamoul and Ghlem (2024) in this thesis entitled “Examining the Effectiveness of the Shadowing Technique in Enhancing EFL Pupils’ Pronunciation in Primary Schools: Case of Naimi Fatima School in Tiaret and Aich Abd-el-Kader School in Dahmouni”. This study explores how shadowing techniques could assist young learners to improve their pronunciation. The study is conducted with Fourth-year primary school pupils and teachers at Naimi Fatima in Tiaret and

Aich Abd-el-Kader in Dahmouni. This results is revealed a positive perception of the technique among both teachers and pupils. Teachers emphasize its use for small-size classes and advanced materials with enough time for practice per session. Thus, shadowing can improve pronunciation if these conditions are met.

In addition, there is research that approve this research conducted by Elham (2014) believes that the effect of shadowing on EFL learners' oral performance in terms of fluency. This research aimed at discovering if there is a link between shadowing and the fluency of EFL learners' oral performance. The method of this study was a quasi-experimental design. The results of the research demonstrated that a strong relationship between shadowing and the fluency of learners' L2 production was found. The similarities of this research are both using the shadowing technique and the method of the research (Quasi Experiment Research).

The research reviewed provides some analysis on the use of the shadowing technique in general and the benefits of using this technique. Available research mostly investigated the steps using shadowing technique in speaking at schools. Only a few studies examined the use of shadowing technique in pronunciation. Therefore, this study aims to fill the existing gap by learning English pronunciation through shadowing technique for senior high school and the challenges by students in using shadowing techniques for learning at school. This research will be taken by observation and semi-structured interviews.

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

This research discussed about shadowing technique and aims to investigate the application of shadowing techniques in improving English pronunciation in senior high school. This research uses a qualitative method with a case study approach. A qualitative approach was chosen, because the researcher can understand in depth the participants' experiences and perspectives, especially in the context of applying certain language learning techniques (Creswell, 2014). The case study approach is considered appropriate because it allows intensive exploration of phenomena in real educational contexts, thereby providing a holistic view of their complexity (Yin, 2018). Researcher can express their actions, relate their relationships with others, and express and negotiate their feelings. It is hoped that this research can provide an understanding of shadowing techniques in the process of learning English pronunciation easily and can provide students with higher learning motivation.

3.2 Setting and Participants

This research carried out at one of the senior high school in Jakarta, Indonesia. The researcher chose this school, because this school is one of the schools that applies the shadowing technique in the process of learning English pronunciation. The researcher involved four students aged around 16-17 years consisting of 2 female students and 2 male students at the school. The reason

the researcher chose these four participants was because of gender equality and they had an interest in mastering English but had challenges in English pronunciation. Participants were selected because they were able to provide in-depth narratives regarding their experiences and perceptions while using shadowing techniques in the process of learning English pronunciation at school, so they were expected to represent various points of view regarding the effectiveness of this method.

3.3 Data Collection

In this research, the researcher collected data through observation and semi-structured interviews. Observation is carried out to directly observe activities or processes related to the research. This technique is considered effective for understanding the situation in depth and obtaining authentic data. Semi-structured interviews give the interview the freedom to answer the interviewer's questions to explain more detailed information (Barkhuizen, et. al., 2014). This technique was chosen because it provides flexibility for researchers to explore further the perceptions, challenges and benefits felt by students (Sugiyono, 2016).

The researchers asked open questions in semi-structured interviews. Interviews will be conducted after teaching and learning activities at school are completed. Senior high school students had been interviewed on a different day for approximately 30 minutes. Audio recordings will be used to interview participants. The researcher concentrated on students' experiences in learning pronunciation using shadowing techniques in English. To minimize

misunderstandings and misinterpretations, this interview will be conducted in Indonesian. The purpose of Indonesian is to make the interview process easier so that students feel more comfortable and can understand the questions and find it easy to answer the questions in detail.

3.4 Data Validation

Data validity refers to the extent to which a study accurately reflects or measures the concept it seeks to investigate. In this research, the validity of the data used is triangulation. Triangulation is a method used in qualitative research to cross-verify data by combining various sources or perspectives. This increases the credibility of the findings by providing a more comprehensive view of the phenomenon being investigated (Denzin, 1978). In addition, triangulation processes two different data sources from various different methods and all information will be combined into one whole (Patton, 1999).

Validation and verification of qualitative analysis is facilitated by four forms of triangulation:

1. method triangulation: this involves comparing the results of different data collection techniques
2. source triangulation: this involves comparing results from different data sources in the same technique
3. analyst triangulation: this involves using multiple analysts to review the findings.
4. theory/perspective triangulation: this involves interpreting data using multiple perspectives or theories (Patton, 1999).

In this research, the triangulation method that will be used is the source triangulation method. Observations were made during the learning process using shadowing techniques. These observations provide direct data from natural contexts and can help understand how shadowing techniques are applied in the classroom. This data will be validated with semi-structured interviews to explore students' perceptions about the use of shadowing techniques in English pronunciation.

3.5 Data Analysis

From the data obtained from observations and interviews, the data will be analyzed using the shadowing technique theory and pronunciation theory. Then, the researcher will transcribe them to make it easier for the researcher to find the data needed. After transcribing the data results, the researcher will analyze them using thematic analysis. Thematic analysis is an analysis technique that aims to find themes from the results of research that has been conducted (Braun & Clarke, 2006). The following are the steps in using thematic analysis:

3.5.1 Familiarization With The Research Data.

Funch (2023) state before carrying out analysis, researcher must understand the data that has been obtained. Researcher must be active and reread research results to make it easier to understand the data obtained. Even though the data obtained is the result of the researcher's own research, the researcher still must be completely familiar with the data obtained.

3.5.2 Generation of Initial Codes.

After the researcher knows the data obtained well, the researcher can categorize the data according to the code. This code can be created based on the most interesting points obtained from the data collection process (Campbell, 2021).

3.5.3 Searching For and Reviewing Themes.

According to Campbell (2021), in stage 3 there are two main steps, namely: Searching for themes and Reviewing themes. After the researcher assigns a code to the research results in stage 2, the researcher can determine the theme from the code - which has been determined previously. Researcher also need to relate the code to the themes that have been determined. The second step of this stage is to review the theme that has been determined, whether the theme is really appropriate and whether the theme is in accordance with the code that has been created.

3.5.4 Theme Definition.

After determining the themes in the previous step. Researcher must be able to describe the meaning of the themes that have been created. This stage is very important for the next stage in analyzing the data that has been obtained (Funch, 2023).

3.5.5 Producing the final report.

Castleberry & Nolen (2018) explain in this stage is the process of presenting data that has been analyzed. This stage involves good communication to convince readers about the validity of the data.

From the data obtained from observations and interviews, the data will be analyzed using the shadowing technique theory and pronunciation theory. According to Hamada (2016) there are six procedures that using shadowing technique in learning English :

a. Select the Audio Source

The first process in using the shadowing technique is to choose audio materials that are appropriate to the students abilities. The materials can be dialogues, monologues, or narratives spoken by native speakers of the target language. It is very important to ensure that the audio has clarity in pronunciation which makes it easy to follow. In addition, the duration of the audio should not be too long, namely 3-5 minutes.

b. Just Listen and Focus on the Sounds

Use headphones or earphones to listen to the dialogue in your target language a few times without reading the transcript or speaking out loud. The main focus at this stage is to understand the context and the general topic of the conversation. If students have difficulty understanding the content of the conversation, they can read the audio transcript to get a better understanding.

c. Shadowing Exercise

This stage in the shadowing method is imitation practice. There are 3 variations of techniques that can be used. The first is full shadowing, which is listening to audio and immediately repeating the words heard without pausing. Silent shadowing, which is students only moving their mouths without making a sound, this method can be used for students who feel less confident. The last is partial shadowing, which is repeating part of a sentence or certain phrase from the audio, the focus is on intonation.

d. Repeated Practice

In this stage, students must repeat the shadow process several times. Repetition is done until students are able to follow the audio clearly. In addition, the speed level in the audio must be increased gradually to improve pronunciation skills. Arguelles states that doing so will enable you to understand what you're listening to and saying.

e. Evaluation and Correction

To evaluate the results of shadowing exercises, students must record their voices during the shadowing session. The recordings are then compared with the original audio to identify errors in pronunciation, rhythm, or intonation. These corrections are made based on the results of the evaluation of the students' voice recordings, and students can continue to improve the quality of their pronunciation.

f. Application in Real Communication

The last step is to apply the results of the shadowing exercise in everyday conversation. Students can use the pronunciation, intonation, and rhythm that they have learned to communicate with native speakers or in other real situations. Therefore, students speaking ability in English can be significantly improved.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Reinforcing High School Student's English Pronunciation Skills through the shadowing technique

In this subsection, the researcher presented interviews with several students regarding their experience and perspectives on the use of the shadowing technique in pronunciation learning. In this study, the researcher used the theory of the shadowing technique (Hamada, 2016). The findings are categorized into several themes according to the research focus.

4.1.1.1 Selecting the audio source

Based on the results of observations in the classroom, it was seen that students actively searched for and selected the most comfortable and effective audio sources for them to use in shadowing exercises. Some students seemed more confident when using short videos from YouTube that had automatic subtitles, while some students preferred listening to short podcasts because they could be repeated easily. During the practice session, some students took notes on difficult parts of the audio and tried to imitate them repeatedly. I observed this directly during the learning process in the classroom, how students selected and adjusted audio materials according to their abilities.

In using the shadowing technique, students had specific considerations when choosing appropriate audio materials. Student A explained that when given the task by the teacher, they considered several factors, such as the speaking speed, the clarity of pronunciation, and whether the topic of the audio was familiar to them.

"When I choose audio, I always think about how fast the speaker talks, how clearly they pronounce the words, and whether the topic is something I already know" (Student A, personal communication, March 2025).

Meanwhile, Student C explained that they selected audio materials based on the accent they wished to learn and the level of difficulty that matched their capabilities.

"I choose audio that suits the accent I want to learn, and it must be at my level so that I can follow it" (Student C, personal communication, March 2025).

In the shadowing process, students also utilized various sources to obtain audio materials for shadowing practice. This can be seen from the statement below :

Student A said, "I often use YouTube and Spotify, and sometimes I listen to podcasts because they are easily accessible" (Student A, personal communication, March 2025).

4.1.1.2 Just Listen And Focus On The Sounds

Based on observations in the classroom showed that some students really tried to create conducive conditions so they could fully focus when doing the shadowing technique. During the

practice session, I saw some students choosing to sit in a quieter corner of the classroom, and some others seemed to adjust their sitting position so as not to be disturbed by their friends around them. Almost all students used personal earphones, and some even seemed to close their eyes for a moment while listening to the audio, perhaps to help them focus more on the sound. There were also students who asked to repeat certain parts of the audio because they felt they did not understand the intonation or pronunciation well enough.

In using the shadowing technique, there is one important factor that students must focus only on the sound when listening to audio to perform the shadowing technique. This can be seen from the statement below :

Student A noted that they use earphones to avoid external sound interference when listening to audio.

"I always use earphones so I can focus more and block out other sounds" (Student A, personal communication, March 2025).

4.1.1.3 Shadowing Exercise

Based on the results of observations in the classroom, the shadowing activity took place quite interactively and in a structured manner. The teacher started by giving an example of pronunciation first, and the students followed in turns and the researcher saw that some students were initially still hesitant and

their pronunciation sounded slow, but after several attempts, they began to be more confident and were able to follow the teacher's intonation and speed better. The classroom atmosphere became active, because the teacher also provided direct feedback after the students imitated, such as correcting syllable stress or helping to correct incorrect pronunciation. On several occasions, students also paid attention to each other and some even supported each other when their friends had difficulties.

Shadowing activities carried out in the classroom are usually guided by the teacher and followed by students. Student B said that the teacher would say the words first, then the students would repeat them in turn.

"The teacher says the word first, then we repeat it one by one" (Student B, personal communication, March 2025).

Student D explained that after the teacher gave an example, the students immediately tried to imitate the conversation while paying attention to speed and intonation.

"After the teacher gave an example, we tried to imitate the conversation, focusing on speed and intonation" (Student D, personal communication, March 2025).

4.1.1.4 Repeated Practice

Each student will face different challenges while using shadowing in the pronunciation learning process and each student must have their own way to overcome these difficulties. Student

A stated that they often have difficulty keeping up with the speed of speech but overcome this by listening to the audio again.

"I often have difficulty keeping up with the speed, but I listen to it over and over again until I can catch up" (Student A, personal communication, March 2025).

Student B shared that they find difficult words challenging and will ask the teacher to repeat them.

"When I find difficult words, I ask the teacher to repeat them" (Student B, personal communication, March 2025).

Repetition is a key strategy for students to overcome challenges in pronunciation, such as speaking speed and difficult words. Students show initiative to repeat the audio many times or ask for help from the teacher when they have difficulty. This reflects an active learning approach and is oriented towards self-improvement. Therefore, repetition in shadowing techniques is proven to be important in strengthening students' absorption of English sounds.

4.1.1.5 Evaluation and Correction

Based on the results of observations in the classroom, the evaluation and correction process in shadowing exercises took place openly. Students were seen actively asking for input from teachers and classmates after doing pronunciation exercises. Some students even voluntarily came to the front of the class to listen to the results of their exercises, then listened carefully to the teacher's feedback. On several occasions, researchers saw

teachers directly providing pronunciation corrections orally, for example correcting word stress or intonation that was not quite right. In addition, there was also interaction between students, where they gave each other comments or suggestions. Researchers also saw that students who were initially hesitant to speak began to show progress after receiving positive feedback.

After doing shadowing exercises consistently, students began to observe improvements in their English pronunciation skills. Student A felt that after repeated practice, their pronunciation became clearer and they were able to understand how to pronounce words correctly.

"After practicing many times, my pronunciation became clearer, and I understood how to pronounce words correctly" (Student A, personal communication, March 2025).

Student D shared that they felt that their pronunciation had improved, and it became easier for them to imitate the native speaker's speaking style.

"I feel that my pronunciation has become better, and I can easily imitate the way native speakers speak" (Student D, personal communication, March 2025).

Feedback from teachers and classmates is also an important factor in the shadowing process and greatly helps students improve their English pronunciation after shadowing exercises. Student A explained that they would ask their teachers or peers to

listen to their shadowing exercises to assess how well they improved.

“I ask my teacher or friends to listen to my exercises and tell me how well I did” (Student A, personal communication, March 2025).

Student C mentioned that teachers often provide immediate feedback after the exercises, which helps them identify areas for improvement.

“The teacher gives feedback right after we finish, so I know which parts I need to improve on” (Student C, personal communication, March 2025).

4.1.1.6 Application in real communication

The pronunciation skills acquired through shadowing practice began to be applied by students in everyday contexts. Student A mentioned that they started to practice speaking with their friends using the sentences they had learned through shadowing.

"I now practice speaking with my friends using sentences I've learned through shadowing" (Student A, personal communication, March 2025).

Pronunciation skills acquired through shadowing are not only exercises, but have been applied in everyday communication. Students' ability to use sentences learned through shadowing in conversations with peers reflects effective knowledge. Thus, shadowing techniques can not only help in

academic aspects, but also strengthen students' real communication skills in social contexts.

4.1.1.7 Mastery of suprasegmental features through shadowing technique

The observation results showed that students made noticeable progress in mastering suprasegmental aspects of pronunciation, such as intonation, word stress, and sentence rhythm. The shadowing technique encouraged students to imitate how native speakers talk, helping them follow more natural speech patterns and sound flow. One of the English teachers shared their thoughts by saying:

“After a few shadowing sessions, I started noticing real changes in how students used intonation and word stress. They began to understand when their voice should rise or fall during speaking.” (Teacher, personal communication, March 2025)

Students also mentioned that shadowing helped them speak more expressively and less flat. One student explained:

“I used to read English like a robot. But after doing shadowing, I started to get the right tone, like when to go up or down with my voice.” (Student A, personal communication, March 2025)

These findings are in line with Hamada (2016), who explained that shadowing is an effective technique for improving prosodic awareness the ability to recognize and reproduce patterns of stress and intonation in speech. Similarly, Harmer (2007) pointed out that good pronunciation is not just

about saying words correctly, but also about using the right intonation and rhythm to deliver meaning naturally.

4.1.1.8 Improvement of students' fluency through shadowing technique

In addition to helping the suprasegmental aspect, the shadowing technique also has a positive effect on students' fluency. From observations in class, students became more fluent in conveying ideas orally and reduced pauses when speaking. Student B said that:

"Because of shadowing, I can speak English faster. Usually I think a lot first, now it's more fluent and I don't stop much." (Student B, personal communication, March 2025)

The teacher also made a similar result of observation, and the teacher explained about:

"Some students who initially had difficulty composing oral sentences became braver and more fluent in speaking after shadowing practice." (Teacher B, personal communication, March 2025)

Shadowing practice can accelerate automatization in speaking, because students continuously imitate the speech of native speakers at normal speed. With this kind of practice, the thinking process and speech production run simultaneously. In addition fluency is not just about speed, but also the courage to convey ideas without obstacles, and shadowing provides a natural context for that.

4.1.1.9 Strengthening pronunciation awareness through active listening in using shadowing technique

This study also found that shadowing increased students' awareness of pronunciation and listening sensitivity. They became more aware of their own mistakes and more critical when pronouncing words in English student C explained :

"I can now tell which of my pronunciations are wrong. When I listen to the audio and follow it, if the sound is different, I immediately repeat it until it is the same." (Student C, personal communication, March 2025)

This was also observed by the teacher who stated:

"They become more careful in listening and more often correct their own pronunciation, even before I correct them." (Teacher A, personal communication, March 2025)

Pronunciation awareness is important in good pronunciation. The teacher stated that students must be able to recognize how sounds are produced in order to improve their pronunciation. Teacher also explained that shadowing is not only for imitation, but also trains students to listen actively and pay attention to the correct sound structure of the target language.

4.1.2 Obstacles in implementing the shadowing technique for senior high school students to learn English pronunciation

In this subsection, the researcher presented the results of the study based on interviews and observations conducted with students regarding their experiences in using shadowing techniques to improve pronunciation. The findings are categorized into several subthemes that reflect the challenges faced by students during the implementation of shadowing practices.

4.1.2.1 Difficulty In Imitating The Pronunciation And Intonation Of The Speakers

Based on the results of observations in the classroom, many students experienced challenges when trying to imitate the pronunciation and intonation of speakers from the audio materials they used in shadowing exercises. Some students seemed to repeat certain parts of the audio over and over again because they had difficulty following the speed of speech or adjusting the tone of voice like a native speaker. The researcher saw that some students sometimes stopped the audio for a few minutes, then tried to imitate the part slowly with the appropriate intonation. This situation often made students look a little frustrated, but they kept trying again. Some of them also seemed to discuss with each other, asking their friends next to them if their pronunciation sounded similar. and interviews that have been conducted, one of

the most frequently mentioned difficulties is the difficulty of students in imitating the speaker's pronunciation and intonation correctly. Some students find it difficult to follow the pronunciation of unfamiliar words or words spoken with different accents.

As Student A mentioned, "When I choose the audio, I always consider how fast the speaker speaks, how clear the pronunciation is, and whether the topic is familiar to me" (Student A, personal communication, March 2025).

Student C highlighted, "I select audio based on the accent I want to learn and the difficulty level that matches my current abilities" (Student C, personal communication, March 2025).

4.1.2.2 The Lack of Control Over The Speed

Based on the results of observations conducted during learning activities using the shadowing technique, it appears that the speed of speaking in audio materials is one of the main obstacles for students. Several students appear to have difficulty following the pronunciation when the audio is played at a fast tempo. This can be seen from the mismatch between the students' pronunciation and the narration in the audio, as well as the pauses when students try to imitate speech.

Student A expressed, "I often find it hard to follow the pace of speech, so I have to listen to it multiple times to catch everything and pronounce it right" (Student A, personal communication, March 2025).

Student B said, "When I encounter difficult words, I ask the teacher to repeat them so I can get the pronunciation right" (Student B, personal communication, March 2025).

Many students seemed to struggle with the challenges related to speaking speed in shadowing exercises. When following the audio, some students seemed to have difficulty following the fast-paced conversation, so they had to replay certain parts several times in order to catch each word properly. In this process, I also saw that some students asked the teacher to repeat sentences or words that they found difficult so that they could imitate them correctly. This is in accordance with what was expressed by several students during interviews, which showed that the lack of control over speaking speed was a real obstacle in learning pronunciation through shadowing techniques. Nevertheless, students continued to show persistence by trying to re-listen and practice repeatedly to overcome these difficulties.

4.1.2.3 Cognitive Demands

The findings also revealed that the shadowing technique requires a high level of concentration and cognitive processing. Based on the observation, some students often find it difficult to process information quickly during shadowing exercises, especially when the audio contains new or complex vocabulary. Student C stated that they need to listen to it many times and process the information first before they can imitate the pronunciation correctly.

"I also sometimes have difficulty focusing when listening to audio. I make sure my surroundings support concentration, such as finding a quiet place and using earphones so I can focus on the sound." (Student C, personal communication, March 2025).

This is a specific obstacles, especially for those who are not used to this technique. Given the need to process various aspects simultaneously including words, intonation, rhythm, and accent, this activity is a task that requires strong focus and mental effort.

4.1.2.4 Psychological Factors

In addition to technical and cognitive challenges, psychological factors have also been reported to influence the effectiveness of shadowing exercises. Based on the observation, some students lack confidence when trying to imitate pronunciation, especially when they feel that their articulation is not perfect. The anxiety of making mistakes or not sounding like a native speaker creates a psychological barrier that prevents them from practicing optimally. Then the pressure to perform perfectly and the fear of being judged by teachers or peers contribute to feelings of anxiety and stress, which negatively impact their performance in shadowing activities.

4.2 Discussion

In this section, the researcher reviewed and discussed the answers to two problem formulations. First, the researcher discussed how the ability of English pronunciation students can be improved through shadowing techniques. Second, obstacles in the application of shadowing techniques in high school students to study English Pronunciation.

4.2.1 Reinforcing high school students' English pronunciation skills through the shadowing technique

4.2.1.1 Selecting the audio source

Based on the interview results, students demonstrated a selective approach when choosing audio materials for shadowing practice. They preferred audio recordings with a moderate speaking pace, clear pronunciation, and topics that were familiar to them. This preference reflects students' awareness of the importance of comprehending the content of the audio before attempting to imitate it. Another crucial factor in their selection was the speaker's accent. Most students preferred standard and widely understood accents such as American English or British English. Choosing these accents not only made it easier for them to follow the pronunciation, but also aligned with the demands of global communication, where such accents are commonly encountered and recognized (Nation & Newton, 2009).

Adapting audio materials to match students' language proficiency is essential in language learning. If the materials are too difficult, students may feel overwhelmed and lose motivation. Furthermore, if the materials are too simple, students may not feel challenged enough to make progress. Therefore, educators should guide students in selecting appropriate materials to ensure an effective and engaging learning process (Nation & Newton, 2009). Moreover, choosing audio with comprehensible accents contributes significantly to the development of intelligibility in international communication. In addition, students' decisions to select audio based on accent clarity and comprehensibility are well-founded and support their improvement in pronunciation skills (Jenkins, 2000).

Interview and observation results also showed that students utilize various digital sources such as YouTube, Spotify, and podcasts to search for audio materials. These sources are considered to provide freedom in choosing topics and speaking styles that suit students' interests and needs. This shows that technology has become an integral part of pronunciation learning practices. Materials originating from authentic sources such as podcasts or videos from native speakers are considered more interesting because they present the real context of language use. This makes the learning process more natural and enjoyable. The

use of authentic materials has been shown to increase students' learning motivation and the use of digital media also allows students to choose materials that suit their personal abilities. This supports more personal and flexible learning (Gilakjani, 2016). Students can access materials anytime and anywhere, so shadowing exercises become more practical and are not limited by class time. In conclusion, the use of various digital audio sources not only enriches the variety of materials, but also supports students' active involvement in the learning process.

4.2.1.2 Just Listen and Focus on The Sounds

In shadowing practice, not all audio materials can be easily understood by students. Some students admit to having difficulty when listening to audio that is too fast or contains vocabulary that they have not mastered. This is a challenge in pronunciation learning, especially if the material comes from native speakers who speak naturally. However, students have certain strategies to overcome these difficulties. Some of them slow down the audio speed using the playback feature or repeat parts that are not understood, or replace the material with one that is more appropriate to their ability level. This strategy shows that students are not passive in facing challenges, but are able to adjust their learning methods. According to Vandergrift and Goh (2012), strategies such as slowing down the audio and repeating certain

parts are included in the category of metacognitive strategies. This strategy reflects students' ability to control, monitor, and evaluate their own learning process. Students who use this strategy tend to be more independent and effective in learning a language.

Students' ability to face difficulties actively and strategically is a positive indicator of pronunciation mastery through shadowing. This shows that shadowing not only trains speaking skills, but also encourages the development of independent learning skills that are essential in learning a foreign language (Hamada, 2016). Then the results of interviews and observations also showed that some students felt more focused when using earphones in shadowing exercises. The use of earphones helps them listen to audio more clearly without interference from the surrounding environment. This focus is very important in pronunciation exercises because students must pay attention to the details of pronunciation, intonation, and rhythm. According to Brown (2007) explains that environmental disturbances can interfere with the listening comprehension process. Noisy or irrelevant sounds can distract students and reduce the effectiveness of the exercise. Therefore, the use of earphones is a simple but effective solution to increase concentration in shadowing exercises.

In addition to increasing focus, the use of earphones also allows students to delve deeper into the audio being played. They can capture the pronunciation of native speakers more clearly, so that the imitation process becomes more accurate. This is important to build sensitivity to sounds in English (Hamada, 2016). Overall, environmental factors and learning aids such as earphones must be considered in the implementation of shadowing. Optimal focus will increase students' opportunities to absorb and imitate pronunciation correctly, which will ultimately accelerate the improvement of their pronunciation skills.

4.2.1.3 Shadowing Exercise

In the implementation of shadowing in the classroom, it was found that students used two main approaches, namely full shadowing (imitating directly when the audio is played) and partial shadowing (imitating after listening). Both have their own advantages in helping students develop pronunciation skills. Simultaneous shadowing or full shadowing can train students to think and speak quickly, thus helping to improve speaking fluency. While partial shadowing can give students time to process what they hear before imitating it, so that it can improve accuracy in pronunciation. According to Murphey (2001) stated that both methods are equally effective depending on the needs and ability levels of students. In practice, students feel that direct

or simultaneous practice makes them more familiar with the rhythm and intonation of English. They also admit that they recognize pronunciation patterns that are often used by native speakers more quickly. This shows that the shadowing technique plays an important role in improving pronunciation.

Shadowing exercises carried out by students can provide an active and interesting learning experience compared to the usual repetition method, shadowing encourages students to be more cognitively and vocally involved in language learning. This supports more meaningful and varied pronunciation learning (Hamada, 2016). The observation results also showed that most students did shadowing exercises for 20-30 minutes per session and repeated them several times a week. They felt that the duration was quite ideal because it was not too tiring but still gave significant results. The principle of moderate-duration exercises but done routinely is in line with the concept of distributed practice (Ellis, 2005). Exercises that are done in a short time but regularly will be more effective in strengthening long-term memory compared to intensive exercises that are rarely done. Consistent shadowing exercises also help shape students' learning habits. By doing them routinely, students will be more familiar with English sound patterns and experience an increase in fluency and confidence. Therefore, scheduling regular exercises that are

in accordance with students' capacities is an important factor in supporting the success of the shadowing technique. Regularity of practice has a significant positive impact on students' achievement in pronunciation aspects.

4.2.1.4 Repeated Practice

One of the most frequently expressed challenges by students is the speed of native speakers in audio materials. The high speed makes it difficult for students to imitate pronunciation correctly, especially if the material contains many new words or unfamiliar terms. To overcome this challenge, students use several strategies. They use the slow playback feature to slow down the audio speed, repeat certain parts several times, or find other audio that is more appropriate to their level of understanding. This shows that students have flexibility in dealing with learning obstacles. The shadowing technique does require high concentration because students have to listen and imitate at almost the same time (Hamada, 2016). Therefore, it is important for students to adjust the level of audio difficulty so that they do not feel stressed and remain motivated in the learning process.

The challenges in shadowing can actually be part of the student's learning experience. Through repetition, adaptation of materials, and tempo control, students can gradually improve

their listening and pronunciation skills effectively. From the findings, several students admitted to experiencing significant changes after doing shadowing exercises regularly. They feel more confident in speaking English and more fluent in pronunciation. In addition, they also began to be able to imitate the intonation and rhythm of native speakers' speech better. This shows that the shadowing technique has a positive impact on pronunciation development, namely aspects such as intonation, stress, and rhythm in pronunciation. The shadowing technique has been shown to improve pronunciation skills, which makes pronunciation sound more natural and communicative (Foote, 2016). Increased self-confidence is also an important result of shadowing exercises. When students feel able to imitate the way native speakers speak, they become more courageous to speak in public.

In addition, shadowing is not only effective for improving pronunciation techniques, but also has a positive impact on students' attitudes and motivation in learning English. These changes show that shadowing is an applicable method and is able to provide real results in language learning.

4.2.1.5 Evaluation and Correction

In the shadowing practice process, evaluation from teachers and friends greatly influences student progress. Many students

said that feedback given by teachers helped them understand pronunciation errors and gradually improve them. In addition, comments from friends also provide motivation to continue improving their abilities. Assessment and feedback play crucial roles in enhancing student motivation and engagement in the learning process. Assessments providing constructive feedback allow students to identify areas for improvement, increasing their motivation to enhance achievement (Magdalena et al., 2023). Constant and continuous feedback, as part of formative assessment, can positively impact students' intrinsic and extrinsic motivation (Petre, 2017).

Peer evaluation also has a positive impact because it creates a more collaborative learning atmosphere. Students do not feel like they are learning alone, but rather part of a mutually supportive learning community. This can increase motivation and a sense of responsibility for their own learning process. With the role of teachers and friends in the evaluation of shadowing practice, students not only learn individually, but also in a supportive social context. Feedback given positively and directed helps shape more effective pronunciation learning.

4.2.1.6 Application in Real Communication

One interesting finding from the interviews was that students began to apply the pronunciation skills they practiced

through shadowing in their daily lives. Several students mentioned that they were more confident when speaking in presentations, discussing with friends, or even when creating video content in English. This shows that the results of pronunciation practice are not only seen in academic contexts, but also in real communication contexts. Communicative competence includes the ability to use language effectively in various situations (Achondo, 2018). Thus, good pronunciation skills can support broader speaking skills.

The application of pronunciation in everyday life also shows that students begin to internalize what they learn. Shadowing is not only a class exercise, but also forms better language usage habits in broader contexts. In addition, the success of the shadowing method is not only seen in terms of technical aspects, but also in the transfer of learning to real life. This is an important indicator that shadowing is a learning strategy that is not only efficient, but also relevant and applicable in developing students' communication skills broadly.

4.2.1.7 Mastery of suprasegmental features through shadowing technique

The results of this study indicate that regular use of shadowing techniques helps students improve their pronunciation, especially in terms of intonation, word stress, and

sentence rhythm. Students who often shadow begin to speak more fluently, with more precise intonation, and appropriate word stress. Their speech sounds more natural, no longer like reading a text, but more like speaking in a real situation. As explained by Hamada (2016), shadowing is a very effective technique in building prosodic awareness, which is the ability to realize how language actually sounds when used.

Students not only hear the words, but also pay attention to how the words are pronounced. They begin to catch when the tone of voice rises or falls, where the speaker pauses, and which words are stressed. With enough practice, these patterns begin to be imitated automatically, without having to think too hard, and the result—their speech becomes more fluent and expressive.

According to Harmer (2007) also emphasizes that suprasegmental features are very important in oral communication. She explains that simply pronouncing each word correctly is not enough, because if the intonation or rhythm isn't right, the message can sound strange or hard to understand. Shadowing helps address this problem because students learn directly from native speakers imitating how they speak, how their voices rise and fall, when they slow down, and which words they emphasize.

What's interesting about these findings is how students begin to adopt these patterns naturally. For example, some

students have started using rising intonation for yes/no questions, or putting the right amount of stress when expressing opinions. These changes may seem simple, but they actually show that they are getting more into and using English in a more real way. Shadowing gives them a chance to not only learn the rules, but also to feel the rhythm of the language itself and this makes them speak more confidently and clearly.

4.2.1.8 Improvement of students' fluency through shadowing technique

In addition to helping students in the suprasegmental aspect, the shadowing technique has also been proven to have a major influence on increasing fluency. Based on the results of observations and interviews, students who are accustomed to shadowing show an increase in delivering complete sentences without stopping in the middle. They are more fluent, rarely repeat words, and appear more confident when speaking, both in practice and in class interactions. This happens because shadowing indirectly trains students to absorb and imitate complete sentence patterns, including pauses, stress, and rhythm as used by native speakers. When they repeat sentence after sentence by listening and immediately imitating it, they are training their brains to process information quickly and

automatically. Over a certain period of time, this forms a habit of speaking that is not rigid, even approaching spontaneously.

According to Hamada (2016), shadowing works effectively because it involves the process of thinking and speaking in real time. Students are trained to adjust their hearing and speech at the same time, without pauses. This kind of exercise encourages them not only to understand the structure of the language, but also to use it actively and reflexively. This view is also reinforced by Harmer (2007), who states that fluency is not just about speaking fast, but also about speaking with a regular rhythm and confidence. Someone can speak with a lot of vocabulary, but if the rhythm is inconsistent or he often stops, then the message conveyed becomes difficult to understand. Through shadowing, students get used to hearing and imitating a complete and real speech model. From there, they begin to be able to regulate their own speech tempo, feel more comfortable when speaking, and are more prepared to face communication situations in the real world.

Several students who were interviewed also said that shadowing made them less nervous when speaking, because they felt familiar with how to construct and deliver sentences. They felt like they had "stored" many sentence patterns in their heads, so that when speaking, they did not have to think too long. This is certainly very helpful, especially for students who previously

often stopped in the middle of a sentence or lost words when speaking English. These findings suggest that shadowing not only trains pronunciation, but also helps build fluent and natural speaking habits, which are essential in learning spoken English.

4.2.1.9 Strengthening pronunciation awareness through active listening in using the shadowing technique

Another important finding in this study is the increase in students' awareness of how English sounds are produced and pronounced naturally. Through shadowing exercises, students not only learn to pronounce words, but also begin to practice their listening skills more actively and focused. They become more sensitive to pronunciation errors, both from themselves and when hearing others speak. In shadowing activities, students are trained to really pay attention to how words are pronounced starting from the stress of the voice, the length of the syllables, to the intonation used. This makes them not just memorize or guess the pronunciation, but really aware of the details of the sound of each word. Over time, they become more aware of pronunciation errors and begin to take the initiative to correct them themselves. According to Harmer (2007) explains that the ability to pronounce words correctly is very dependent on students' ability to listen actively.

Active listening is the first step in building pronunciation awareness, which is awareness of the correct sounds in English. Shadowing encourages students to not only understand the meaning of the sentences they hear, but also to capture how they pronounce them where native speakers emphasize, when they raise their voice pitch, and what the rhythm is. This is in line with the opinion of Hamada (2016), who stated that shadowing trains students to listen more intensively because they have to directly imitate what they have just heard. Unlike regular listening exercises which tend to be passive, shadowing is an active process students listen and speak at almost the same time. Therefore, shadowing not only strengthens listening skills, but also trains pronunciation accuracy and sensitivity to sounds simultaneously.

From the results of observations and interviews, it can be seen that students who often do shadowing become more careful in distinguishing similar sounds. They also begin to be able to identify which part of a word or sentence should be stressed or given a rising intonation. Small things like this were often overlooked before, but after practicing shadowing regularly, they became more aware and more skilled in constructing and pronouncing English sentences well. These findings show that shadowing is not just about imitating speech, but also about

*building a holistic awareness of sounds, which is very important in the process of learning a language, especially in developing speaking and listening skills simultaneously.

4.2.2 Obstacles in implementing shadowing technique for senior high school to learn English pronunciation

4.2.2.1 Difficulty in imitating the pronunciation and intonation of the speakers

Students' difficulties in imitating native speakers' pronunciation and intonation reflect a fundamental challenge in learning English pronunciation as a foreign language. Many students report that they have difficulty following rapid pronunciation, especially when it contains sounds that are not common in their native language. This problem shows that pronunciation is not only about articulation, but also includes suprasegmental aspects such as word stress, rhythm, and intonation (Celce-Murcia, Brinton, & Goodwin, 2010). This difficulty is also related to the phonological differences between English and the students' native language. According to Kenworthy (1987), differences in sound systems and phonetic habits can hinder students' ability to recognize and reproduce new phonological patterns.

Furthermore, the difficulty in adjusting to the intonation and accent of native speakers reflects a high cognitive load. When

students try to imitate word by word with the correct intonation and stress, they have to process various information simultaneously. Therefore, shadowing needs to be combined with explicit phonetic training strategies so that students can break down and understand the components of sounds before repeating them as a whole.

4.2.2.2 The lack of control over the speed

The inability of students to control the audio speed when shadowing is a real obstacle in improving pronunciation. Shadowing techniques require a quick response to oral input, so the native speaker's speaking speed becomes a challenge in itself. In the context of second language acquisition, it is emphasized that input that is too fast will be difficult to understand, and therefore becomes less effective as a learning medium (Alahmadi, 2019). Most students try to overcome this challenge by slowing down the audio speed or replaying certain parts.

This strategy shows that students are aware of the importance of adjusting the input rate to their abilities. According to Vandergrift and Goh (2012) explained that high speech speed can cause increased processing load because students have limited time to understand the message. As a result, reproduction in shadowing becomes less accurate and ineffective. By giving students control over the speed, teachers can create a more

supportive learning environment and provide transcripts to students. This is important so that students can focus on the pronunciation aspect, not just chasing the speaker's speaking speed (Nation and Newton, 2009).

4.2.2.3 Cognitive Demands

Shadowing is a complex activity that requires intensive working memory involvement. In practice, students must listen, understand, and immediately imitate speech in a very short time. Human working memory has a limited capacity, and excessive load can interfere with the learning process (Farrington, 2011). This explains why many students feel overwhelmed when faced with rapid and unfamiliar oral input.

The pronunciation process involves not only sound production but also accurate perception.

In interviews, several students stated that they needed to listen many times before feeling confident enough to repeat. This shows that shadowing as a practice technique requires adaptation time and repeated practice. Because of these high cognitive demands, it is important for teachers to consider providing audio in the implementation of the shadowing technique. For example, by providing transcripts, introducing new vocabulary first, or starting with short segments. This gradual approach can help

students manage cognitive load and increase the effectiveness of shadowing exercises.

4.2.2.4 Psychological factors

Psychological aspects an important role in the effectiveness of shadowing techniques. Some students stated that they felt anxious and insecure when imitating native speakers, especially when they had to do it in front of classmates. Anxiety in foreign language learning can hinder the communication process and reduce student performance (Lin, 2024). The anxiety felt by students can come from the fear of making mistakes, fear of being evaluated negatively, or worry about not being able to keep up with the speaker's pace. If students feel emotionally insecure, they tend to be reluctant to take risks to speak, including in shadowing activities that require high self-confidence (Vestphal et al., 2019).

To overcome these obstacles, teachers need to create a supportive, non-judgmental learning environment and provide space for students to try without fear. Providing opportunities for practice in small groups or individually, as well as providing positive feedback, can help reduce anxiety levels. Thus, psychological factors that were originally obstacles can be changed into drivers of motivation and success in mastering 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 Recommendation

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.



REFERENCES

- Abdullah, M. (2022). *Lembaga Pendidikan Sebagai Suatu Sistem Sosial (Studi Tentang Peran Lembaga Pendidikan di Indonesia Dalam Perspektif Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional)*. *Mamba'ul 'Ulum*, 18(1), 38–48. <https://doi.org/10.54090/mu.56>
- Alahmadi, N. S. (2019). *The role of Input in Second Language acquisition: An overview of four theories*. *Bulletin of Advanced English Studies*, 3(2). <https://doi.org/10.31559/baes2019.3.2.1>
- Alilateh, A., & Widyantoro, A. (2019). *The effectiveness of using multiple intelligence activities in listening comprehension and improving students' interest*. *LingTera*, 6(2), 111–118. <https://doi.org/10.21831/lt.v6i2.10625>
- Almusharraf, A., Aljasser, A., Mahdi, H. S., Al-Nofaie, H., & Ghobain, E. (2024). *Exploring the effects of modality and variability on EFL learners' pronunciation of English diphthongs: a student perspective on HVPT implementation*. *Humanities and Social Sciences Communications*, 11(1), 1–11. <https://doi.org/10.1057/s41599-024-02632-2>
- Anchondo, E. L. (2018). *The Tourism Students' Awareness of Communicative Competence in an English as a Foreign Language context*. *European Scientific Journal* ESJ, 14(5), 184. <https://doi.org/10.19044/esj.2018.v14n5p184>
- Barkhuizen, G., Benson, P., & Chik, A. (2013). *Narrative Inquiry in Language Teaching and Learning research*. In *Routledge eBooks*. <https://doi.org/10.4324/9780203124994>
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Campbell, K., Orr, E., Durepos, P., Nguyen, L., Li, L., Whitmore, C., Gehrke, P., Graham, L., & Jack, S. (2021). *Reflexive thematic analysis for applied qualitative health research*. *The Qualitative Report*.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide*. Cambridge University Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.

- Decy Arwini, N. P. (2022). Sampah Plastik Dan Upaya Pengurangan Timbulan Sampah Plastik. *Jurnal Ilmiah Vastuwidya*, 5(1), 72–82. <https://doi.org/10.47532/jiv.v5i1.412>
- Ellis, N. C. (2005). *At the Interface: Dynamic Interactions of Explicit and Implicit Language Knowledge. Studies in Second Language Acquisition*, 27(2), 305–352. <https://doi.org/10.1017/S027226310505014X>
- Farrington, J. (2011). *Seven plus or minus two. Performance Improvement Quarterly*, 23(4), 113–116. <https://doi.org/10.1002/piq.20099>
- Foote, J. A., Holtby, A. K., & Derwing, T. M. (2012). Survey of the Teaching of Pronunciation in Adult ESL Programs in Canada, 2010. *TESL Canada Journal*, 29(1), 1. <https://doi.org/10.18806/tesl.v29i1.1086>
- Fuchs, K. (2023). *A Systematic Guide for conducting thematic Analysis in Qualitative Tourism research. Journal of Environmental Management and Tourism*, 14(6), 2696. [https://doi.org/10.14505/jemt.v14.6\(70\).17](https://doi.org/10.14505/jemt.v14.6(70).17)
- Goh, C.C.M., & Vandergrift, L. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action* (1st ed.). Routledge. <https://doi.org/10.4324/9780203843376>
- Guzmán, E., Máter, A., Suficiencia, E. De, & Res, P. (2022). *Cindy Amparo Maximiliano Cabello*.
- Hamada, Y. (2016). *Teaching EFL learners shadowing for listening : Developing learners bottom-up skills*. Routledge 204.
- Hamoul and Ghlem. (2024). *Examining the Effectiveness of the Shadowing Technique in Enhancing EFL Pupils' Pronunciation in Primary Schools: Case of Naimi Fatima School in Tiaret and Aich Abd-el-Kader School in Dahmouni*.
- Harmer. (2007). The Practice of English Language Teaching. *In ELT Journal* (Vol. 57, Issue 4, pp. 401–405). <https://doi.org/10.1093/elt/57.4.401>
- Jenkins, J. (2000b). *The Phonology of English as an international Language*. Oxford University Press.
- Kelly. (2008). *Gerald Kelly, How to teach pronunciation. In Les Cahiers de l'APLIUT* (Issue Vol. XXVII N° 3, pp. 112–114). <https://doi.org/10.4000/apliut.1350>
- Kenworthy. (1987). *“Teaching English Pronunciation”* - Kenworthy Joanne - Longman for Teachers.pdf.

- Lambert (1992). *Journal des traducteurs/ translators' journal. Journal Des Traducteurs Translator's Journal*, 2(1), 47–48. <https://doi.org/10.1515/mult.1983.2.1.47>
- Lin, Y. (2024). Review of the Effects of foreign language classroom anxiety on learners' development of a second language acquisition. *Journal of Education Humanities and Social Sciences*, 26, 979–985. <https://doi.org/10.54097/nhtaa488>
- Magdalena, I., Andreani, M. G., Nurhasanah, S., & Ushaybiah, Z. M. (2023). DAMPAK PENILAIAN UNTUK PEMBELAJARAN TERHADAP MOTIVASI DAN KETERLIBATAN SISWA. *Jurnal Riset Pendidikan Dan Pengajaran*, 2(1), 104–111. <https://doi.org/10.55047/jrpp.v2i1.450>
- Mubarok, T. A., Saifudin, A., & Rofiah, S. (2020). *Pengembangan Modul Pembelajaran Berbasis Kontekstual Untuk Meningkatkan Kemampuan Pronunciation Mahasiswa Pendidikan Bahasa Inggris. Briliant: Jurnal Riset Dan Konseptual*, 5(1), 36. <https://doi.org/10.28926/briliant.v5i1.416>
- Nation, P., & Newton, J. (2008). *Teaching ESL/EFL listening and speaking. In Routledge eBooks*. <https://doi.org/10.4324/9780203891704>
- Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International journal of research in English education*, 1(1), 1-6.
- Rahmaniah, N., & AR, R. A. (2022). Public Speaking for Student Sebagai Upaya Peningkatan Kemampuan Komunikasi Siswa Sma Negeri 1 Tinambung. *Jurnal Abdimas Indonesia*, 2(4), 538–545. <https://doi.org/10.53769/jai.v2i4.342>
- Safitri, E. M., Maulidina, I. F., Zuniari, N. I., Amaliyah, T., Wildan, S., & Supeno, S. (2022). Keterampilan Komunikasi Siswa Sekolah Dasar dalam Pembelajaran IPA Berbasis Laboratorium Alam tentang Biopori. *Jurnal Basicedu*, 6(2), 2654–2663. <https://doi.org/10.31004/basicedu.v6i2.2472>
- Saito, K. (2013). *The role of L2 proficiency in second language speech perception: An investigation of Japanese learners of English*. *Language Learning*, 63(2), 367-398.
- Salim, A., Terasne, T., & Narasima, L. (2020). Enhancing the Students' Pronunciation Using Shadowing Technique At Senior High School Students. *Journal of Languages and Language Teaching*, 8(1), 20. <https://doi.org/10.33394/jollt.v8i1.2212>
- Salman, D. M. (2022). Intonation and Learning English Language during Corona Virus Pandemic. *International Journal of English Literature and Social Sciences*, 7(1), 231–240. <https://doi.org/10.22161/ijels.71.31>

- Sholeh, A., & Muhaji, U. (2015). Pronunciation difficulties encountered by EFL students in Indonesia. *Jurnal Inspiraasi Pendidikan*, 698–707.
- Sugiarto, R., Prihantoro, P., & Edy, S. (2020). *The Impact of Shadowing Technique on Tertiary Students' English Pronunciation*. *Linguists: Journal Of Linguistics and Language Teaching*, 6(1), 114. <https://doi.org/10.29300/ling.v6i1.3298>
- Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge University Press.
- Utami, H. S., & Morganna, R. (2022). Improving Students' English Pronunciation Competence by Using Shadowing Technique. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 6(1), 127. <https://doi.org/10.29240/ef.v6i1.3915>
- Vestphal, T. K., Pedersen, K. S., & Pedersen, B. D. (2019). *The lived experiences of emotionally insecure nursing students: A qualitative study*. *Nurse Education in Practice*, 43, 102694. <https://doi.org/10.1016/j.nepr.2019.102694>
- Wang, X. (2018). *The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students*. 120(Mshsd 2017), 195–200. <https://doi.org/10.2991/mshsd-17.2018.35>
- Widiyanto, S. (2018). Penerapan English Communication Skill Pada Siswa Smp (The Aplication of English Communication Skill at Junior High School' Student). *Jurnal Pengabdian Kepada Masyarakat (Abdimas)*, 01(c), 81–88.

Lampiran 5 : Curriculum Vitae

CURRICULUM VITAE

Name : Shafa Karisma
Student Number : 2521040
Place and Date of Birth : Jakarta, 30th April 2003
Gender : Female
Address : Jl.H.Umar No.116 Rt.007/Rw.002,
Petukangan Selatan, Jakarta Selatan, 12270

Educational Background :

1. SD Negeri 03 Petukangan Utara, Jakarta Selatan (2015)
2. SMP Negeri 267 Jakarta (2015)
3. SMK KARTIKA X-2 Jakarta (2021)
4. English departement education faculty of education and teacher training state islamic university k.h abdurrahman wahid pekalongan (2025)





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
UNIT PERPUSTAKAAN

Jl. Pahlawan KM 5 Rowolaku Kajen Pekalongan, Telp. (0285) 412575 Faks. (0285) 423418
Website : perpustakaan.uingusdur.ac.id Email : perpustakaan@uingusdur.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai civitas akademika UIN K.H. Abdurrahman Wahid Pekalongan, yang bertanda tangan di bawah ini, saya:

Nama : SHafa KARISMA
NIM : 2521040
Program Studi : TADRIS BAHASA INGGRIS
E-mail address : shafakarisma3004@gmail.com
No. Hp : 085884591640

Demi pengembangan ilmu pengetahuan, saya setuju untuk memberikan kepada Perpustakaan UIN KH. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☐ Tugas Akhir ☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)

Yang berjudul : **INVESTIGATING SHADOWING TECHNIQUE TO REINFORCE
ENGLISH PRONUNCIATION SKILLS FOR SENIOR HIGH
SCHOOL IN JAKARTA**

Beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data database, mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara fulltext untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.
Demikian pernyataan ini yang saya buat dengan sebenarnya.

Pekalongan, 10 Juli 2025



Shafa Karisma
NIM. 2521040