

**THE EFFECTIVENESS OF USING SHADOWING  
TECHNIQUE TOWARDS STUDENTS'  
CONSONANT PRONUNCIATION  
MASTERY**

**A Thesis**

**Submitted as a Partial Fulfillment of Requirement for S-1 Degree**

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## ABSTRACT

In the process of teaching and learning English, pronunciation is enticed by little attention to be either learned or taught in the class. As the result, students have some difficulties in pronouncing particular sounds, especially consonant sounds. Moreover, the problems have arisen from the absence of technique in the class. The role of technique cannot be pushed aside that it can help students understand the material easier. The phenomenon that happened is the technique used to teach is less interesting so that it makes students felt bored. Therefore, the objective of the research is to find out whether there is an effect of shadowing technique towards students' consonant pronunciation mastery at the first semester of the eleventh grade of SMAN 1 Seputih Agung in the academic year of 2023/2024 especially in the aspects of segmental, specifically in English consonant. The Shadowing technique is good since it repeats the way native speaking say, so it can help students to train their ears and tongue.

The methodology of the research was quasi-experimental design with five meetings actively of three treatments. The population of the research was the eleventh grade students of SMA N 1 Seputih Agung, and the samples taken were two classes they are X1-2 (experimental class) and X1-4 (control class) which is consisting of 69 students. Shadowing Technique was applied to the experimental class and Reading Aloud was used in the control class. To collect the data, the research managed to test as the instrument which was playing video. The test was conducted at two terms: pre-test and post-test. In analyzing the data, this research utilized SPSS 16 in the statistical computation.

After doing the post-test, the researcher analyzed the data obtained from both pre-test and post-test. The result of the data analysis showed that independent t-test result was 0.000 with level of significance is 0.05. From the analysis, the score of observed was higher than t-critical (0.05), so  $H_0$  was rejected. It means that there is significant effect of Shadowing technique towards students' consonant pronunciation mastery at the first semester of eleventh grade students of SMA N 1 Seputih Agung in the academic year 2023/2024.

***Key words: Experimental Research, Pronunciation Mastery, Shadowing Technique***

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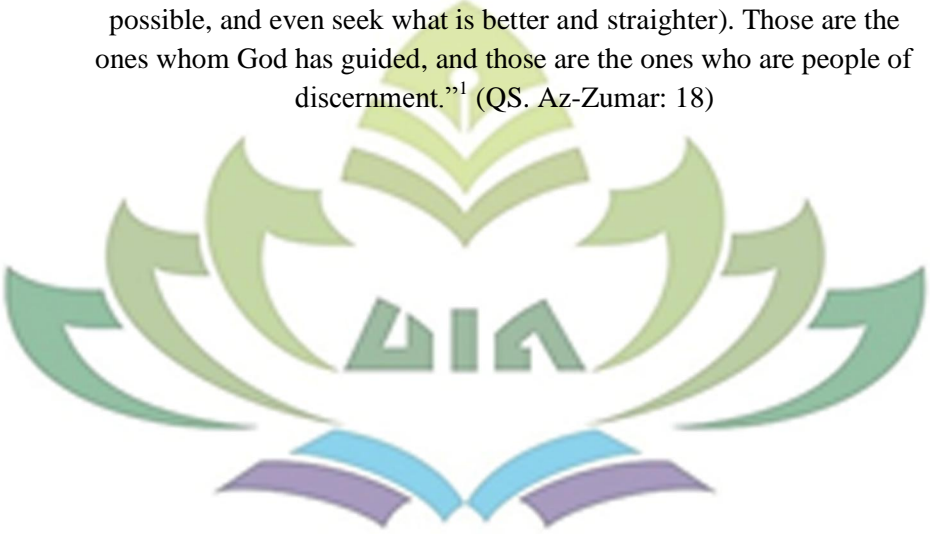
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## MOTTO

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ  
وَأُولَئِكَ هُمْ أُولُوا الْأَلْبَابِ (١٨)

“Who, when they hear speech, follow the best of it (in the best way possible, and even seek what is better and straighter). Those are the ones whom God has guided, and those are the ones who are people of discernment.”<sup>1</sup> (QS. Az-Zumar: 18)



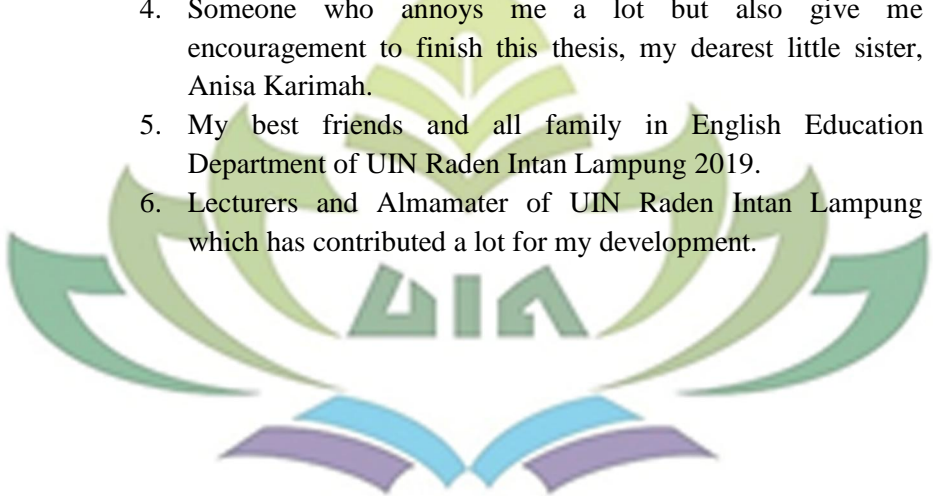
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<sup>1</sup> Ahadi, “Qur’an surah Az-Zumar 18 (QS 39:18) in Arabic and English Translation” (On-line), available at: <http://www.alquranenglish.com/quran-surah-az-zumar-18-qs-39-18-in-arabic-and-english-translation>, (Accessed on July 25th 2023)

## DEDICATION

This thesis is wholeheartedly dedicated to:

1. My self, Amila Tazkiatun Nafs who always believed in herself and always to do her best.
2. Who says “*You can do it!*” all the time, someone who always by my side, number one person in my life. My precious mother, Siti Zulaicha. She is everything I need and no words can explain how I love her.
3. My beloved father, Wans Hermawan who never forgot to give me support and guide me through hard times.
4. Someone who annoys me a lot but also give me encouragement to finish this thesis, my dearest little sister, Anisa Karimah.
5. My best friends and all family in English Education Department of UIN Raden Intan Lampung 2019.
6. Lecturers and Almamater of UIN Raden Intan Lampung which has contributed a lot for my development.



## CURRICULUM VITAE

Amila Tazkiatun Nafs was born in Bumi Kencana on March 6th, 2002. She comes from Bumi Kencana Village, Seputih Agung District, Center Lampung Regency, Lampung. She is the first of two children of Mr. Wans Hermawan and Mrs. Siti Zulaicha and she has a little sister named Anisa Karimah.

In 2007, she began her study at SDN 1 Bumi Kencana and finished in 2013. She loves to try something new since young age. Singing is her hobby and first song she listened at 3 years old was from Peterpan Band. She also delights in cooking and cooked almost every day. She joined scout in elementary school. Then continued her junior high school in SMPN 3 Terbanggi Besar, which is location on the next district. She did some positive activities at junior high school. Music extracurricular was interested her indeed. Besides that, her friends asked her to join English story telling community, she loves learning English because of that. After graduated, SMAN 1 Seputih Agung was her next school and she belongs to social class. Sadly, there was no story telling community so she decided to take part of English Club to carry on with her new hobby since junior high school. She also joined scout again, participated in scout competitions and got many trophies. And in her age, she was absorbed in literacy, especially Indonesian literature. She was a Wattpad author and millions of people read her works on that platform. She was getting more and more interested in learning languages until graduated from senior high school in 2019. Through UM-PTKIN, she could be a part of English Education Study Program of Tarbiyah and Teacher Training Faculty students at Lampung State Islam University Raden Intan 2019.



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The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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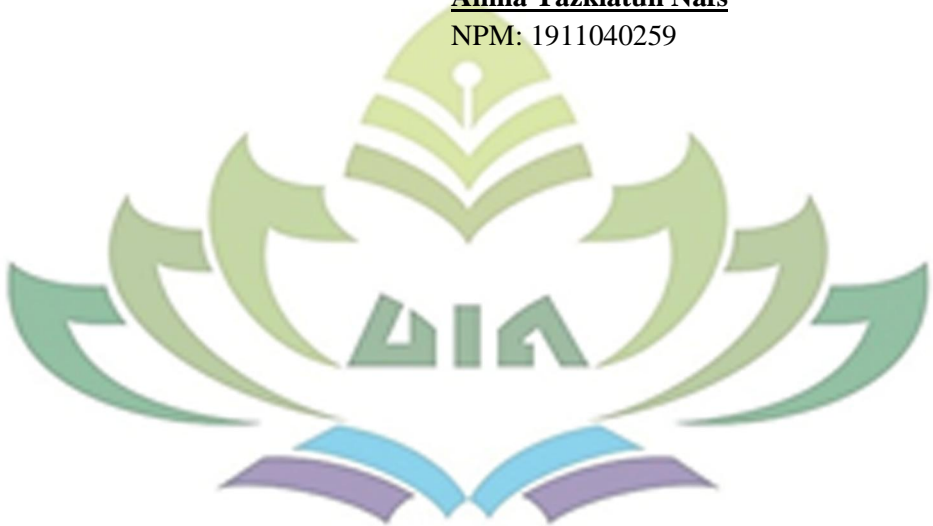
Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, December 7, 2023  
The Researcher



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## TABLE OF CONTENTS

Page	
	<b>COVER..... i</b>
	<b>ABSTRACT..... ii</b>
	<b>DECLARATION..... iii</b>
	<b>MOTTO ..... iv</b>
	<b>DEDICATION..... v</b>
	<b>CURRICULUM VITAE ..... vi</b>
	<b>ACKNOWLEDGEMENT ..... vii</b>
	<b>TABLE OF CONTENTS..... ix</b>
	<b>LIST OF FIGURES ..... xii</b>
	<b>LIST OF TABLES ..... xiii</b>
	<b>LIST OF APPENDICES..... xiv</b>
	<b>CHAPTER I INTRODUCTION</b>
	A. Title Confirmation..... 1
	B. Background of the Problem..... 2
	C. Identification and Limitation of the Problem... 8
	D. Formulation of the Problem..... 9
	E. Objective of the Research..... 9
	F. Significance of the Research ..... 9
	G. Relevant Research ..... 10
	H. Systematics of the Research ..... 12
	<b>CHAPTER II FRAME OF THEORY AND HYPOTHESIS</b>
	A. Theories..... 14
	1. The Concept of Pronunciation..... 14
	a. Segmental Aspects ..... 14
	b. Supra-segmental Aspects ..... 25
	2. The Concept of Teaching Pronunciation .... 32
	a. Drilling ..... 32
	b. Minimal Pairs..... 34
	c. Listening Activities ..... 35
	d. Reading Activities ..... 35
	3. The Concept of Shadowing Technique..... 36
	a. The Definition of Shadowing Technique..... 36
	b. Types of Shadowing..... 36
	c. The Procedure of using the Shadowing Technique ..... 36
	d. The Benefit of using Shadowing

Technique.....	36
e. The Advantages and Disadvantages of Shadowing Technique.....	36
4. The Concept of Reading Aloud .....	37
a. The Definition of Reading Aloud.....	37
b. Procedure of Reading Aloud .....	38
c. Teaching Pronunciation through Reading Aloud .....	39
d. Advantages and Disadvantages of Reading Aloud .....	40
e. The Concept of Narrative Text.....	40
f. The Definition of Narrative Text.....	40
g. The Generic Structure of Narrative Text .....	40
h. Language Features of Narrative Text ....	40
B. Hypothesis.....	42

### **CHAPTER III RESEARCH METHOD**

A. Place and Time of the Research.....	44
B. Research Design.....	44
C. Population, Sample and Data Collecting Technique.....	45
1. Population .....	45
2. Sample.....	46
3. Sampling Technique.....	46
4. Data Collecting Technique .....	47
D. Operational Definition of Variables .....	48
E. Research Instrument .....	49
F. Validity and Reliability of the Instrument .....	51
1. Validity of the Test.....	51
2. Reliability of the Test.....	53
G. Fulfilment of the Assumption.....	53
1. Normality of Test .....	54
2. The Homogeneity Test .....	54
H. Hypothesis Testing .....	55

**CHAPTER IV RESULT AND DISCUSSION**

A. Result ..... 56

    1. Result of the Research..... 56

    2. Result of Data Analysis..... 59

B. Discussion ..... 63

**CHAPTER V CONCLUSION AND RECOMMENDATION**

A. Conclusion..... 70

B. Recommendation..... 70

**REFERENCES**

**APPENDICES**



## LIST OF FIGURES

### Page

Figure 2.1 Articulators of Sound Production.....	15
Figure 4.1 Result of the Pre-test in Experimental Class .....	57
Figure 4.2 Result of the Pre-test in Control Class.....	58
Figure 4.3 Result of the Post-test in Experimental Class .....	58
Figure 4.4 Result of the Post-test in Control Class .....	59



## LIST OF TABLES

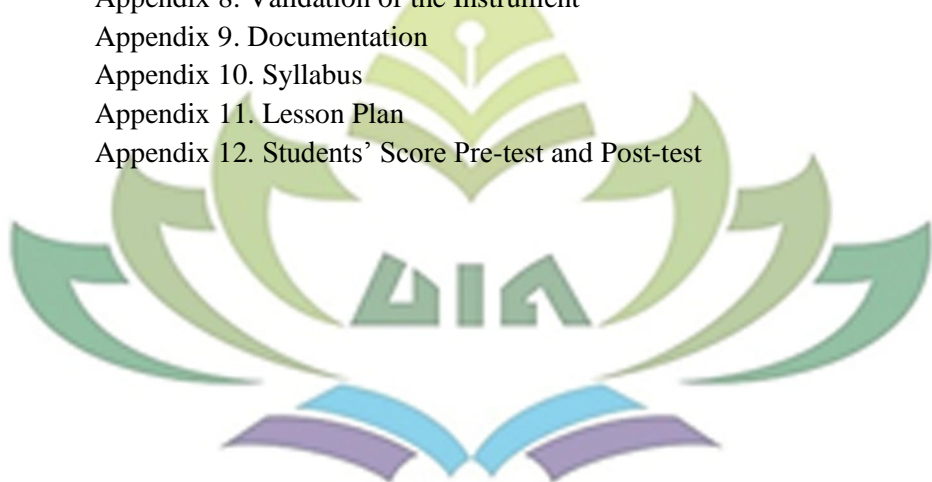
### Page

Table 1.1 Data of Accomplishment in Pronunciation .....	6
Table 2.1 Short Vowels .....	18
Table 2.2 Long Vowels .....	19
Table 2.3 Place of Articulation .....	21
Table 2.4 Manner of Articulation .....	23
Table 2.5 Diphthong .....	25
Table 3.1 Design of the Study .....	45
Table 3.2 The Students' Pronunciation Score.....	46
Table 3.3 Research Instrument for Pre-Test .....	49
Table 3.4 Research Instrument for Post-Test.....	50
Table 3.5 The Value of Reliability Coefficient .....	53
Table 4.1 Descriptive Statistics .....	56
Table 4.2 The Result of Normality Test .....	60
Table 4.3 The Result of Homogeneity Test .....	61
Table 4.4 Independent Sample T-test .....	62

## LIST OF APPENDICES

### Page

- Appendix 1. The Result of Preliminary Research Interview
- Appendix 2. Questionnaire of Preliminary Research
- Appendix 3. Surat Balasan Sekolah
- Appendix 4. The Data of Eleventh Grade Students  
Pronunciation Score
- Appendix 5. The Total Students' Pronunciation Score
- Appendix 6. Research Instrument
- Appendix 7. Validity and Reliability of Research Instrument
- Appendix 8. Validation of the Instrument
- Appendix 9. Documentation
- Appendix 10. Syllabus
- Appendix 11. Lesson Plan
- Appendix 12. Students' Score Pre-test and Post-test





# CHAPTER I INTRODUCTION

## A. Title Confirmation

In the title “The Effectiveness of Shadowing Technique towards Students’ Consonant Pronunciation Mastery” of this undergraduate thesis proposal, there is an explanation of how various terminologies should be understood. The explanation is as follows:

### 1. Effectiveness

Effectiveness is measured by the degree to which input and output are capable of achieving the intended results for specific and delimited constituencies (direct outcomes), for entire sectors (intermediate outcomes), and for society and/or economy as a whole (end outcomes).<sup>1</sup> Based on this statement, effectiveness is the outcome or impact (output) of a given treatment or can be referred to as an input to something that wants to be changed or influenced.

### 2. Shadowing

Shadowing is repeating all or part of what the speaker has said.<sup>2</sup> More specifically, it is simultaneously repeating what one hears. Shadowing is an active and highly cognitive activity in which learners track the heard speech and pronounce it as clearly as possible at the same time that they hear it.<sup>3</sup> Shadowing makes the students track the speech and repeat it as same as possible at the same time they listen it.

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1 Codagnone, C., *European Journal of ePractice*, [www.epracticejournal.eu](http://www.epracticejournal.eu). No. 4 ISSN: 1988-625X, 2008, p. 11.

2 Rost M., Wilson, JJ., *Active Listening*, (New York, Routledge, 2013), p. 114.

3 Elham Zakeri, *The Effect of Shadowing on EFL Learners’ Oral Performance in Terms of Fluency*. *International Journal of English Language Teaching* Vol. 2, No.1. (UK: European Centre for Research Training and Development, 2014), p. 21.

### 3. Pronunciation Mastery

Mastery can be defined as comprehensive knowledge or skill in a particular subject or activity. In other words, mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.<sup>4</sup> Generally, pronunciation is a matter of act or manner to produce the sound in utterance through proper ways. It consists of standardized sounds that are created by the air flows which passed through articulator—articulation organs. Based on this statement, pronunciation mastery can define as the capability or state to understand and produce English pronunciation properly in every condition is sum up into terms.

### **B. Background of the Problem**

As the most spoken and learned language, English has become a global study that is interesting to be mastered in every country across the world. It is academically studied as a subject of language learning through the educational area in schools, colleges, and universities. English is also learned as the medium of learning other disciplines such as in businesses, economics, and other studies. It has become a language of knowledge, everything nowadays has been written in English language. Hutchinson stated that English is important regarding that it is used by many people as communication, and it is also learned as the key to the international currencies of technology and commerce.<sup>5</sup> Hence, English proficiency is highly required to be mastered—especially for those who need it in the larger scope of communication and insight.

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4 Thomas R. Guskey, Eric M. Anderman, *Educational Leadership “In Search of a Useful Definition of Mastery”*, Vol. 71, No. 4. (2013), p. 3.

5 Tom Hutchinson, Alan Waters, *English for Specific Purpose- A Learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), p. 6.

It is generally believed that when people learn a language, they want to be able to use it for communication. The most common form of daily communication is interpersonal, that is face-to-face communication at the same time and in the same place. In terms of having an interpersonal communication in a foreign language, a learner must not only consider the basic competence of communication but also the language itself including how it is articulated which is related to intonation, stress, and pronunciation.

Pronunciation is one of the basic components of speaking. It was a productive skill because while speaking, the speaker should think and pronounce words correctly using appropriate pronunciation. The ability to speak using accurate pronunciation is very important. If we do mispronounce while speaking, it made the listener difficult to understand what we are talking about. Furthermore, it could be one of the factors which can lead to the conversation breakdown.

As for teaching process, pronunciation is a useful basis affecting other aspects of language. For example, pronunciation eases the listening comprehension and enables one to be intelligible during verbal interaction. Furthermore, it also assists learners, especially students, to gain the skills they need for effective communication in English.<sup>6</sup> Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. As the area changes and so does the perception of language learning, teaching and learning pronunciation has begun to evolve from being neglected to being recognized as an important element in a language class. Most of Indonesian students' pronunciation ability was still low. They considered pronunciation as the difficult subject since the sounds of

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6 M. R Ahmadi, A.P Gilakjani, "*Why Is Pronunciation So Difficult To Learn?*", English Language Teaching, Vol. 4 No. 3 (September 2011), p.74

words were usually different from their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one.

Based on the preliminary research conducted at SMA Negeri 1 Seputih Agung on January 20, 2023, it was found that most of the eleventh grade students had problems with their pronunciation. Some students have lack in pronounce English words. From the interview with the English teacher, Miss Suciati, it was found that most of the students had difficulties in pronouncing words correctly since they lacked practices in pronouncing words and they were less motivated to learn pronunciation. They are unable to produce sounds like shake /ʃeɪk/ sake /seɪk/ and very /veri/ ferry /feri/ correctly.<sup>7</sup> Also the pronunciation of English is difficult for them because they are mostly Javanese, who are from childhood used their mother tongue. On the other side, the questionnaire was given to the students. Some students did not enjoy the English teaching and learning process, 55.7% students admit that they cannot understand the English material well. Also 80.4% students stating that they have difficulties in pronouncing words in English. They considered that the technique utilized by the teacher was monotonous. These data lead to the conclusion that students of eleventh grade have several issues of mastering English and they feel helped if the teacher administers an attractive technique in the classroom.

The result of interview with the English teacher, Miss Suciati, most of students in the eleventh grade had low ability in pronunciation, specifically to pronounce words correctly. This may be caused by many factors, such as the interference of mother tongue and lack of pronunciation practice in daily life. For example, the students mostly pronounced the word /seɪk/ for word shake instead of /ʃeɪk/, whereas the sound /seɪk/ was for word sake. The words shake (fricative palato-

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<sup>7</sup> Novi Suciati, S.Pd., An English Teacher at SMA Negeri 1 Seputih Agung, January 20, 2023, an *Interview*.

alveolar) and sake (fricative alveolar) are two different words in English which have different meanings and different pronunciations as well. If it occurs continually, the possibility was that when they speak or read those words, the listener may not understand their meaning. In contrast, for Indonesian language, the sounds /s/ and /ʃ/ do not change the meaning of the words. The example was when someone pronounces /saya/ with /jaya/ other people were still able to understand that the meaning refers to himself. The researcher chose to conduct this research on segmental aspect, especially consonant sounds. The researcher limited to consonant sounds, it would be difficult for them to focus on more than one focus. Students will only focus on learning consonant sounds using the shadowing technique. In addition, the researcher also provides an opportunity for next researcher to examine in other aspects.

It was possibility that the students lack practice of pronunciation in the class. It might because by the fact that the teacher still used the conventional technique by commanding the students to read text loud in front of class, if the students are wrong the teacher will tell the students about their mistakes without giving any interesting activity to motivate and tune up students' mood. It is called with reading aloud technique. Some students talked that this technique is too monotonous and boring to them. They got difficulties in speaking, particularly in pronouncing English words correctly and they surely could not have a good achievement in English. This influences the gaining of their English score. When the teacher gave them an English test, most of them got scores below the criteria of minimum mastery 75. See the table below.

**Table 1.1**  
**Data of Accomplishment in Pronunciation at the First Semester of the Eleventh Grade of SMAN 1 Seputih Agung in the Academic Year 2023/2024<sup>8</sup>**

No	Class	Accomplished by the Minimum Criteria of Mastery		Number of Students
		<75	≥75	
1	XI 1	29	12	41
2	XI 2	27	9	36
3	XI 3	27	7	34
4	XI 4	27	6	33
<b>Total</b>		<b>110</b>	<b>34</b>	<b>144</b>
<b>Percentage</b>		<b>76.3 %</b>	<b>23.6 %</b>	<b>100%</b>

The percentage shows that 76.3% of students did not pass the minimum criteria of mastery, when the rest of the students claimed as successful as passing the standard score. This is partly implied that students' pronunciation ability is still low.

As specified by Ramelan, when a student wants to learn a foreign language, in this case, English, they have to learn to speak it. They must try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until their pronunciation is satisfactory and acceptable to them.<sup>9</sup> It means that to master English, especially pronunciation, students need to do more practices. A teacher or the lecturer should be able to demonstrate an example of right pronunciation or to provide an appropriate teaching technique in order to gain students' interest in improving their English pronunciation.

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<sup>8</sup> Novi Suciati, S.Pd., The English Teacher of SMAN 1 Seputih Agung, *Data of Students' Pronunciation Score at the First Semester of Eleventh Class of Academic Year 2022/2023*, (January, 20 2023), Unpublished.

<sup>9</sup> Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 2.

Based on problems above, Shadowing technique was used as teaching pronunciation in classroom. The technique is appropriate and suitable to develop their pronunciation then make the students speak English well. Shadowing technique less energy to do than the reading aloud technique that the teacher usually use in classroom. To do reading aloud, students need to read loudly and clearly, this will make them get easily tired while studying in class. Shadowing technique can be done in a low voice, so it does not require a lot of energy to do it. This statement is supported by Minh and Nguen, they mention that shadowing classification by Kadota and Tamai. There are 4 types of shadowing as mentioned by Kadota and Tamai, one of them is 'mumbling'. In this type of shadowing, students will shadow the audio in a low voice and by focusing on the incoming sounds they are listening to.<sup>10</sup> The role of Shadowing technique in teaching pronunciation is to make students train their ears and tongue to get used to listening and pronouncing words in English. This statement was supported by Casillas that shadowing as a listening act or task in which the learner tracks the heard speech and repeats it as precisely as possible while attentively listening to the incoming information.<sup>11</sup> It means that by practicing shadowing technique, the students treated to pronounce word as like as native speaker says. The main purpose of shadowing technique is to give an exercise in order to show how to speak like a native speaker. That is the reason why shadowing technique is important to use. Students are expected to know what shadowing is and how to apply it in pronunciation practice. Therefore, it is important to explain a brief explanation about shadowing in order to make sure that the participant understand and able to practice it.

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10 Minh, N. T., & Nguyen, O., *Applying Shadowing Technique and Authentic Materials to Promote Phonological Awareness among Young Learners of English*. (Proceedings of ELT Upgrades 2019: A Focus on Technology, 2019), p. 16.

11 Casillas, J. V., *Phonetic Category Formation is Perceptually Driven during the Early Stages of Adult L2 Development*, (Language and Speech, 2020), p. 562.

That are four studies that have been found, and based on these studies, some similarities and differences was found. All of them used the same technique namely Shadowing. However they are different, first research used pre-experimental design and only used a single group as the sample. The second research focus on improving students' pronunciation in supra-segmental aspect, there was intonation. The third research used classroom action research. And the last, focus on supra-segmental aspect, there was stress and articulation.

Based on the explanations above, a research entitled "The Effectiveness of using Shadowing Technique towards Students' Consonant Pronunciation Mastery" to know whether there is a significant effect of using shadowing technique towards students' consonant pronunciation mastery.

### **C. Identification and Limitation of the Problem**

#### **1. Identification of the Problem**

Based on the identification of the background above, several considerations are put forward regarding the importance of conducting this research. The problems in this research can be stated as follows:

1. Students have limited vocabulary.
2. Interference of mother tongue caused students' difficulties in pronouncing English word.
3. Students had less interesting and motivate in learning pronunciation.
4. Lack of practice in daily life.

#### **2. Limitation of the Problem**

On the basis of discovering the above-mentioned problems, this research focused on the problem of how the effectiveness of using shadowing technique towards students' pronunciation mastery. Moreover, this research focused on the segmental aspects in pronunciation especially the consonant sounds.



#### **D. Formulation of the Problem**

The formulation of this research is formulated as follows:  
Is there effective or not using shadowing technique on students' consonant pronunciation mastery?

#### **E. Objective of the Research**

The empirical evidence of "*effectiveness of using shadowing technique towards students' consonant pronunciation mastery*" was the purpose of this research.

#### **F. Significance of the Research**

Hopefully, the results of this research will bring some benefits to the theoretical and practical meaning.

##### **1. Theoretical**

For the theoretical contribution, the results of this research expected to support the previous theories about the effect of using shadowing technique towards students' consonant pronunciation mastery. This research will be able to provide useful information about shadowing technique and segmental pronunciation especially in consonant sound. This research expected to give contribution of any value to next research in conducting the further research of the similar topic, as reference to next research using shadowing technique more intensively in pronunciation.

##### **2. Practical**

- a. For the teachers, hopefully this research would help teacher to apply appropriate technique in teaching pronunciation. This technique is expected to contribute ideas determining the curriculum, provide feedback to teachers, especially teacher of English. An English teacher can give students the chance to develop any material which has been taught so that students truly understand and correct implementation.
- b. For the students, it is expected that this research will help the students to improve their consonant

pronunciation using shadowing technique. This technique can make students practice more in fun way so it makes easier to them learning pronunciation.

- c. For other research candidates, they can get information and guidance to conduct other research by reading this manuscript.

## G. Relevant Research

Several studies about the use of shadowing have been carried out. The first one was by Cahyaningsih in 2019 with the title *The Effectiveness of using Imitation and Shadowing Technique by English Transcript Video on Students' Speaking Skill at Eighth Grade of MTsN 2 Trenggalek*. The aim of this study was to find out the students' speaking achievement before being taught by using Imitation and Shadowing Technique by English Transcript Video. This study used quantitative approach with pre-experimental design. The population was the entire students of the eighth grade of MTsN 2 Trenggalek. The sample of this study was a single group that is VIII F consisting of 30 students that was chosen by purposive sampling. The instrument used in pre-test and post-test is speaking test. The result of this study that the alternative hypothesis stating that there is an effectiveness of using Imitation and Shadowing Technique by English Transcript Video towards the students' speaking skill at eighth grade of MTsN 2 Trenggalek is accepted.<sup>12</sup>

Second study was conducted by Leonisa in 2020 with the title *The Effectiveness of Shadowing Technique on Students' Pronunciation at the Tenth Grade Students of SMAN 1 Jetis Ponorogo*.<sup>13</sup> This study was aimed to find out the

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12 Novia Risky Cahyaningsih, *The Effectiveness of using Imitation and Shadowing Technique by English Transcript Video on Students' Speaking Skill at Eighth Grade of MTsN 2 Trenggalek*, An Experimental Research of Grade VIII Students of MTsN 2 Trenggalek in the Academic Year 2018/2019.

13 Eva Leonisa in, *The Effectiveness of Shadowing Technique on Students' Pronunciation at the Tenth Grade Students of SMAN 1 Jetis Ponorogo*, A Quasi-

effectiveness of the shadowing technique on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo. This research was classified as a quasi-experimental study. The number of the sample in this research was 25 students of the experimental group and 26 students of the control group of SMAN 1 Jetis Ponorogo. The data were obtained using a pre-test and a post-test. From the result of computation, in which the value t-test of is higher than t-table ( $10.82 > 2.009$ ). Therefore,  $H_a$  was accepted and  $H_o$  was rejected. From the described above, it can be concluded that shadowing technique is effective on students' pronunciation at the tenth-grade students of SMAN 1 Jetis Ponorogo.

The further study was by Zaidan in 2021 with the title *The Effectiveness of Shadowing Technique on Improving 5<sup>th</sup> Grade Students' Listening Comprehension at Nablus Directorate*. This study was aimed to investigate the effectiveness of shadowing technique on improving 5<sup>th</sup> grade students' listening comprehension at Nablus directorate. This study used quasi experimental design. The sample of this study is the 5<sup>th</sup> grade of students in Adel Zuyater Elementary School for girls. The instruments of this study was pre-test, post-test, and classroom observation. The result of this study showed a significant improvement regarding students' listening comprehension.<sup>14</sup>

And the last study was conducted by Fitriyah in 2022 with the title *The Use of Shadowing Technique to Enhance Students' Pronunciation at Brilliant English Course Pare Kediri*. The aim of this study was to know the use of shadowing technique to enhance students' pronunciation at Brilliant English Course Pare Kediri. This research was applied by using a quantitative approach, specifically quasi-experimental research design. The sample used in this

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Experimental of Grade X Students of SMAN 1 Jetis Ponorogo in the Academic Year 2019/2020.

14 Saja Saed Zaidan , *The Effectiveness of Shadowing Technique on Improving 5th Grade Students' Listening Comprehension at Nablus Directorate*, A Quasi-Experimental of 5th Grade Students of Nablus Dectorate Year 2020/2021.

research was 40 students of Brilliant English Course Pare Kediri. The hypothesis testing showed that the significant value is under 0.05. In conclusion, students who applied shadowing technique achieve better in pronunciation.<sup>15</sup>

This study still does the same topic, namely using shadowing. Because there are still problems that have not been discussed by all the studies above, there is the effectiveness of using shadowing technique towards students' English pronunciation mastery. Apart from the similarity of topic, this study discusses the extent to which the use of shadowing affects students' English pronunciation.

## H. Systematics of the Research

In this thesis proposal consists of three chapters as follows:

### 1. Chapter I Introduction

This chapter is contains title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance research and systematics of the research.

### 2. Chapter II Frame of Theory and Hypothesis

This chapter is contains definition of pronunciation, elements of pronunciation, teaching pronunciation, definition of shadowing, the procedure of shadowing, advantages and disadvantages of shadowing, definition of reading aloud, teaching pronunciation through reading aloud, advantages and disadvantages of reading aloud, narrative text and hypothesis.

### 3. Chapter III Research Method

This chapter is contains place and time of the research, research design, population, sample, data collecting technique, operational definition of variables, research

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<sup>15</sup> Isna Maziatul Fitriyah, *The Use of Shadowing Technique to Enhance Students' Pronunciation at Brilliant English Course Pare Kediri*, An Experimental Research at Brilliant English Course Pare 2022.

instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

4. Chapter IV Result and Discussion

This chapter consists of result of the research, result of data analysis, and discussion.

5. Chapter V Conclusion and Recommendation

This chapter consists of conclusion and recommendation.



## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Frame of Theories

This chapter contains some related theories on pronunciation and shadowing. It includes theories related to pronunciation in English, the concept of shadowing technique, the concept of reading aloud technique, and narrative text.

#### 1. The Concept of Pronunciation

##### a. Definition of Pronunciation

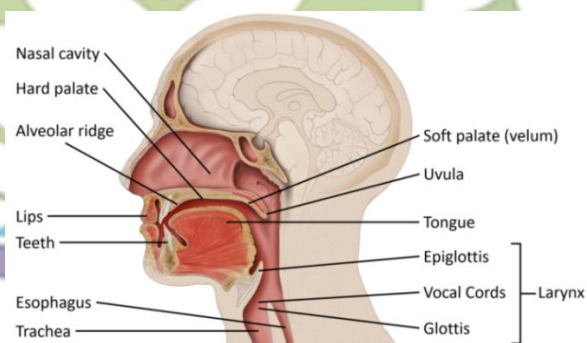
Communication among speakers can be restricted unless the interlocutors pronounce the language clearly. In case, any force on the aspects of pronunciation such as inaccurate spelling, stress, or intonation may cause to misunderstanding and blurring. As a “sender” of information whether to convey something in general or to intend about personal information, using an intelligible communication is necessary to avoid judgments. Unclear spoken language of language user will cause a judgment of being uneducated, incompetent or lack of knowledge, even though the listener only responding to the pronunciation.<sup>1</sup> People who have a good pronunciation will ease themselves in communication by means of understanding the language and using the language. Even if someone has perfect grammar mastery but has an under-rated ability of pronouncing in proper way, they will have a limited access in communication. Thus, working in pronunciation area is highly essential for communication.

Generally, pronunciation is a matter of act or manner to produce the sound in utterance through proper ways. It consists of standardized sounds that are created by the air

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<sup>1</sup> AMEP Pronunciation. “*What is pronunciation?*”. (AMEP Research Center: October 2002), p. 1

flows which passed through articulator— articulation organs. Each of created sounds has different melody or sound, since they are generated in particular places. Altering the characteristics of a stream of air produces speech. The airstream used in speech can originate at different locations, but the lungs are the usual initiators. The respiratory and digestive tracts generate speech as the brain directs them. For example, the tongue and air movements from the lungs are important in the production of speech sounds. In pronunciation, the articulators which take place in the production of sound are windpipe, larynx, vocal cord, nasal cavity, uvula, and it can be seen in Picture 2.1.<sup>2</sup> These articulators perform different sound in language which the sounds of language may be similar to another. However, they are not quite the same.



**Figure 2.1**  
**Articulators of Sound Production**

Jones stated pronunciation is defined as the way in which a language is spoken. It is a production of phonemes, which is of accurate standard for certain group of people.<sup>3</sup> In addition, Hornby defined pronunciation as a

<sup>2</sup> Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistic (4th Ed)*, (New York: Routledge, 2015), p. 30

<sup>3</sup> Daniel Jones, *An Outline of English Phonetics*, (Cambridge: Cambridge University Press, 5th ed. 1983), p.14

way in which a language is spoken, person's way of speaking a language or words of language.<sup>4</sup> It means that the learners need to know how to pronounce words of language when they learn a foreign language. By knowing how to pronounce words of language, the learners can speak the language well.

In English, pronunciation is theoretically branched into two aspects: segmental and supra-segmental. The attention to the particular sounds of a language is called as segments. Meanwhile, aspects of speech beyond the level of the individual sound, such as intonation, stress, rhythm are called as supra-segmental aspects. Munro and Wiebe stated that effective English pronunciation training should encompass both "segmental" and "supra-segmental" aspects: phonemes, stress and intonation.<sup>5</sup> Both aspects of pronunciation are two obligatory requirements to access effective communication of language to result an excellent mastery of pronunciation.

Murcia said, "The challenges of mastering two aspects of pronunciation show that both aspects are obviously related. Firstly, segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones."<sup>6</sup> Language learners may have difficulties learning these features due to the difference between their native language and target language. In some cases, specific

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4 As. Hornby, *Oxford Advanced Learners' Dictionary of current English*, (Oxford: Oxford University Press, 1948), p. 670

5 M. J. Munro & M. T. Derwing, "The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study", *System: An International Journal of Educational Technology and Applied Linguistics*, Vol. 34 No. 4 (2006), p. 520-531. (Available on : [https://www.academia.edu/29218486/The\\_functional\\_load\\_principle\\_in\\_ESL\\_pronunciation\\_instruction\\_An\\_exploratory\\_study](https://www.academia.edu/29218486/The_functional_load_principle_in_ESL_pronunciation_instruction_An_exploratory_study)) (Accessed on Saturday, January 28, 2023)

6 M. Celce-Murcia, D. M. Brinton, & J. M. Goodwin, *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. (New York: Cambridge University Press, 1996), p. 35



segmental features may be completely does not exist in the mother tongue of the learners. In acquisition of these segmental features, it may be challenging for the learners. Unlike segmental features, which only deal with individual sounds, supra-segmental features of pronunciation encompasses rhythm, intonation, stress in a word or sentence. Supra-segmental features of pronunciation are responsible of the quality in communication to a great extent, so they should have a big considerable place in teaching pronunciation. However, they will gain shuttle pronunciation if both aspects are mastered precisely. Here are the descriptions of both aspects:

### 1. Segmental Aspects

Segmental aspects deal with individual sounds or word. It encompasses individual sounds such as vowels, consonants, and diphthongs. Sound itself is a vibration that travels through the air or other medium and can be heard when they reach a person's or animal's ears.<sup>7</sup> Furthermore, Avery argued that speech sound is made by air moving outward from the lungs through the mouth or nose.<sup>8</sup> Hence, sound is vibrations that go through the medium, or operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds as they follow:

#### a) Vowel

As claimed by Roach, vowel is defined as sounds which have no obstruction when it passed or flow from the larynx to the lips. Simply, saying “ah” is the example of making vowel sounds.

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7 English Oxford Living Dictionaries, “*sound*”, (On-line) available at: <https://en.oxforddictionaries.com/definition/sound>

8 Avery Peter and Erlich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992), p. 11

Similarly, vowels are sounds that are produced with no closure or obstruction of the airstream. The differences between various vowel sounds depend on two things: employed cavity (oral, nasal, or pharyngeal) and formed shape in that resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue. For instance, the vowel sound in the word “to” is produced with the high point of the tongue in the back of the mouth, the oral cavity relatively closed, and the lips rounded. The vowel sound in “cat” is formed with the high point of the tongue toward the front of the mouth, the oral cavity relatively open, and the lips spread. In English, vowels are divided into two main branches as they follow:

### 1) Short Vowels

Short vowels are vowel sounds which have relatively short sounds. They can be seen in the table 2.1:

**Table 2.1**  
**Short Vowels**

<b>Short Vowels</b>	<b>Example of Words</b>	<b>Lips' Manner</b>
<i>ɪ</i>	bin, pin, fish	slightly spread
<i>ɛ</i>	bet, men, yes	slightly spread
<i>æ</i>	bat, man, gas	slightly spread
<i>ʌ</i>	but, some, rush	neutral
<i>ʊ</i>	put, pull, push	rounded
<i>ɒ</i>	pot, gone, cross	slightly rounded

There is one other short vowel that is ə (schwa). This vowel is very familiar in English. The example of word is the first sound in the word “oppose”, or the sound that can be heard a lot when native English does non-rhotic in the word endings with or, -iar. Example: Actor, Similar, and etc.

## 2) Long Vowels

Contrary to the previous one, long vowels are sounds that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot “:” as it shows on the table 2.2:

**Table 2.2**  
**Long Vowels**

<b>Long Vowels</b>	<b>Example of Words</b>	<b>Lips' Manner</b>
<i>i:</i>	beat, peace, mean	slightly spread
<i>ɜ:</i>	fern, purse	neutral
<i>a:</i>	card, pass, half	neutral
<i>u:</i>	food, good, loose	moderately rounded
<i>ɔ:</i>	broad, torn, horse	strong lip-rounding

It is noticeable that the five long vowels are quite different from the six short vowels. It is not only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

## b) Consonant

Rowe defined consonant is a speech sound that is formed when the airstream is constricted or stopped (and then released) at some place along its path before it escapes from the body.<sup>9</sup> In the same opinion, Kelly argued that consonant is produced by interrupting, restricting, or diverting the airflow in various ways.<sup>10</sup> Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voice is created—either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis (the gap between the vocal folds) and followed by a sudden opening. In English pronunciation, consonant is separated in two basic ways: the place of articulation, the manner of articulation and voice or voiceless. They are elaborated as it follows:

### 1) Place of Articulation

Speech sounds that are made by the movement of the speech organs are defined as articulation. In voicing sound, the places of the airflow obstruction determine the produced sound and it is referred as the place of articulation.<sup>11</sup> The exact place of articulation for a specific sound will vary from each person and even from time to time for an individual. Furthermore, in acoustic terms, sounds that we fathom as being the same often are not the same. In the list of places of articulation, English consonants are

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9 M Bruce Rowe, *Op.Cit*, p. 34

10 Gerald Kelly, *How to Teach Pronunciation*, (Essex: Pearson Education ESL, 2000), p. 47

11 Adrian Underhill, *Sounds Foundation: Learning and Teaching Pronunciation*. (Oxford: Macmillan Education, 2005), p. 30

demonstrated as examples. They are classified as in the table 2.3:

**Table 2.3**  
**Place of Articulation**

<b>Place of Articulation</b>	<b>Consonant Symbol/Phonetic</b>	<b>Example of Words</b>
Bilabial (produced by meeting the lips together)	<i>[p], [b], [m]</i>	pool, back, must
Labio-dental (formed by raising the lower lip until it comes near the upper front teeth)	<i>[f], [v]</i>	fine, five, very
Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	<i>[θ], [ð]</i>	think, then, them
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge, the bony ridge)	<i>[t], [d], [n], [s], [z], [l], and [r]</i>	time, dime, nine, sigh, zeal, lie, and reef

behind the upper teeth)		
Velar (created when the back of the tongue articulates with the soft palate)	<i>[k], [g], and [ŋ]</i>	hack, hag, and hang
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar region)	<i>[w]. [ɱ]</i>	which, witch
Glottal (articulated by the glottis)	<i>[ʔ]. [h]</i>	button, mountain, hag, hill
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	<i>[tʃ], [dʒ], [ʃ], [dʒ], and [j]</i>	shed, cheap, pleasure, midget, you

## 2) Manner of Articulation

Manner of articulation is referred to the nature of the physical obstruction to the airstream. Rather than “where” it shows “how” the characteristic of consonant sounds are initiated. However, the obstruction happens in any places along the vocal tract—

but many sounds are found at the same location. In English the manner of articulation can be seen in the table 2.4:

**Table 2.4**  
**Manner of Articulation**

Manner of Articulation	Production	Phonetics
Nasals	Produced in both the nasal and oral cavities (when the velum At the raising Position and locking the Airstream's passage).	mad [m] (bilabial), nose [n] (alveolar), sing[ŋ] (velar).
Stops/plosive	Created by momentarily stopping off the airstream.	bilabial [p],[b] alveolar [t] [d] velar [k][g] glottal [ʔ].
Fricative	Produced by an incomplete restriction (partially obstructed which causes turbulence) of the air flow. The Result is a hissing sound similar	Labio-dental [f] [v], dental [θ][ð], alveolar [s][z], palatal [r] and [l].

	To the first sound you hear coming from a whistling teapot.	
Affricates	The affricate starts out as a stop but ends up as a fricative.	[tʃ], [dʒ]
Glides	Produced as a making semivowels similar sound but the restriction of the airstream that is less than in other consonants.	[y], [w], and [ɰ]
Retroflex	Curling the tip of the tongue up behind the alveolar ridge and by bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	[ɻ], [ɭ]



### c) Diphthong

Generally, diphthong is a combination of two vowels.<sup>12</sup> It is a double vowel sound that starts with one vowel sound and gradually moves into another vowel sound (or glide).<sup>13</sup> Diphthong is sound which consists of movement or glide from one vowel to another. From the definition above, it can be concluded that diphthong is double vowel which move or glide gradually from the first vowel to the second one. In English there are 8 diphthongs as they follow:

**Table 2.5**  
**Diphthong**

Diphthong	Example of Word
<i>iə</i>	Fiece
<i>eə</i>	aired, cheirned
<i>ʊə</i>	Tour
<i>eɪ</i>	paid, maid
<i>aɪ</i>	nice, time
<i>ɔɪ</i>	void, noisy
<i>əʊ</i>	go, home
<i>aʊ</i>	gown, house

## 2. Supra-segmental Aspects

There are two general elements of supra-segmental aspects as they follows:

<sup>12</sup> Gerald Kelly, *Op.Cit*, p. 34

<sup>13</sup> Bruce M Rowe, *Op.Cit*, p. 46

**a) Stress**

The word “stress”, which in Linguistics commonly symbolized with /’/, refers to the term that represent “the emphasis” within syllable(s) in a word or words in a sentence. Rowe used the detail term that stress is general term when speakers make emphatic or more prominent on word.<sup>14</sup> Stress can be attained by increasing the relative loudness, raising the pitch, or increasing the length of any part of the word in an utterance. Within an utterance, stress can fall differently to the particular syllables.

**b) Intonation and Pitch**

While verbally conveying message to others, people unintentionally tend to make a phenomenon of changing the tone of their voice. It is probably done in order to make their communication more expressive or meaningful. Theoretically, this process relates with two prosodic terms called as pitch and intonation. Odisho defined pitch as the continuous altering in the fundamental frequency, or simply is called as the melody of speech.<sup>15</sup> Pitch is linked to the stress word and is essentially brought in speaking into two different ways that are high and low. In interpersonal communication, people usually speak in high pitch to show excitement, anger or terrifying, and so in a low pitch to express boredom, exhaustion or even unexciting. Ergo, this term takes place on carrying meaning in communication.

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<sup>14</sup> *Ibid*, p. 52

<sup>15</sup> Edward Y Odisho, *Pronunciation Is in The Brain Not in The Mouth*, (New Jersey: Gorgias Press, 2014) p. 140

## 2. The Concept of Teaching Pronunciation

The most fundamental reason for teaching pronunciation in the class comes from the consideration that students' errors in pronunciation may lead to misinterpretation or unsuccessful communication. For example, if student says "I do not like his story" in history class, it will probably result in misinterpretation for some reasons. It will be understood that the person does not like a particular person of male gender person's story or does not like the history class itself. This one has something to do with error in stressing the word in a sentence so that the meaning or function of utterance is incorrectly interpreted. Placing the appropriate stress and even to another aspect of pronouncing such as intonation can effect on misunderstanding. As Kelly argued that teaching pronunciation is an important basis regarding to students' error that may inhibit successful communication.<sup>16</sup> Hence, to deal with error in pronunciation is a great deal for the teacher to teach in the class.

In reality, setting up pronunciation teaching-learning to the classroom is attracted little attention. Pronunciation is less famous to be taught comparing to grammar and vocabulary so students are required to learn it. Conforming to Hariri, foreign language teachers should emphasize the pronunciation in the class, since sounds play an important role in communication.<sup>17</sup> The matter of teaching pronunciation in the class is affirming intelligibility that students have, so ambiguous message between the speaker and listener will be diminished. Gilbert added there are two fundamental reasons to teach pronunciation: students need to understand and they need to be understood.<sup>18</sup> If they cannot be understood and are not able

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16 Gerald Kelly, *Op. Cit.* p. 11

17 M. Hariri. "A review of literature: a gender-based study of pronunciation accuracy". *Research Journal of Applied Sciences, Engineering and Technology*, Vol.4, (2012), p. 461 (Available on: <http://maxwellsci.com/print/rjaset/v4-4861-4864.pdf>) (Accessed on Sunday, January 29, 2023)

18 J Gilbert, *Op.Cit.* p. 8

to comprehend spoken English well, they are cut from the language. All these ideas result in the conclusion that sound recognition and the sound production are obligated in order to perform good communication, and so someone has to deal on both aspects: segmental and supra segmental aspects.

As a non-English spoken country, teaching pronunciation in Indonesia mostly emphasizes on the segmental aspects (individual sounds or words) rather than supra segmental (intonation and stress). The reason behind this truth is because the target language has some different features of pronunciation with the mother tongue so strengthening the smaller areas such as individual sound and word will be the good strategy. However the environment suggests to bigger issues, to be communicative students, they must master either to segmental or to supra segmental. In the classroom, when supra segmental aspect is not taught, pronunciation teaching, however, is also neglected. Kelly argued that teaching pronunciation has two keys: it tends to be neglected and it is not neglected.<sup>19</sup> While the students are led to be pronouncing-word-machine, they get stiff to communicate in utterance, and the utterance might seem to be choppy and unnatural. Unsuccessful achievement of supra segmental aspect, such as stress and intonation, can cause a bigger problem because it tells more than just a single series of words, but conveying the meaning. Students however are aimed to be language user—not just master to pronounce words by words correctly. In fact, the practice does not carry out well. So, it is obvious that in order to mingle in communication, students are obligated to mastery firstly in segmental and the next is supra segmental and the teacher should give the effective and best approach for students to acquire those aspects. Afterwards, the other crucial thing in accordance to the feature of pronunciation should be the focus of instruction. There are two common terms related

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<sup>19</sup> *Ibid.*, p. 11

to approach of teaching pronunciation: bottom-up and top-down.

Odisho explained a bottom up refers to the term of teaching pronunciation from the smaller into the larger unit (segmental to supra segmental aspects), while in contrast, top-down implies the reversal of the order.<sup>20</sup> Bottom-up is well-known as a traditional approach in teaching pronunciation which confirms to the understanding of consonants and vowels. Yet, teaching through bottom-up process often result in lacking of contextualization in larger area such as speech. Teaching pronunciation should agree on two sides of directions in order to complete the cycle of communication. In the top-down process, teaching pronunciation requires critical thinking and analyzing, and deducing to the pronunciation rules learnt in the segmental aspects so the students will be more natural while uttering. Hence, in teaching pronunciation, segmental and supra segmental aspects are both used, even that supra segmental is more contributive and comprehensive for students to meet the goal of their learning pronunciation that is “intelligibility”.

At the end, having a native-like pronunciation is not the goal of learning pronunciation. As mentioned by Linda, there are more realistic goals of learning pronunciation: intelligibility, comprehensibility, accent, and voice quality.<sup>21</sup> Intelligibility itself is the degree in which the students can recognize words, phrases, and utterances. Comprehensibility, or claimed also as “comfortable intelligibility” refers to the ease in which students can understand a non-native speaker. Another term, accent describes the distinctive feature that differs native and non-native speaker. The last goal of pronunciation is having a good voice quality. It refers to the feature of pronunciation in speech (level of pitch). Newton added also that the importance of learning pronunciation is to

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20 Edward Y Odisho, *Op, Cit.* p. 84

21 Linda Lane. *Tips for Teaching Pronunciation: A Practical Approach.* (White Plains, NY: Pearson Education ESL, 2010). p. 2

have phonological loops. This term, means that the brain is habitually saying the word to it and become a long-term memory. In conclusion, learning pronunciation is not a matter of getting native-like pronunciation, but to be intelligible, comprehensible and verbally good-accented.

To achieve all explained goals of pronunciation, techniques and activities should be implemented to class. Kelly argued that there are some techniques and activities that can be employed. They are explained below:<sup>22</sup>

**a. Drilling**

The most used technique in pronunciation classroom is drilling. Drilling refers to the characteristic of learning where the teacher saying a word/sentence and then students repeat after it. Drilling technique aims to have students develop better pronunciation and remember new items. Drilling also encompasses the style of learning in which students are brought to their previously studied word, phrase, or sentence. When using this technique the teachers also corresponds through mime, pictures, or prompts in order to get the students learning well. In teaching stress and intonation, drilling is used in more complex ways. In conclusion, drilling is fundamental and crucial in teaching pronunciation regarding that students will gain more vocabulary and it is important to get them to know how to say it.

**b. Minimal Pairs**

Minimal pairs are defined as words or utterances which differ only in one phoneme. Cut /kʌt/ and Cat /kæt/ are the examples of minimal pairs. They are only different only in one phoneme. Teachers can use this technique to ease difficult word pronunciation by comparing to the easy one. This comparing can be within the target language, or in the target language and students' mother tongue. However, the comparing also

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22 Gerald Kelly, *Op.Cit*, p. 15-22

faces an issue relating that the variation of the words used somehow not meaningful and are unknown by students. So if the students want to apply minimal pairs in the classroom, they should consider using meaningful and known words. Yet, setting up minimal pairs can be a good activity for students to learn pronunciation but teachers should be wise to manage the word used in the classroom, so students are not found themselves in difficulty to learn pronunciation.

**c. Listening Activities**

To learn language, teachers often use printed book, broadcast or taped materials. However, such activities are inappropriate to get students understand, and use the language in the classroom. Therefore, listening comprehensions in the course book are also designed to sound as realistic as possible. Listening activities can help students noticing the feature of pronunciation and they can have the meaning and the pronunciation of particular aspects. Nevertheless, structural problems may happen in the larger are of utterances. Students are required to listen carefully to particular sounds they do not lose the meaning. In a summary, listening activities is one of the good ways to learn pronunciation.

**d. Reading Activities**

Although the medium is in the written form, reading activities can help students learn pronunciation. Like listening, reading is receptive skill (students receive the language rather than produce) and it distributes the feature of the language to students' attention. Furthermore, any kinds of text can be selected to perform in the classroom and so does activities. Reading aloud is one of the common methods in pronunciation class where the students read the text loudly. However, it is not merely loudly read, but it offers opportunity for students to practice spelling, stress, and intonation. To use this method, the teachers should be as clearly as possible to

pronounce the word so students gain correct pronunciation. Hence, reading activities can assist students to improve pronunciation through written language.

### 3. The Concept of Shadowing Technique

#### a. Definition of Shadowing Technique

The basic definition of shadowing is a paced, auditory tracking task that involves the immediate vocalization of auditorily presented stimuli.<sup>23</sup> As determined by Shiki, the shadowing technique can be defined as a prompt process of verbal expression repetition, while repeating is an off-line task since it supplies learners with silent pauses to make the sounds.<sup>24</sup> Shiota stated that shadowing is a training technique that is used to improve interpreting skills.<sup>25</sup>

Shadowing is a technique of pronunciation practice in the general sense which has been around for many years. 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. It ensures that both the model speaker and the learner must speak simultaneously. In general, learners are encouraged to emulate the speech style of the speaker as much as possible, using the same rhythm, stress, intonation, etc. Ironically, shadowing was first popularized in Japan for language learning, where it was already being used as a (somewhat controversial) technique to train simultaneous interpreters. Shadowing shares many properties with mirroring, and these two

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23 Lambert S., "Shadowing Meta", Vol. 37 No. 2 (2012), p. 266

24 Osato Shiki, "Exploring Differences between Shadowing and Repeating Practices: An Analysis of Reproduction Rate and Types of Reproduced Words," (ARELE: Annual Review of English Language Education in Japan 21, 2010), p. 82

25 Kazuko Shiota, "The Effectiveness of Shadowing on Students' Psychology in Language Learning", Journal of Accents Asia Vol. 5 No. 1 (2012), p.78



concepts are often used interchangeably, though they are techniques very distinct. Mirroring includes and does emulation of physical gestures.<sup>26</sup>

Salim said it was found that there was a significant improvement in the pronunciation of students who were taught with the shadowing technique.<sup>27</sup> Zakeri found that shadowing was an effective technique in encouraging participant fluency in the experimental group.<sup>28</sup> It also said that using shadowing can ensure students are paying attention to the audio from native speakers. Another research from Yavari and Shafiee also showed that shadowing and tracking are suitable for regular EFL classes, where the emphasis is on developing fluency.<sup>29</sup>

Suggest by Hamada, Shadowing is the act of vocalizing the speech one is listening to as simultaneously as possible.<sup>30</sup> Murphey added that shadowing is a simple description of shadowing is the repetition of speech performed by the listener.<sup>31</sup> This technique allows the listener to hear everything twice or more. It starts with the process of listening to what native speakers say then repeating what they say. This brief conscious process gives the impression that memory is more attached to the mind in learning something. When just listening, the brain

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26 Jennifer A Foote & Kim McDonough, "Using Shadowing with Mobile Technology to Improve L2 Pronunciation," *Journal of Second Language Pronunciation* Vol. 3, No. 1 (2017), p. 35

27 Salim, A., Terasne, & Narasima, L., *Enhancing the Students' Pronunciation Using Shadowing Technique at Senior High School Students*. JOLLT Journal of Languages and Language Teaching, Vol. 8 No. 1 (2020), p. 25

28 Zakeri, E., *The Effect of Shadowing on EFL Learners' Oral Performance in Terms of Fluency*. *International Journal of English Language Teaching*, Vol. 2 No. 1 (2014), p. 21–26

29 Yavari F., & Shafiee S., *Effects of Shadowing and Tracking on Intermediate EFL Learners' Oral Fluency*. (Isfahan: *International Journal of Instruction*, 2019), p. 881

30 Hamada, Y., *Situating Shadowing in the Framework of Deliberate Practice: A Guide to Using 16 Techniques*. (Akita: *RELC Journal*, 2022), p. 1

31 Murphey, T., *Exploring Conversational Shadowing*. (Nanzan University: *Language Teaching Research*, 2001), p. 128

is more focused on the content of the speech that is heard, but when listening and then repeating it, the brain will also remember how it was pronounced correctly.

## b. Types of Shadowing

Hamada illustrated the shadowing technique process as follows:

*Shadowing (on-line):* no pause.

Time : ----->

Audio : Happiness is not by chance, but by choice.

Students : Happiness is not by chance, but by choice.

*Shadowing (off-line):* with pause.

Time : ----->

Audio : Happiness is not by chance, but by choice.

Students : Happiness is not by chance, but by choice.<sup>32</sup>

Also types of shadowing according to Hamada:

- a) Standard shadowing: Simultaneously repeat what you hear.
- b) Mumbling: Shadow in a quiet voice.
- c) Text-presented shadowing: Shadow using scripts.
- d) Pre-shadowing: Shadow before learning the contents.
- e) Post-shadowing: Shadow after learning the contents.
- f) Self-monitoring shadowing: Record and review one's shadowing.
- g) Pair-monitoring shadowing: Monitor the pair's shadowing.
- h) Prosody shadowing: Shadow attending to prosody.
- i) Gesture shadowing: Shadow using gestures.
- j) IPA shadowing: Shadow using phonetic alphabet.
- k) Content shadowing: Shadow focusing on the meaning of the content.
- l) Conversational shadowing: Shadow in pairs.<sup>33</sup>

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<sup>32</sup> Hamada, Y., *Shadowing: What is It? How to Use It. Where Will It Go?*, (Akita: RELC Journal, 2019), p. 387

<sup>33</sup> Hamada, Y., *Op.Cit*, p. 3

In this research, the researcher used shadowing off-line and mumbling.

### c. **The Procedure of using Shadowing Technique**

According to Hayakawa as cited in Sugiarto, there are steps in the application of the shadowing technique as follows:

1. Listening to the given audio.
2. Viewing the script of the audio and marking the pronunciation aspects while listening.
3. Trying to mumbling or shadow the audio with a low voice while listening.
4. Viewing the script of the audio and learning parts that are not understood yet.
5. Searching for the meanings of difficult words or phrases in dictionaries.
6. Trying to shadow the audio using all aspects of pronunciation as similarly as possible to the audio without bringing students' accents.
7. Shadowing smoothly and understanding the contents of the audio well.
8. Reviewing and making improvements.<sup>34</sup>

### d. **The Benefit of using Shadowing Technique**

In learning English in Indonesia, the use of this technique is less familiar; however, in teaching English in Japan this technique has often been applied. Below are some of the benefits of using the shadowing technique obtained by Japanese:<sup>35</sup>

1. Shadowing assists follow the fast speech.
2. Shadowing assists concentrate on listening.
3. Shadowing creates more practice opportunities.
4. Shadowing motivates learners.

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34 Sugiarto, R., Prihantoro, P., & Edy, S. *The impact of shadowing technique on tertiary students' English pronunciation*. (Linguists: Journal of Linguistics and Language Teaching, 2020). 6, 114–125

35 Hisaoka Tishio, "On the Use of Shadowing for Improving Listening Ability: Theory and Practice", p. 19-20

## e. The Advantages and Disadvantages of Shadowing Technique

### 1. The Advantages of Shadowing Technique

As a technique in English, shadowing has some advantages. “Someya demonstrated that shadowing can help learners acquire prosodic features of a language, which creates a basis to improve listening skills.”<sup>36</sup> It means shadowing is useful in learning process, especially in listening. It is not impossible to enhance this technique to increase students’ speaking performance, because listening and speaking are related. Shiota also explains the advantage of shadowing technique from Tamai. He assumed that learners begin to pay more attention to their learning process than before because the repetition feature of shadowing provided learners with clear progress.<sup>37</sup> He concluded with the idea that shadowing can increase students’ attention in learning process because students need to listen it and understand it so they can do repeat what the speakers say.

### 2. The Disadvantages of Shadowing Technique

As a technique, shadowing also has disadvantages. Referring to Dollerup and Loddegaard, “shadowing exercises are purely mechanical exercises which, by teaching students to parrot words, are apt to reinforce their natural tendency to stick too closely to the speaker’s words.”<sup>38</sup> In other words, shadowing technique is claimed as “too simple” technique because it makes the students only imitating the speaker. They cannot speak as their way.

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36 Kazuko Shiota, *The Effectiveness of Shadowing on Students’ Psychology in Language Learning*, (Tokyo: Sophia University, 2012), p.79

37 *Ibid.*

38 Cay Dollerup & Anne Loddegaard, *Teaching Translation and Interpreting*. (Amsterdam: John Benjamins Publishing Company, 1992), p. 247

Reflects from that, teacher should be creative to cover it. When teacher decided to use this technique, it is better for the teacher to be more open-minded. It means the teacher gives an opportunity to the students to improve their way of speaking. Not only 100% imitating the native speaker, but also improve their own speaking colour as long as the grammar and pronunciation are right.

#### **4. The Concept of Reading Aloud**

##### **a. Definition of Reading Aloud**

Reading aloud is one of the most important things teachers can do with their students. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. Reading aloud is widely used in first-language teaching at the initial stages of reading programmed in order to help children match sounds with the symbols of written language; either by combining the sounds of single letters or letter clusters, or decoding the whole word, the learners may be able to pronounce words correctly while reading aloud. Some teachers might argue then, that reading aloud provides good pronunciation practice. The term is sometimes understood by EFL teachers as referring only to the “correct” pronunciation of individual sounds and words in isolation.

On the level of reading, we know that reading aloud is considered as a lower ordered. Some experts say that reading is the first step to learn, especially for beginners who learn to read English. As mentioned by Geoffy, as lower order of mechanical skill, reading aloud involves some aspects<sup>39</sup>, they are:

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39 B. Geoffry, *Teaching English as a Foreign Language*, (London: London Routledge and Kejan Poul, Ltd, 1978), p. 211

- a. Recognition of letter shapes,
- b. Recognition of linguistic elements (phonemes, grapheme, word, phrase, clause pattern, sentences, etc),
- c. Recognition of sound/letter spelling pattern correspondence,
- d. Slow reading speed.

Spache mentions reasons of using reading aloud as oral reading for students. First, it reinforces the students' effort to recognize word by their sounds. Second, permits teacher observation of students' knowledge of reading vocabularies. Third, permits teacher observation of students' error in oral reading. Fourth, provides repetitive practice in reading, thus strengthening students' reading development.<sup>40</sup> Hence, by doing so, teacher as full authority party in educating students will be easily recognizing types of error made by their students during reading activity.

**b. Procedure of Reading Aloud Technique**

The following are the procedure in teaching reading aloud technique:

1. The teacher gives text for the students.
2. The students are explained about pronunciation first.
3. The teacher gives a text to be read aloud by using correct pronunciation.
4. The teacher divides the students into small groups then dictated sentence to sentence from the text and allowed the groups to imitate the words read after teacher loudly.
5. Next, the teacher gave the copy of story to the students in respective group.

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<sup>40</sup> Spache, *Second Language Pronunciation: State of the Art in Instruction*. Madrid: BBC.

6. The students in the group discussed how to read the story and to pronounce the text in the correct pronunciation.
7. Then, the teacher asked each group to read the story loudly with correct pronunciation.
8. At the end, the students get a feedback and evaluation from the teacher to correct the wrong pronunciation or non-target like pronunciation of words during the reading aloud activity. And, students are asked to practice pronouncing such corrected words.

**c. Teaching Pronunciation through Reading Aloud**

Reading aloud is known as a mechanical skill of reading. Dobson stated that reading aloud in any foreign language is nevertheless an excellent way for students to improve his pronunciation the teacher should capitalize on this aspect of reading using reading as basis for practice on pronunciation, stress, intonation, and juncture.<sup>41</sup>

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should the students pronounce every word properly, but the students should also divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, the students should apply suitable stress, intonation and rhythm. It means that when the students reading aloud without stress, intonation, and rhythm, it can make misunderstanding to catch the idea what they read. The students come from many places of the country, some of them have strong local accent. Reading aloud can help them correct their dialect effectively.

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41 J. Dobson, *Extensive Reading in the Second Language Classroom*, (London: Cambridge Language Education, 1978), p. 155

Reading aloud can be justified as an excellent way for students to improve their pronunciation in addition, of course to targeted pronunciation activities. Reading aloud enables the teachers to diagnose difficulties in word recognitions skills and to reinforce the visual image of the word during the early stages of reading. Reading aloud can improve students' pronunciation because it involves the elements such as stress, intonation, juncture, rhythm, tone, and fluency. When the students read aloud, they automatically learn about those elements. Dobson also added that there are five steps to improve students' pronunciation. They are as follows:

1. Training the students to pronounce English accurately.
2. Training the students to pronounce English words with the accurate stress.
3. Training the students to read with appropriate sentences intonation.
4. Training the students to use English by using punctuation perfectly.
5. Training the students to read English fluently.<sup>42</sup>

#### **d. Advantages and Disadvantages of Reading Aloud**

##### **1. Advantages of Reading Aloud**

Below are the advantages of reading aloud technique toward students' pronunciation:<sup>43</sup>

- a. The students are able to build listening and comprehension skills through reading aloud.
- b. The students can increase their vocabulary foundation by hearing words in context.
- c. They can improve their memory and language skills as they hear a variety of writing styles and paraphrase their understanding.

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<sup>42</sup> *Ibid.*

<sup>43</sup> [http://www.education-world.com/a\\_curr/curr213.shtml](http://www.education-world.com/a_curr/curr213.shtml).



## 2. Disadvantages of Reading Aloud

The disadvantages of reading aloud technique toward students' pronunciation is that particularly in a classroom setting, when the whole class is reading a big book together, without a particular student being called on to read, there will be students being left behind. Additionally, a student may become frustrated if she is trying to participate -- for example, to produce the next phrase -- but cannot keep up with quicker students.

## 5. The Concept of Narrative Text

### a. The Definition of Narrative Text

According to Siahaan, the narrative text is any written English text in which the writer wants to amuse, entertain people, and deal with the actual or vicarious experience in different ways.<sup>44</sup> It means that narrative text is a type of text that tells the reader about a story as if the reader is a player in the story, to entertain the reader. The narrative text is a kind of text not only a story of fiction and legend but also a story of a real-life story.<sup>45</sup> It means that the story in narrative text not only fiction but also the real story.

From the statements above, it can be concluded that a narrative text is a piece of writing that contains a variety of stories, such as fiction, legends, fables, and tales, all of which are aimed to entertain and inform the reader. The narrative text is helpful for students because it can motivate and stimulate them while they read. In this research, the researcher took the text from English Singing YouTube channel.

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44 Sanggam Siahaan, et.al. *Generic Text Structure*. (Yogyakarta : Graha Ilmu, 2008). p.73

45 Emi Emilia. *Pendekatan Genre Based dalam Perngajaran Bahasa Inggris: Petunjuk untuk Guru*. (Bandung: Rizqi Press, 2011). p.92

### **b. The Generic Structure of Narrative Text**

There is the generic structure of narrative text:

1. Orientation: the beginning of the story
2. Complication: the problem faced by the main character.
3. Resolution: the problem is resolved.
4. Re-orientation: the moral value of the story.<sup>46</sup>

### **c. Language Features in Narrative Text**

There are six language features of narrative text:

1. Use the past time marker.
2. Using language telling so it does not seem formal but easy to digest.
3. Using various types of punctuation and types of words such as nouns, adjectives, adverbs, and verbs.
4. Contains dialogue, monologue, and story narration.
5. Using active and passive verbs.
6. In one sentence it does not always consist of subject, predicate, object, and description.<sup>47</sup>

## **B. HYPOTHESIS**

In the process of formulating a research problem, in the case of quantitative research, there are two important considerations: the use of concepts and the construction of hypotheses. As explained by Mouly, a hypothesis is an assumption whose testability is to be tested based on the compatibility of its implications with empirical evidence and previous knowledge. Therefore quantitative research must have a hypothesis.

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46 Nur Latifah, et.al. Teaching and Learning Narrative Text Writing through Story Completion. (English Education: Jurnal Tadris Bahasa Inggris). Vol 12 (1) 2019, 78-96

47 Joyce, H & Feez S. Writing Skills: Narrative and Non-fiction Text Types.2000. (Sydney : Phoenix Education Pty Ltd), p. 13

The hypothesis in this study as formulation as follows:

- $H_a$  : There is a significant effect in using shadowing technique on the students' consonant pronunciation mastery at the first semester of the eleventh grade of SMAN 1 Seputih Agung in academic year of 2023/2024.
- $H_o$  : There is no significant effect in using shadowing technique on the students' consonant pronunciation mastery at the first semester of the eleventh grade of SMAN 1 Seputih Agung in academic year of 2023/2024.



## CHAPTER V CONCLUSION AND RECOMMENDATION

### A. Conclusion

At the end of the research, the post-test was given to measure the effectiveness of using shadowing technique towards students' consonant pronunciation at both classes after treatments done the mean score of post-test in experimental class was 80.67 and the mean of post-test in control class was 60.27. It can be seen that the students' post-test score in experimental class was higher than students' post-test score in control class.

In the previous chapter, the data was statistically analyzed. The result of the data analysis can be seen from Sig. ( $P_{\text{value}}$ ) = 0.000 <  $\alpha$  = 0.05. So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant effect of Shadowing technique towards students' consonant pronunciation at the first semester of eleventh grade at SMA Negeri 1 Seputih Agung in the academic year of 2023/2024.

### B. Suggestion

From the research of finding above, the researcher proposed some suggestions after finishing this research, as follows:

#### 1. Suggestion for English Teacher

- a. The teacher is suggested to be more active to motivate the students in learning English. So, the teacher gives the students' opportunity to speak up in front of the class.
- b. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

#### 2. Suggestion for the Students

- a. The students should more pay attention and be serious in teaching learning process. (Especially when the teacher explains about new material in the beginning).

b. The students should learn and practice more shadow to increase their pronunciation mastery.

**3. Suggestion for the next Researcher**

For the next researcher, it is recommended that they applied shadowing technique to teach other skills, such as speaking, listening and writing. In addition the next researcher can use shadowing technique to teach senior high school at different levels and skills.



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