# THE EFFECTIVENESS OF USING SHADOWING TECHNIQUE TOWARDS STUDENTS' PRONUNCIATION SKILL AT TWELFTH GRADE STUDENTS IN SENIOR HIGHSCHOOL NUMBER 02 MUARO JAMBI

**A THESIS**

**Submitted as a Partial Fulfilment of the Requirements for Degree of Sarjana Pendidikan in English Education**



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**JAMBI**

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# APPROVAL

This research entitled "The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi" was arranged by:
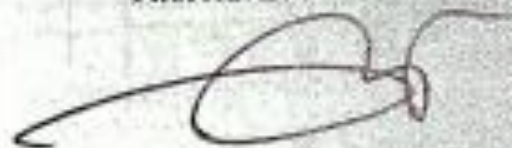
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This research entitled "The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi" has been defended before the examiners of English Education Study Program, Faculty of Teacher Training and Education, University of Batanghari Jambi, on March 17, 2023.

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# DECLARATION

I hereby declare, this research entitled "The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi" is my own work. I am fully aware that I have quoted some statements as well as theories from several experts journals, however they are properly acknowledged in the text.

Jambi, March 15th 2023

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**MOTTO**

## "Every journey has its final day. Don't rush"

## -Zhong Li

**"The roots of education are bitter but the fruit is sweet"**

**-Aristotle**

# DEDICATION

*I dedicated my undergraduate thesis to me, my family and my cats.*

This research is made for my self in the field of education and also for my parents, Cundri and Ipa Sinjar. Words cannot express how grateful I am for your never-ending love, thank you for raising me with such patience and thank you for all the hard work you put in for me. I'm extremely happy and I will remember it for the rest of my life.

I also made this research to my cats, Balo and Boli you will always have a special place in my heart. Thanks for accompanying me with your cuteness when I made this thesis.
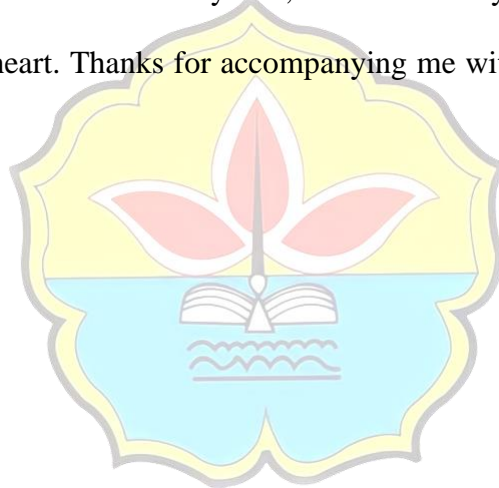
# ABSTRACT

Ardana R.C (2023). *The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi.* Thesis. English Education Program. Faculty of Teacher Training and Education. University of Batanghari Jambi. First Advisor: Dr. Suyadi S.Pd M.A. Second Advisor: Dra. Yurni SS, M.Si.

**Keywords:** *Shadowing Technique, Pronunciation*

This research was made to figure out if there is an improvement after using Shadowing Technique that applied to twelfth grade students' in senior high school number 02 Muaro Jambi. This research used Quantitative method with Quasi-Experimental design and using SPSS as data analysis technique. The total population in this school was 239 students. In this research, researcher use one experimental group and one control group. The experimental group that chosen in this research was XII MIPA 2 and XII IPS 2 as the control group with the total of 61 samples (30 students for experimental group and 31 students for control group). The technique that used in this research to collect the data was students must immediately follow the words that speaker said. Therefore at the end of this research, there is an improvement of students' pronunciation skill after using Shadowing Technique.
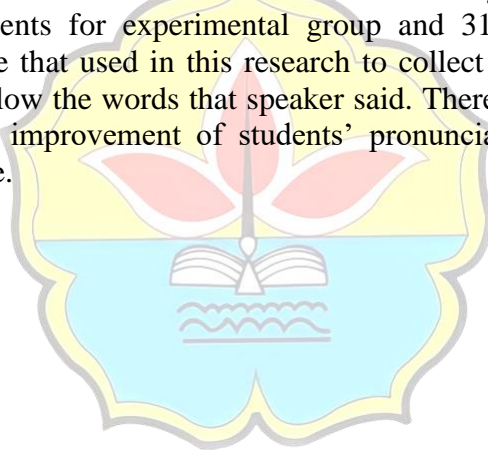
## ACKNOWLEDGMENT

*Alhamdulillah*, in the name of Allah S.W.T. all praises belongs to Allah S.W.T. The creator of this world, The Most Generous, The Most Merciful, who has given abundant grace, guidance and mercies so that the researcher can be able to finish this research. Peace and blessings be upon our Prophet Muhammad S.A.W who has brought us from the dark ages into the light ages that full of technology as we enjoy today.

The researcher would like to give his deepest gratitude to his parents, Cundri and Ipa Sinjar for always supporting, helping, loving and be patience with him. Through all of these, the researcher becomes motivated to finish this research.

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2. Dr. H. Abdoel Gafar, S.Pd. M.Pd as Head of English Language Education Study Program at University of Batanghari Jambi.

3. Ridho Praja Dinata, M.Pd as Head of English Language Education Study Program at University of Batanghari Jambi.

4. All of the lecturers of English Language Education of the Faculty of Teacher Training and Education at University of Batanghari Jambi who have given the knowledge, advice and motivation.

5. Annisha for helping and supporting the researcher from the start of the college life until making this research.

The researcher also does not forget to give his biggest thanks to all those people whose names cannot be written down one by one, who have given the researcher support, reminder and motivation either mentally or physically. This researcher entitled, "The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi" is complete. The researcher hope that these papers would be useful for the teachers or soon-to-be teachers.
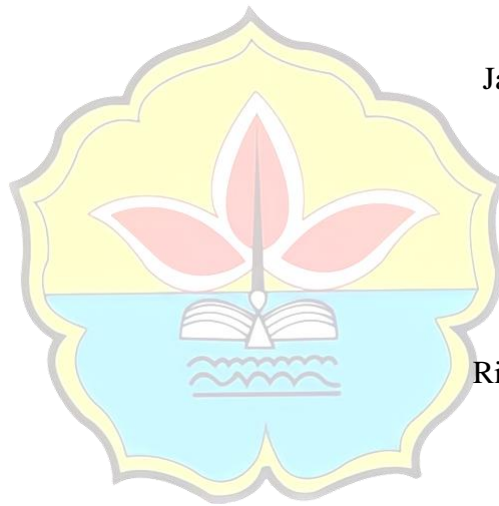
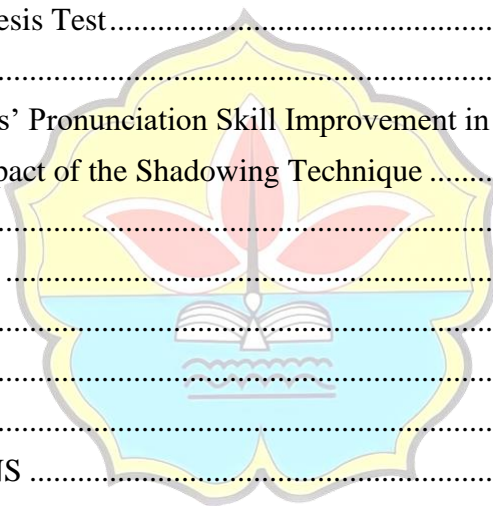Jambi, March 15th 2023

Researcher,

Rifaldo Chandra Ardana

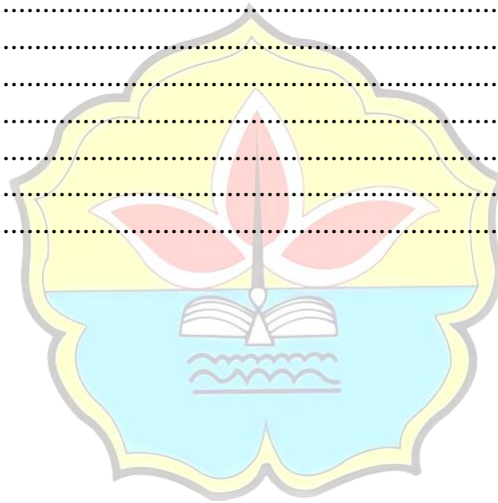NIM: 1900888203010

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

In this chapter, the researcher explained about the research's background, identification of problem, limitation of problem and purpose, as well as key terms of the research.

## 1.1 Background of the Research

English is the first foreign language that every student must learn in formal education units such as elementary schools, junior high schools, senior high schools and universities. The English language requirement for students is an effort by the Indonesian government to be part of the era of globalization, which is full of competition in all fields. Learning English in Indonesia especially in Senior High School require the students to communicate fluently and accurately, both in spoken and written form, using the appropriate format. When the students spoke in English, they had to pronounce the words accurately.

Pronunciation is an element of speech that is important for communicating. Pronunciation makes it easier for people to understand what they are hearing. Clear pronunciation gives the speaker the power to be confident when expressing something that is to be conveyed in communicating with others (Zaigham, 2011). If someone mispronounces some words, it will sound different and cause misunderstandings between the speaker and the audience, making it impossible for the audience to understand what the speaker is saying.

1

When we talk about English speaking skills, pronunciation plays an important role. Especially when you are speaking English, correct pronunciation is extremely important. It's a physical skill that must be practiced regularly. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (García, 2007; Flor et al. 2006; Gilakjani, 2016). Accurate pronunciation is one of the basic requirements for learning to speak and it is also one of the most important features of teaching a language. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012). The purpose of instruction in pronunciation is not to ask students to pronounce like native speakers. Instead the real purpose of oral communication should be intelligible pronunciation.

There are many way to help learner improving their pronunciation for example they can try to sing a song, for this research the researcher will use Improving learners' pronunciation through shadowing. Shadowing is a small-scale research technique where the researcher acts as an observer. Shadowing involves observing a research subject or participant in real situations for a set period. For this set period of time, the researcher does not interfere with the participant in order to prevent the research subject from deviating from his or her natural behaviour in the scenario or circumstance.

Originally used as a training technique for novice interpreters, shadowing has recently been introduced as an EFL teaching technique to improve pronunciation skills. Studies on the technique have flourished in Indonesia (Salim,

2020, Ulfa & Fatimah, 2019), other studies have looked into shadowing in English language teaching in other Asian contexts. (Omar & Umehara, 2010). Shadowing also can improve pronunciation as well as listening, prove of shadowing can improve pronunciation is already tested by (Foote, McDonough, 2017) and in Indonesia (Salim, Terasne, Narasima, 2020). The advantages of using shadowing technique are it is easy to do, learner can do it by their own and it cost low budget because it use audio so learner only need smartphone or television or someone to shadow how they speak in English.

Depending on what the design researcher wants to learn from the exercise, shadowing can last from 30 minutes to several weeks or months. Shadowing is a useful tool for observing people's behavior in their natural surroundings. However, researchers shouldn't make assumptions based on isolated observations.

Based on the pre-eliminary test that researcher done, the students' pronunciation are considered low. This condition makes the students feel nervous when they try to speak in English and they don't know how to read the words. That is why their English achievement is low. The teacher informs that the most difficult skills in English faced by the students are speaking and readingThe researcher observed the class and found that the students often made some mistakes, especially when producing oral English during the lesson. Dealing with pronunciation is the most common mistake in oral English production. In real communication, students often make mistakes in pronouncing some words. The researcher concludes that the students' pronunciation skills are low. Their unintelligibility pronunciation makes the researcher thinks that they speak

different language. For example they pronounce "i" as [i:], "one" as [ɒne], "upset" as [ʊpset], "come" as [cɒme].

That is why shadowing technique might be good for the students, because through this method they would learn about how to pronounce a words precisely and they can know about a new method to learn English especially in improving their pronunciation. Hopefully, from applying this method students would understand about how to speak a word precisely and make them more confident in speaking English.

## 1.2   Identification of the Problem

1) Students get difficulties in differentiating English pronunciation from Indonesian pronunciation.
2) Students have difficulties in unnecessary pauses when they try to speak smoothly in English.

## 1.3   Limitation of the Problem

In this study, the problem is on students' pronunciation. According to background of the problem, this research focused on how researcher going to teach students how to pronouncing words accurately like how it must to be at twelfth grade students' in SMAN 02 Muaro Jambi.

## 1.4 Formulation of the Problem

Based on the limitation of the problem above, the formula in this research is, "Is there any significance effectiveness of using Shadowing Technique towards students pronunciation at twelfth grade students in SMAN 02 Muaro Jambi".

## 1.5 Purpose of the Research

Based on the formulation above the purpose of this study is to find the empirical evidence whether improving Students' pronunciation through Shadowing Technique or not at twelve grade students' in SMAN 02 Muaro Jambi.

## 1.6 Significance of the Research

1) Theoretically

The results of the research can be used to enrich the theories and methods regarding the use of the shadowing technique for the development of the pronunciation skills of students.

2) Practically

The results of the research provide practical information for English teachers on how to use shadowing to teach students to speak, listen and pronounce. On the other hand, for the learners, the research findings provide a direct contribution to their language development in the areas of speaking, listening and pronunciation and to their success in examinations.

3) For Teachers
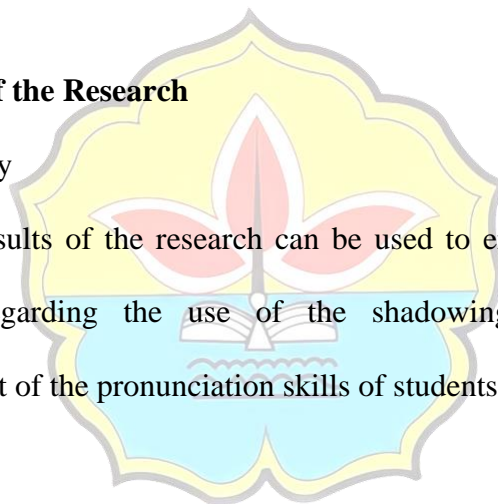
The research findings inform English teachers how shadowing can develop students' pronunciation skills. For example, it is true that the use of the Shadowing Technique to develop students' pronunciation skills is effective.

4) Future Researcher

For future researcher who might have a same topic in broader scope and larger samples which can be used as reference for your study, writer hope this research can help you to bring some important information or reference in the future.

**1.7 Definition of Key Terms**

Some terms, such as Shadowing Technique, Speaking and Pronunciation, would be defined to remove any doubt in understanding the title of the research. To avoid misunderstandings and to ensure that readers have the same interpretation of the research, the following terminology is used.

1. Speaking is described as the activity as the ability to express oneself in the situation or the activity to report acts or situation in precise words or the ability to converse or to express a sequence of ideas fluently, (Tarigan, 1990). For this research, speaking skill related to the students in how students pronounce the word precisely.

2. Pronunciation is the use of a sound system in speaking and listening, (Lado, 1964). In addition, the way how students speak and listen to audio in shadowing technique is match with the skills needed.

3. Shadowing Technique is originally developed as a training technique for simultaneous interpreting in improving the listening and speaking competence of learners as 'shadowing' requires competence in both listening and speaking, (Yajima, 1997). It means shadowing is one of training technique which is gained language educators' interest to improve listening and speaking competence.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discussed about the detail of previous studies related to shadowing technique, pronunciation skill, and teaching using shadowing technique, the manner shadowing technique was implemented, some theories linked to variable, the conceptual framework, and hypothesis.

## 2.1   Pronunciation

Pronouncing is the act or outcome by which the sounds in language are produced, often according to some standard for correctness or acceptability. Pronunciation is the process of making sounds that have meaning. It includes paying attention to the specific sounds of a language (segments), as well as suprasegmental aspects of speech like intonation, phrasing, stress, timing, and rhythm, voice quality, and, in its broadest sense, attention to gestures and facial expressions that are closely related to the way we speak a language (Fraser, 2001). Below are brief summaries of each of these characteristics of pronunciation, along with suggestions for further reading (Fraser, 2001).

 a)   The Elements of Pronunciation

Both suprasegmental and segmental characteristics are included in the definition of pronunciation. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth (Fraser, 2001).

 b)   Suprasegmental Aspects of Pronunciation

I. Stress

Stress describes the importance given to specific syllables within phrases and to specific syllables or words within utterances. When we are listening to someone speak, it is typically where we pick up on hand gestures and other non-verbal cues because it is communicated by loudness, force, pitch variation, and syllable length. Three levels of stress are significant: at the word level (multisyllabic words have one or more stressed syllables), at the sentence level (the most significant words tend to be stressed), and at the contrastive level (the most significant words carry greater stress) (Fraser, 2001).

II. Intonation

For speakers to convey meaning, especially about interpersonal attitudes, intonation, or a change in pitch, is essential. Pitch alterations are closely related to stress, as we observed in the previous section. Since intonation patterns vary depending on the language, learners will need to learn new ones for English in order to prevent inappropriately transferring from their native tongue and possibly unwittingly offending others (Fraser, 2001).

c) Segmental Aspects of Pronunciation

Vowels, diphthongs, and other individual sounds with the capacity to convey meaning make up the phonemes that make up the English sound system (combinations of two vowel sounds), triphthongs, which are three vowel sound combinations or consonants. Our tongues are used to produce these sounds in various mouth locations (Fraser, 2001).

d) Articulation

Articulation is the physical movements of the tongue, lips, teeth and jaw that produce the speech sounds that form words and sentences. It can also be defined as making sounds or words clear in speech or music. Articulation therefore makes it easier for everyone to understand what is being said, and it makes the conversation clear and easy to understand.

e) Accent

Accents are defined as varieties in pronunciations of a certain language and refers to the sound that exists in a person's language (Behravan, 2012). Accent refers to a person's method of pronouncing a word. Everyone has a unique accent depending on their mother tongue.

f) Flow

Flow in pronunciation refers to how someone speaks with the proper pauses to convey their message more effectively. When someone speak with unnecessary pauses it might be made their partner feel confused. Another example of unnecessary pauses is when someone reading a sentence and there is no comma (,) or point (.) then they do unnecessary pauses it might be so odd when they pauses again when they see a comma or point in next few words.

g) Preparedness

Learning to pronounce a words precisely cannot be obtained in one night. Learner must be practice their pronunciation many times so if learner

want to pronounce a word like how it must be sound they must be well prepared like explore they vocabulary and pronouncing it.

The conclusion of pronunciation is the act or manner of pronouncing words or how to speak a word, especially a way that is accepted or generally understood. When someone is speaking, pronunciation is must be precise to the how sounds like, pronouncing a right words like how it must be sounds will make interlocutors understood what speaker talking about.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (García, 2007). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012).
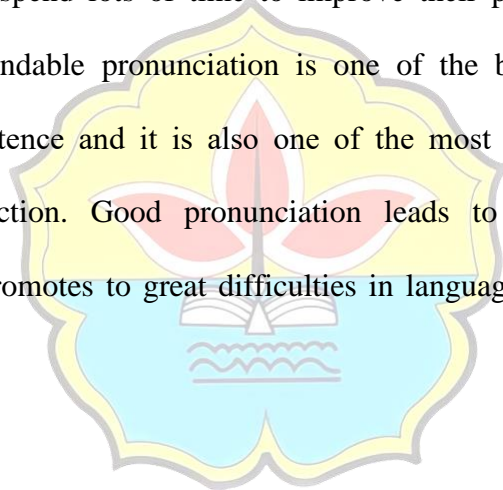
## 2.1.1 Theories of Teaching Pronunciation

The ability to speak English involves certain language elements, systems, and sub-skills such as vocabulary, grammar, and pragmatics (Fraser, 2000). Pronunciation is essential; a person who speaks so accurately can avoid misunderstandings despite a lack of vocabulary and grammatical errors, whereas someone with bad English pronunciation may mispronounce the words, which will result in misunderstandings.

According to Dal-ton & Seidlhofer in (Tlazalo and Basurto, 2014) defined that pronunciation is the action of producing sounds of speech to communicate a message. Based on the statement above, we can conclude that having a good pronunciation is important when trying to communicate orally. Teaching Pronunciation did not mean imitation of a native accent, but referred to pronounce comprehensible utterances, (Ur, 2006). This also stated by (Suyadi et al, 2020) Students are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.

English pronunciation education is crucial for learning the language. Indonesian students struggle to learn proper pronunciation because they have grown up speaking their home tongue. The common problem of learning English pronunciation caused by the differences between the sound system of the two languages, (Dewi, 2009).
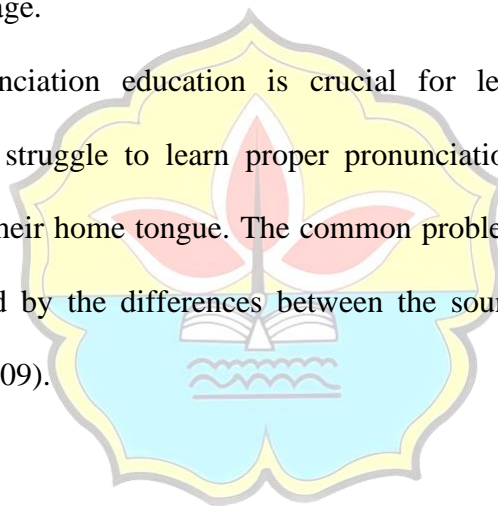
## 2.2   Shadowing Technique

Shadowing technique is a language learning technique where you repeat an audio just after you hear it. You're acting like an "echo" or a "shadow" (therefore the name "shadowing"), you listen to the words and then say them back out loud. Shadowing is one of the recommended pronunciation techniques for improving students' pronunciation, stimulating speaking fluency, and expanding students' vocabulary.

Some researcher also defined shadowing technique, according to (Shiota, 2012) states that shadowing technique is a training used to enhance interpreting skills. (Shiki et al. 2010) defines shadowing technique as a prompt learning imitation process to imitate the speakers' speaking quickly. In addition, shadowing is the method of following and imitating the sounds as closely as possible.

Shadowing was first proposed in Cherry's research (1953). The participants in his voice recognition experiment listened to two separate texts. They were instructed to repeat simultaneously what they focused on, which is shadowing, in order to make sure they were only listening to one of the paragraphs. Later, shadowing was employed as a method for teaching simultaneous interpreters how to listen and talk at the same time. Shadowing has been used by beginner translators to practice listening to one language and repeating it concurrently before reaching the advanced stage of translation (Lambert, 1992). Because shadowing includes listening to and repeating the input, it was then employed in the classroom to practice listening and speaking.

Just as a shadow follows a person walking, a learner repeats what he or she is hearing. As demonstrated in the example below, shadowing is an online procedure where students must vocalize the speech as soon as they hear it, unlike superficially related jobs like repetition. Repetition, on the other hand, is an offline assignment that gives students time to think about and replicate what they have heard. This subtle difference is crucial: learners focus exclusively on incoming sounds when shadowing, improving their speech perception of the target

language (Kadota, 2007). As demonstrated, during shadowing and repetition, learners repeat the auditory stimuli chunk by chunk while following the audio stimuli as simultaneously as feasible. Below are some instances of duplication and shadowing.

Example of Shadowing:

Audio:

"Studying English is kind of difficult but it's so interesting and usable."

Learner:

"Studying English is kind of difficult but it's so interesting and usable."

in (Hamada, 2018) stated that according to (Lambert, 1992), is a pace of following audio tracks which involve immediate stimuli. The learners who use this method just need to hear what the speaker said and repeat what they heard as accurately as possible.
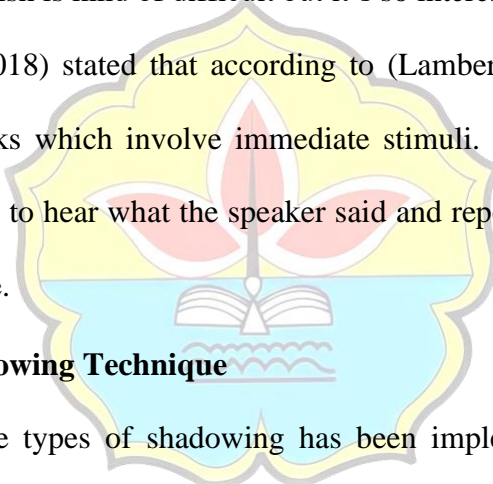
### 2.2.1 Types of Shadowing Technique

There are some types of shadowing has been implemented in classroom activities by (Arguelles, 2011), (Kadota, 2007), and (Tamai, 1997) as cited in (Jaramillo, 2016). It can be seen in the table below:

**Table 1**
**Types of Shadowing**

| Full shadowing | Students listen to audios after that imitate what they listen immediately soon after they hear the audios. |
|---|---|
| Slash shadowing | The speaker let listeners identify words they listen and conveys the information with some intentionally pauses. |
| Silent shadowing | Students shadowing all the words with no voice |

| | |
|---|---|
| | and just focus on the words they listen. |
| Part shadowing | Students focus on their stressing to imitate some selected words. |
| Part shadowing + comment | Students give comments from some words after they shadow the words they heard. |
| Part shadowing + question | Students give questions from some words after they shadow the words they heard. |

Knowing how and when to apply the shadowing technique is required. As a result, it is important to keep in mind that the types of shadowing vary according on the level of the students. The following list shows that the technique is flexible and may be adapted to the abilities and demands of the students.

## 2.2.2 Steps of Shadowing Technique

According to (Hamada, 2014), the steps of shadowing is divided into five steps:

- Listening to the audio : Students focus on listen the audio carefully.

- Mumbling : Students imitate the audio with low voice.

- Complete shadowing : Students shadow every single word from the

                                                  audio.

- Synchronized Reading : Students imitate the audio, read text aloud, and emulate intonation and tone.

- Act out : Students practice the text while shadowing it.

Before listening to the audio the researcher supports students in pronouncing difficult words and pronounces them together with students.

### 2.2.3 Advantages of Shadowing Technique

There are some advantages of using Shadowing Technique to improve pronunciation. (Kou and Chou, 2014) inform that shadowing could help her participants improve their pronunciation as well as self-confidence for Taiwanese EFL junior high school on students" English listening comprehension and speaking ability. Students occasionally pronounce English words incorrectly when spelling them in their native tongue, which makes them struggle to speak English and causes them to feel self-conscious since they lack the necessary English language proficiency. Students can now learn how to speak the words correctly with the use of the shadowing technique.

By using this technique, they may now see a different way to learn English, especially in pronunciation. This technique also allows them to practice word pronunciation with fewer materials. All they need to learn English is some enthusiasm, an audio recorder, and someone who speaks in English. According to (Kadota and Tamai, 2005), some procedures, such as mumbling, synchronized reading, prosody shadowing, and content shadowing are also considered as other types of the shadowing method.

## 2.3    Previous Studies

In order to support the related title, the researcher draws on previous research. The following research will cover shadowing techniques, pronunciation, and shadowing techniques used to other variables.

The first research was done by (Umar and Umehara, 2010). They action research aims to solve pressing day-to-day problems in communication faced by Japanese adult who are residing in Malaysia after retirement. Under the title "Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners". In this study they try to improving on English rhythms. The intervention in this study is a shadowing technique which was originally designed as a training technique for simultaneous interpretation. There is a noticeable improvement in the participants' pronunciation, specifically their English rhythms.

Interestingly, the shadowing technique used in research above is closely linked to this research, which is investigates how listeners complete a speaker's utterance by shadowing the sounds. Unfortunately this research has a weakness, after the researcher reads him/her journal researcher found there is a weakness in their study. The weakness is the samples of the research they use, the samples in their research just four adult Japanese learners. They can get various data result if they can use more samples in their research.

The second research was done by (Yo Hamada from Akita University, Japan, 2018) with the title "Shadowing for Pronunciation Development: Haptic-Shadowing and IPA-Shadowing". In this his study he aimed to know about the

effectiveness in using Shadowing technique to improving pronunciation. He has made an effort to create pronunciation teaching techniques based on shadowing by fusing shadowing with exercises to improve pronunciation, such as haptic-shadowing and IPA-shadowing.

In his research he gather 58 Japanese second year university students which is separated into 2 group (Haptic Shadowing with 29 Japanese students and IPA shadowing also with 29 Japanese students). The result of his experiment was success to improving all the three features of comprehensibility, segmental features, and suprasegmental features.

Researcher found this study extremely good because of the researcher has the same aim like Yo Hamada which is try to improving pronunciation skill through shadowing technique. In his study, the researcher found a great strength used by Yo Hamada. The strength is Yo Hamada used a lot of population and samples in his research, using a lot of population or samples it means a lot of various data result can be obtained.

The third research was conducted by (Sugiarto, Prihantoro, and Edy, 2020) under the title "The Impact of Shadowing Technique on Tertiary Students' English Pronunciation". The purpose of their study was to examine the impact of shadowing technique in English pronunciation instruction at IAIN Curup, Bengkulu, Indonesia. A total of 40 students were divided into two groups: 20 were taught English pronunciation via shadowing and the remaining 20 were taught via conventional methods. Students' English pronunciation was significantly improved by shadowing technique. They improved their English pronunciation in

several ways, including monophthongs, diphthongs, triphthongs, semivowels, consonants, consonant cluster sounds, linking phonemes, syllable stresses, word stresses, sentence stresses, rhythm, pitch, and intonation.

In the third research, the researcher found a strength in his study. The strength is Rio Sugiarto, Prihantoro and Sarwo Edy used a tertiary (college students) and a total of 40 students participated in it. This research is absolutely good because in their journal they can improve college students in their English Pronunciation and they also get a various data because of many participation in their research.

Both the research mentioned above and this research used an experimental approach. One experimental groups and one control groups were used in the aforementioned study. The pre- and post-tests of this research's pre-experimental design were conducted on a single group, which was a distinction between it and the other studies.

## 2.4 Conceptual Framework

In this research the researcher use some method to determine how to do the experiment, such as:

**Figure 1**

**Conceptual Framework**

```
┌──────────────────────┐        ┌──────────────────────┐
│   Not Using Shadowing │        │ Using Shadowing       │
│   Technique           │        │ Technique             │
└──────────┬───────────┘        └──────────┬───────────┘
           │                               │
┌──────────┴───────────┐        ┌──────────┴───────────┐
│        Result        │        │        Result        │
└──────────┬───────────┘        └──────────┬───────────┘
           │                               │
           └───────────────┬───────────────┘
                           │
              ┌────────────┴─────────────┐
              │   Students' improvement  │
              │   in pronunciation       │
              └──────────────────────────┘
```
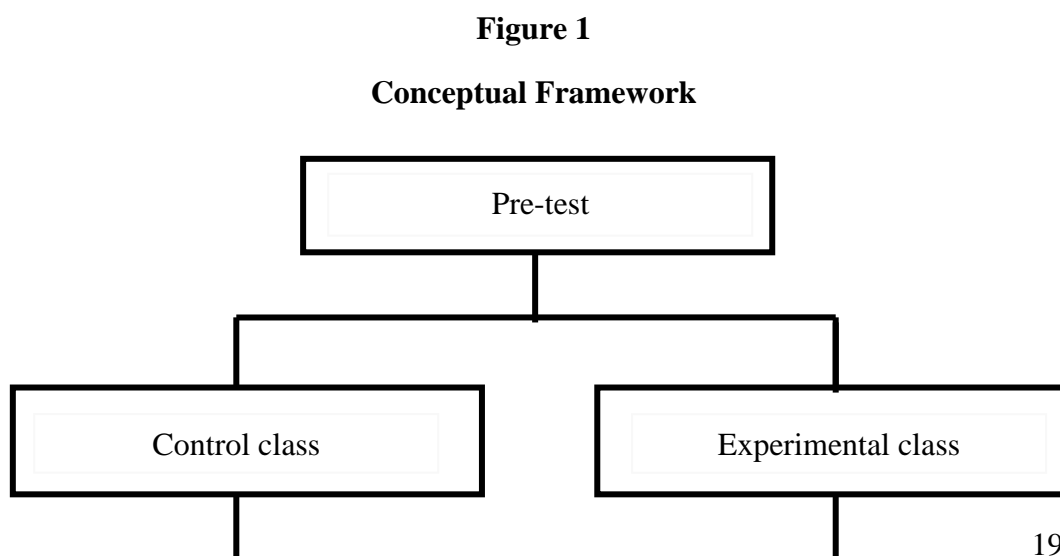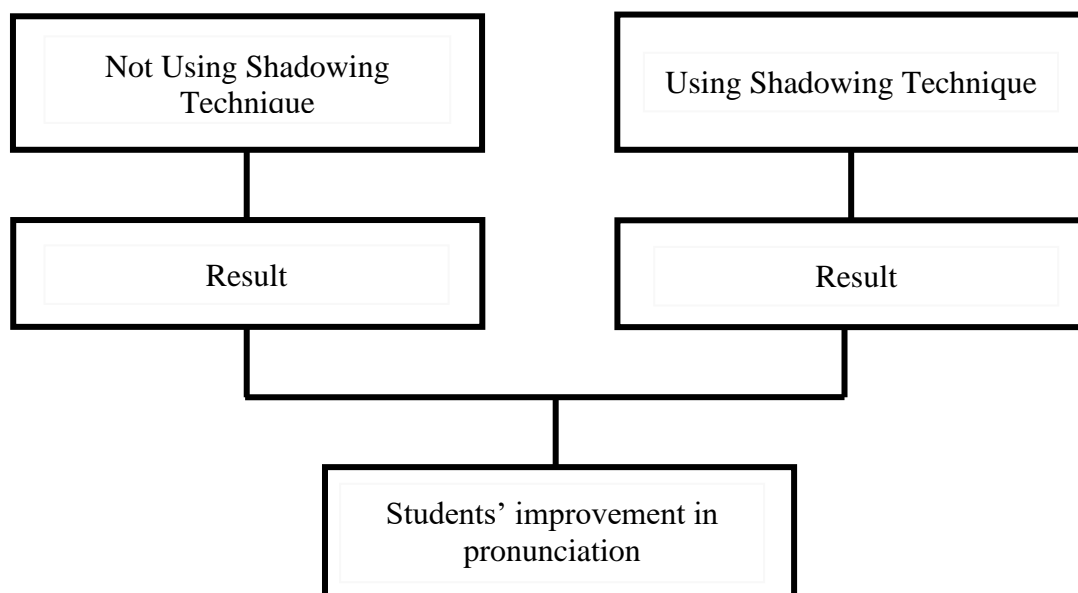
## 2.5   Research Hypothesis

Kerlinger (2006) states, a hypothesis is a conjecture statement (conjectural) about the relationship between two or more variables. The hypothesis always takes the form of a statement sentence and relates in general and specifically between one variable to another variable.

Ho:     Shadowing Technique is not effective to improving students' pronunciation skill.

H1:     Shadowing Technique is effective to improving students' pronunciation skill.

**CHAPTER III**

**RESEARCH METHODOLOGY**

In this chapter, the researcher will discuss research methodology, population and samples, instruments used, data collection technique and analysis, and hypothesis testing.

## 3.1 Research Methodology

Based on the purpose of this study, that to improving students' pronunciation in learning English, this type of research is a Quasi-experimental research that tell if the researcher modifies one or more independent variables in a quasi-experiment and monitors the impact on a dependent variable. However, unlike in a True-experiment, the researcher does not randomly assigned participants to different conditions.

The prefix quasi means "resembling". Thus quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979). A quasi-experiment is a prospective or retrospective study in which samples are divided into two groups (one experimental group and one control group). The purpose of dividing the total sample into two groups is to compare the effectiveness of treatments used in the experimental and control groups.

This experimental research method commonly occurs in the physical sciences. This design is one of its kind that is one group pre-test post-test. The

researcher administered a pre-test to the group in one group pre-test post-test design before administering the treatment. The researcher offers a post-test after the treatment has been finished once. Comparing pre-test and post-test data allows one to accurately determine the treatment's impact. The following formula illustrates the research paradigm to help with understanding:

$$O_1 \times O_2$$

Note:

$O_1$ = pre-test

$O_2$ = post-test

$\times$ = treatment

Before treatment ($O_1$) the pre-test was given, and following treatment the post-test ($O_2$). The treatment was used to determine how well previous treatments worked. There was no control group in cases where the pre-test and post-test were only delivered to one group. Because it employed the initial test, it was possible to accurately determine the experiment's effects' size. After contrasting the results of the pre-test and post-test, the effectiveness of the treatment was determined.

## 3.2    Population and Samples of the Research

### 3.2.1 Population

Population is the entire research subject. If someone wants to examine all the elements that exist in the research area, then the research is a population study or population study or census study (Sabar, 2007). The population is not just people but also objects and other natural objects. It is more about the overall

characteristics of the subject or object itself rather than merely the quantity of the subject or thing learned. The population of this research consisted of all 30 students in one class in twelve grade at SMAN 02 Muaro Jambi.

**Table 2**

**Population in Senior High School Number 02 Muaro Jambi**

| Classes | Total of Students |
|---|---|
| XII IPS 1 | 30 |
| XII IPS 2 | 31 |
| XII IPS 3 | 28 |
| XII IPS 4 | 33 |
| XII MIPA 1 | 29 |
| XII MIPA 2 | 30 |
| XII MIPA 3 | 29 |
| XII MIPA 4 | 29 |
| **TOTAL** | **239** |

*Source: Senior High School Number 02 Muaro Jambi, 2022*

### 3.2.2 Samples

Sample is part of the subjects in the population under study, which of course is capable of representatively representing the population (Sabar, 2007). In this research, the researcher use simple random sampling to choose the samples. Simple random sampling is a sampling technique that provides equal opportunities for every member of the population. The way researcher apply this method is using lottery numbers because the rules to use simple random sampling is have a list of population first.

**Table 3**

**Samples in Senior High School Number 02 Muaro Jambi**

| Classes | Number of Students |
|---|---|
| XII IPS 2 | 31 |
| XII MIPA 2 | 30 |

*Source: Senior High School Number 02 Muaro Jambi, 2022*

### 3.3 Research Instruments

A pronunciation test served as the data collection method. Pre-test and post-test portions of the test were separated. Students were given a pre-test to determine their baseline proficiency prior to treatment, and a post-test to evaluate the degree of improvement in their speaking comprehension. The researcher focused on students' pronunciation. When using shadowing technique, researcher gave a paper of subtitle from the audio to students and let them read it first and then the researcher play the audio and ask the students to shadow what the speaker in audio spoken.
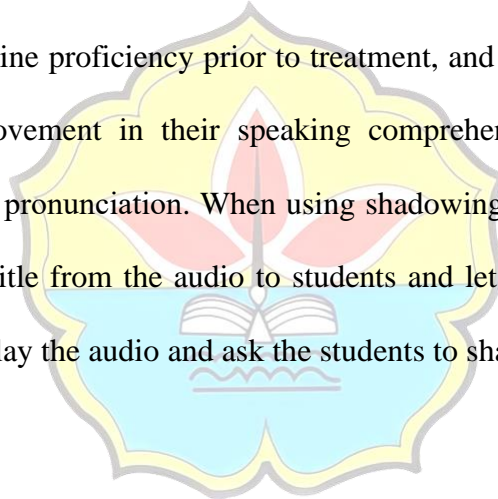
### 3.4 Data Collection Technique

In this study, the researcher use the observation method to collect the data from samples. (Sugiyono, 2017) stated that observation in a narrow sense is a research process observing situations and conditions. Researcher use observation method in this research because of researcher record the result of the students' speaking skill. The following procedures such as:

1. Holding a pre-test $(0_1)$ which let them to read a short story in their book in terms of to know about students' pronunciation.

2. Treatment applied $(\times)$

3. Holding a post-test $(0_2)$

The treatment was performed as follows::

    a. The first meeting

        1) Researcher give some motivation to students by emphasizing the value of pronouncing the words precisely.

        2) The pre-test was conducted by commanding the students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds.

    b. The Second Meeting

        3) Researcher give some motivation to students by emphasizing the value of pronouncing the words precisely.

        4) The researchers conducted the treatment, and the class was instructed by the speaker's words being shadowed as they were spoken.

        5) Shadowing technique was conducted by researcher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds.

    c. The Third Meeting

        1) Researcher give some motivation to students by emphasizing the value of pronouncing the words precisely.

2) The researchers conducted the treatment, and the class was instructed by the speaker's words being shadowed as they were spoken.

3) Shadowing technique was conducted by researcher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds.

d. The Fourth Meeting

1) Researcher give some motivation to students by emphasizing the value of pronouncing the words precisely.

2) The researchers conducted the treatment, and the class was instructed by the speaker's words being shadowed as they were spoken.

3) Shadowing technique was conducted by researcher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds.

e. The Fifth Meeting

1) Researcher give some motivation to students by emphasizing the value of pronouncing the words precisely.

2) The researchers conducted the treatment, and the class was instructed by the speaker's words being shadowed as they were spoken.

3) Shadowing technique was conducted by researcher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds.

    f.  The sixth meeting

1) Researcher give some motivation to students by emphasizing the value of pronouncing the words precisely.

2) The researchers conducted the post-test.

After the pre-test and post-test have been administered, the students' scores will be categorized into a number of categories, with a score of 5 being the lowest and 100 being the highest. The categorized score as follows:

**Table 4**
**Scores Performance**

| Score | Criteria |
|---|---|
| 76-100 | Excellent |
| 51-75 | Good |
| 26-50 | Average |
| 1-25 | Poor |

## 3.5 Technique of Data Analysis

The test results were used to determine how well the shadowing technique for learning pronunciation worked. The researcher utilized the reading test that contained a words that speaker spoken in term to know how far students pronunciation skills. After students finish reading a paper, then they will shadow the audio immediately after they hear it. The text will contain of 15 sentences. In this research, the researcher will use the formula according to (Gay, 1981):

$$score = \frac{students' score}{maximum\ score}\ \text{x}100$$

1. Calculating Mean Score

$$X = \frac{\sum X}{N}$$

Mx    :       The Mean scores of the students

$\sum X$   :       The summary of all scores

N     :       Total number of the students

2. Calculating Standards of Deviation Score:

$$SD = \sqrt{\frac{SS}{N}}\ \text{where ss} = \sum X^2 - \frac{(\sum X)^2}{N}$$

SDx  :       Standard of Deviation

SS    :       The summary of square

N     :       Total number of students

$\sum X^2$  :       The summary of all scores

$(\sum X)^2$ :       The summary of all scores

## 3.6   Hyphothesis Testing

Hypothesis testing is a statistical procedure that assesses a sample to see whether the results are representative of the population. The two interpretations of the data that the test permits are the null hypothesis and the alternative hypothesis. The sample mean must match the population mean in order for the null hypothesis

to be true. According to (Gay, 1981), the following is the t-test formula used to measure students' pronunciation skill in the English topic taught using the Shadowing Technique:

$$t = \frac{D}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note :

t    : Significance difference of the test

D   : The mean score of difference ( X1 – X2 )

$\sum D$ : The sum of the total score of difference

D   : The square of the sum score of difference

N   : Total number

1    : Number of variables
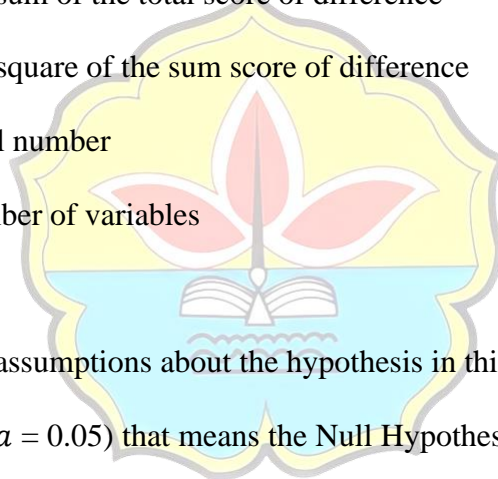
The following assumptions about the hypothesis in this research as follows:

1.   If Sig, $\leq (a = 0.05)$ that means the Null Hypothesis *(Ho)* is rejected and Alternative Hypothesis *(H1)* is accepted. Which mean there is significant effectiveness of using shadowing technique to improve students' pronunciation.

2.  If Sig, $\geq (a = 0.05)$ that means the Null Hypothesis *(Ho)* is accepted and Alternative Hypothesis *(H1)* is rejected. Which mean there is no significant effectiveness of using shadowing technique to improve students' pronunciation.

**CHAPTER IV**

**FINDINGS AND DISCUSSIONS**

In this chapter, the researcher will explain the acquired data and hypothesis that were discovered when the research began. Also, the progress and variance will be discussed.

**4.1     Findings**

This research was performed at the Twelfth Grade Students in Senior High School Number 02 Muaro Jambi. By the decision of vice principal of curriculum and English teacher of twelfth grade students, the researcher choose XII MIPA 2 as an experimental class and XII IPS 2 as control class.

The pre-test started in November $1^{st}$ 2022, the treatments started from January $17^{th}$ 2023 until January $31^{st}$ 2023 and post-test in February $7^{th}$ 2023, the research contained of six meeting in total. (pre-test, four times of treatment, post-test). The English instructor of the chosen class serves as the researcher's validator when assessing the students' pronunciation proficiency. Pre-test, treatment, and post-test as the research instruments were delivered to the validator in order to determine whether the materials provided are current for the students.

**4.1.1   Pre-test Results**

The results of all students' pre-tests are shown in the following table. Pre-test results for the XII MIPA 2 as the experimental class and the XII IPS 2 as the control class, such as:

**Table 5**

**Pre-Test Score of Experimental Class (XII MIPA 2)**

| No | Students | Score |
|----|----------|-------|
| 1 | Student 1 | 30 |
| 2 | Student 2 | 25 |
| 3 | Student 3 | 25 |
| 4 | Student 4 | 35 |
| 5 | Student 5 | 20 |
| 6 | Student 6 | 30 |
| 7 | Student 7 | 25 |
| 8 | Student 8 | 30 |
| 9 | Student 9 | 20 |
| 10 | Student 10 | 20 |
| 11 | Student 11 | 30 |
| 12 | Student 12 | 20 |
| 13 | Student 13 | 45 |
| 14 | Student 14 | 20 |
| 15 | Student 15 | 50 |
| 16 | Student 16 | 20 |
| 17 | Student 17 | 40 |
| 18 | Student 18 | 35 |
| 19 | Student 19 | 25 |
| 20 | Student 20 | 20 |
| 21 | Student 21 | 20 |
| 22 | Student 22 | 35 |
| 23 | Student 23 | 25 |
| 24 | Student 24 | 25 |
| 25 | Student 25 | 25 |
| 26 | Student 26 | 30 |
| 27 | Student 27 | 25 |
| 28 | Student 28 | 35 |
| 29 | Student 29 | 30 |
| 30 | Student 30 | 20 |
| **Total Score** | | 835 |

Table 5 indicates how the collected student scores will be computed using

SPSS. Students received a minimum score of 20 and a maximum score of 50 with

the total score of 835.

**Table 6**

**XII MIPA 2 Criteria in Pre-Test**

| Score | Criteria | Number of Students |
|-------|----------|--------------------|
| 76-100 | Excellent | - |
| 51-75 | Good | - |
| 26-50 | Average | 13 Students |
| 1-25 | Poor | 17 Students |

Table 6 shows the total number of students in each criterion, after the pre-test was conducted in the experimental class, there are 17 students who were categorized as having poor pronunciation and 13 students who were categorized as having average pronunciation.

**Table 7**

**Pre-Test Results of XII MIPA 2 as the Experimental Class**

**Statistics**

Pre-Test Score

| | | |
|---|---|---|
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 27.83 |
| Median | | 25.00 |
| Mode | | 20 |
| Std. Deviation | | 7.844 |
| Variance | | 61.523 |
| Range | | 30 |
| Minimum | | 20 |
| Maximum | | 50 |

*Source: SSPS 21*

The pre-test results that were gathered and the calculated data show that there are 30 students' valid and no missing data in the XII MIPA 2 as the experimental class. With a variance (an indicator of how widely distributed a set of data) of 61.523 and a range of 30 points between 20 and 50, the mean score

(the average number) is 27.83, the median (the middle number) is 25.00, and the

mode (the most frequent number) is 20.00.

**Table 8**

**Pre-Test Score of Control Class (XII IPS 2)**

| No | Students | Score |
|---|---|---|
| 1 | Student 1 | 25 |
| 2 | Student 2 | 20 |
| 3 | Student 3 | 25 |
| 4 | Student 4 | 25 |
| 5 | Student 5 | 25 |
| 6 | Student 6 | 20 |
| 7 | Student 7 | 30 |
| 8 | Student 8 | 25 |
| 9 | Student 9 | 35 |
| 10 | Student 10 | 30 |
| 11 | Student 11 | 45 |
| 12 | Student 12 | 30 |
| 13 | Student 13 | 20 |
| 14 | Student 14 | 25 |
| 15 | Student 15 | 45 |
| 16 | Student 16 | 25 |
| 17 | Student 17 | 20 |
| 18 | Student 18 | 25 |
| 19 | Student 19 | 40 |
| 20 | Student 20 | 30 |
| 21 | Student 21 | 20 |
| 22 | Student 22 | 20 |
| 23 | Student 23 | 30 |
| 24 | Student 24 | 20 |
| 25 | Student 25 | 25 |
| 26 | Student 26 | 30 |
| 27 | Student 27 | 25 |
| 28 | Student 28 | 25 |
| 29 | Student 29 | 25 |
| 30 | Student 30 | 25 |
| 31 | Student 31 | 20 |
| **Total Score** | | 830 |

Table 8 indicates how the collected student scores will be computed using SPSS. Students received a minimum score of 25 and a maximum score of 45 with total score of 830.

**Table 9**

**XII IPS 2 Criteria in Pre-Test**

| Score | Criteria | Number of Students |
|-------|----------|-------------------|
| 76-100 | Excellent | - |
| 51-75 | Good | - |
| 26-50 | Average | 10 Students |
| 1-25 | Poor | 21 Students |

Table 9 shows the total number of students in each criterion, after the pre-test was conducted in the controlclass, there are 21 students who were categorized as having poor pronunciation and 10 students who were categorized as having average pronunciation.

**Table 10**

**Pre-Test Results of XII IPS 2 as the Control Class**

**Statistics**

Pre-Test Score

| | | |
|---|---|---|
| N | Valid | 31 |
| | Missing | 0 |
| Mean | | 26.77 |
| Median | | 25.00 |
| Mode | | 25 |
| Std. Deviation | | 6.776 |
| Variance | | 45.914 |
| Range | | 25 |
| Minimum | | 20 |
| Maximum | | 45 |

*Source: SSPS 21*

The pre-test results that were gathered and the calculated data show that there are 31 students' valid and no missing data in the XII IPS 2 as the control

class. With a variance (an indicator of how widely distributed a set of data) of 45.914 and a range of 25 points between 25 and 45, the mean score (the average number) is 26.77, the median (the middle number) is 25.00, and the mode (the most frequent number) is 25.00. We can conclude the fact that XII MIPA 2 has higher in Variance Score, Range and Maximum compared to XII IPS 2.

### 4.1.2   Post-test Results

The results of all students' post-tests are shown in the following table. Post-test results for the XII MIPA 2 as the experimental class and the XII IPS 2 as the control class, such as:
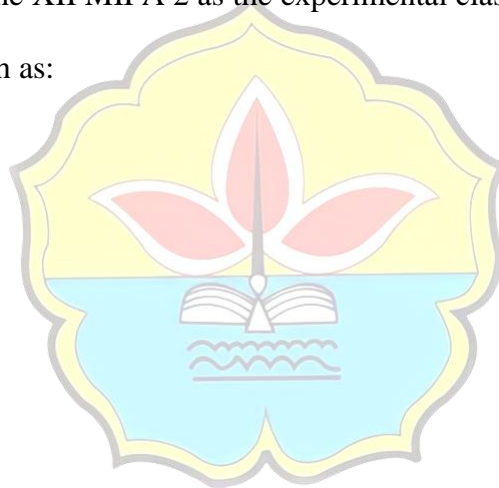
**Table 11**

**Post-Test Score of Experimental Class (XII MIPA 2)**

| No | Students | Score |
|----|----------|-------|
| 1 | Student 1 | 30 |
| 2 | Student 2 | 25 |
| 3 | Student 3 | 25 |
| 4 | Student 4 | 35 |
| 5 | Student 5 | 20 |
| 6 | Student 6 | 35 |
| 7 | Student 7 | 20 |
| 8 | Student 8 | 30 |
| 9 | Student 9 | 20 |
| 10 | Student 10 | 25 |
| 11 | Student 11 | 30 |
| 12 | Student 12 | 20 |
| 13 | Student 13 | 45 |
| 14 | Student 14 | 20 |
| 15 | Student 15 | 50 |
| 16 | Student 16 | 50 |
| 17 | Student 17 | 45 |
| 18 | Student 18 | 35 |
| 19 | Student 19 | 30 |
| 20 | Student 20 | 20 |
| 21 | Student 21 | 25 |
| 22 | Student 22 | 40 |
| 23 | Student 23 | 25 |
| 24 | Student 24 | 25 |
| 25 | Student 25 | 25 |
| 26 | Student 26 | 30 |
| 27 | Student 27 | 30 |
| 28 | Student 28 | 40 |
| 29 | Student 29 | 35 |
| 30 | Student 30 | 45 |
| **Total Score** | | 930 |

Table 11 explains how the collected student scores will be calculated using SPSS. The minimum and maximum scores for students were 20 and 50 with the score of 930 which is higher than pre-test score of 835.

**Table 12**

**XII MIPA 2 Criteria in Post-Test**

| Score | Criteria | Number of Students |
|-------|----------|--------------------|
| 76-100 | Excellent | - |
| 51-75 | Good | - |
| 26-50 | Average | 18 Students |
| 1-25 | Poor | 12 Students |

Table 12 shows the total number of students in each criteria, after the post-test was conducted in the experimental class, there are 12 students who has poor pronunciation and18 students of average pronunciation.

**Table 13**

**Post-Test Result of XII MIPA 2 as the Experimental Class**

**Statistics**

Post-Test Score

| | | |
|---|---|---|
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 31.17 |
| Median | | 30.00 |
| Mode | | 25 |
| Std. Deviation | | 9.162 |
| Variance | | 83.937 |
| Range | | 30 |
| Minimum | | 20 |
| Maximum | | 50 |

*Source: SSPS 21*

The data calculated from the post-test results reveals that the experimental class, XII MIPA 2, has 30 students with valid data and no missing data. The mean score (the average number) is 31.17, the median (the center number) is 30.00, and the mode (the most frequent number) is 25.00, with a variance (an indicator of how widely distributed a set of data) of 83.937 and a range of 30 points between 20 and 50.

**Table 14**

**Post-Test Score of Control Class (XII IPS 2)**

| No | Students | Score |
|----|----------|-------|
| 1 | Student 1 | 25 |
| 2 | Student 2 | 20 |
| 3 | Student 3 | 25 |
| 4 | Student 4 | 25 |
| 5 | Student 5 | 25 |
| 6 | Student 6 | 20 |
| 7 | Student 7 | 35 |
| 8 | Student 8 | 25 |
| 9 | Student 9 | 40 |
| 10 | Student 10 | 30 |
| 11 | Student 11 | 45 |
| 12 | Student 12 | 35 |
| 13 | Student 13 | 20 |
| 14 | Student 14 | 25 |
| 15 | Student 15 | 50 |
| 16 | Student 16 | 25 |
| 17 | Student 17 | 20 |
| 18 | Student 18 | 25 |
| 19 | Student 19 | 45 |
| 20 | Student 20 | 35 |
| 21 | Student 21 | 20 |
| 22 | Student 22 | 20 |
| 23 | Student 23 | 30 |
| 24 | Student 24 | 20 |
| 25 | Student 25 | 25 |
| 26 | Student 26 | 35 |
| 27 | Student 27 | 25 |
| 28 | Student 28 | 25 |
| 29 | Student 29 | 25 |
| 30 | Student 30 | 25 |
| 31 | Student 31 | 20 |
| **Total Score** | | 865 |

Table 14 explains how the collected student scores will be calculated using

SPSS. The minimum and maximum scores for students were 20 and 50 with the

total score of 865 which is higher than pre-test score of 830.

**Table 15**

**XII IPS 2 Criteria in Post-Test**

| Score | Criteria | Number of Students |
|---|---|---|
| 76-100 | Excellent | - |
| 51-75 | Good | - |
| 26-50 | Average | 10 Students |
| 1-25 | Poor | 21 Students |

Table 15 shows the total number of students in each criteria, after the post-test was conducted in the control class, there are 21 students who has poor pronunciation and 21 students of average pronunciation.

**Table 16**

**Post-test results of XII IPS 2 as the Control Class**

**Statistics**

Post-Test Score

| | | |
|---|---|---|
| N | Valid | 31 |
| | Missing | 0 |
| Mean | | 27.90 |
| Median | | 25.00 |
| Mode | | 25 |
| Std. Deviation | | 8.244 |
| Variance | | 67.957 |
| Range | | 30 |
| Minimum | | 20 |
| Maximum | | 50 |

*Source: SSPS 21*

The data calculated from the post-test results reveals that the control class, XII IPS 2, has 31 students with valid data and no missing data. The mean score (the average number) is 27.90, the median (the center number) is 25.00, and the mode (the most frequent number) is 25.00, with a variance (an indicator of how widely distributed a set of data) of 67.957 and a range of 30 points between 20 and 50.

As an experimental class, XII MIPA 2 has a mean score of 31.17, while XII IPS 2 has a mean score of 27.90. XII MIPA 2 has a higher score than XII IPS 2 based on the estimated data, and this score demonstrates that the treatment that have been used have significantly improved the students' pronunciation skill.

### 4.1.3 Normality test

The normality test is a test to find out whether or not a data distribution is normal which will later be related to the selection of statistical tests (Bahruddin, 2014). Normality test is used to know whether the data has a normal distribution or close to normal. The pre-test and post-test scores in each class were the data used in this research's normality test, a test is deemed to be normal in a normality test if:

Ho : if Asymp Sig (2 tailed) < 0.05 it means that the data is considered to be not normal.

$H_1$ : if Asymp Sig (2 tailed) > 0.05 it means that the data is considered to be normal.

The One-Sample Kolmogorov-Smirnov Test is used by researchers to determine the normality of both experimental classes and control classes, the results such as:

**Table 17**

**Normality test of XII MIPA 2 as the Experimental Class**

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | Unstandardized Residual |
| N | | 30 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 6.78310884 |
| Most Extreme Differences | Absolute | .230 |
| | Positive | .218 |
| | Negative | -.230 |
| Kolmogorov-Smirnov Z | | 1.259 |
| Asymp. Sig. (2-tailed) | | .084 |

a. Test distribution is Normal.

b. Calculated from data.

*Source: SSPS 21*

According to the results of the XII MIPA 2 as the experimental class normality test (pre-test and post-test score), there are no missing data because the total valid data (N) matches the total number of students in the experimental class of 30. According to $H_1$, if Asymp Sig (2 tailed) > 0.05 it means that the data is considered to be normal. The value of experimental class XII MIPA 2 normality test results is normal because the value is 0.084 which is higher than 0.05.

**Table 18**

**Normality test of XII IPS 2 as the control class**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 31 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 1.68626263 |
| Most Extreme Differences | Absolute | .235 |
| | Positive | .235 |
| | Negative | -.223 |
| Kolmogorov-Smirnov Z | | 1.311 |
| Asymp. Sig. (2-tailed) | | .064 |

a. Test distribution is Normal.

b. Calculated from data.

*Source: SSPS 21*

According to the results of the XII IPS 2 as the control class normality test (pre-test and post-test score), there are no missing data because the total valid data (N) matches the total number of students in the experimental class of 31. According to $H_1$, if Asymp Sig (2 tailed) > 0.05 it means that the data is considered to be normal. The value of control class XII IPS 2 normality test results is normal because the value is 0.064 which is higher than 0.05.

### 4.1.4 Homogeneity test

In order to confirm that the data set being measured actually comes from a homogenous (same) population, a homogeneity test is used by researcher. Homogeneity calculations are carried out by researchers when they want to compare an attitude, intention, or behavior (variance) in two population groups (Widhiarso, 2011). A basis for evaluating decisions for homogeneity test is like:

Ho : if sig based on mean is < 0.05 that means the data is not

homogeneous.

H1 : if sig based on mean is > 0.05 that means the data is

homogeneous.

Data from the post-test of the experimental class and the control class were used

in this homogeneity test, as a result:

**Table 19**

**Homogeneity test**

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Post-Test | Based on Mean | .565 | 1 | 59 | .455 |
| | Based on Median | 1.107 | 1 | 59 | .297 |
| | Based on Median and with adjusted df | 1.107 | 1 | 57.316 | .297 |
| | Based on trimmed mean | .655 | 1 | 59 | .422 |

*Source: SSPS 21*

The results of the SPSS homogeneity test indicated that the Sig Based on

Mean is 0.455. According to H1, if sig based on mean is > 0.05 that means the data

is homogeneous. The homogeneity test result in this study is 0.455, which is

higher than 0.05, hence the data are considered as homogeneous.

**4.1.5 Hypothesis Test**

The researcher utilized the Paired Samples Test for the hypothesis test,

comparing the results of the pre- and post-tests of both experimental class and

control class, SPSS 21 was used to calculate the data.

**Table 20**

**Hypothesis Test Results**

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Experimental Pretest - Experimental Posttest | -3.333 | 6.989 | 1.276 | -5.943 | -.723 | -2.612 | 29 | .014 |
| Pair 2 | Control Pretest - Control Posttest | -1.129 | 2.125 | .382 | -1.909 | -.350 | -2.958 | 30 | .006 |

*Source: SSPS 21*

Based on the table 20 above, the mean score (the average number) of XII MIPA 2 as the experimental class is 3.333 and for XII IPS 2 as the control class is 1.129. The experimental class's sig. value is 0.014, which is less than 0.05, which likewise indicates that Ho is rejected and $H_1$ is approved. We may draw the conclusion that the Shadowing Technique is beneficial in Improving Students' Pronunciation Skills at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi.

## 4.2    Discussion

The researcher would like to explain a result of the findings, which was an improvement in students' pronunciation skills. The researcher also showed the results` description of the collected data through the pronunciation test. The test was made up of a pre-test and a post-test.

**Table 21**

**Classification of Pre-test and Post-test Score**

| No | Range of Score | Classification | Number of Students | | | |
|---|---|---|---|---|---|---|
| | | | Experimental Class | | Control Class | |
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | 76-100 | Excellent | - | - | - | - |
| 2 | 51-75 | Good | - | - | - | - |
| 3 | 26-50 | Average | 13 | 18 | 10 | 10 |
| 4 | 1-25 | Poor | 17 | 12 | 21 | 21 |

Table 21 shows the change in students' pronunciation skills before and after the shadowing technique treatments. Based on the classification, in the experimental class there are 17 students with poor pronunciation skills and 13 students with average pronunciation skills. After the treatments of the shadowing technique, there is improvement in the pronunciation skill of the students and now in the experimental class there are 18 students who finally has average pronunciation skill classification and 12 students with poor pronunciation skill. Otherwise, in the control class, there is no significant change in the students' pronunciation classification. There are 10 students with average pronunciation and 21 students with poor pronunciation.

**4.2.1 Students' Pronunciation Skill Improvement in XII MIPA 2 in Senior High School Number 02 Muaro Jambi After Using Shadowing Technique.**

In this study, it was discovered that the shadowing technique has an impact on students' word-pronouncing skills. According to the data that has been gathered and calculated, using the shadowing technique to improve students' pronunciation skills was successful. In XII MIPA 2 as an experimental class, the pre-test mean

score was 27.83; after treatment and post-test, the mean score increased to 31.17. 3.34 points have been increased to the experimental mean score.

This demonstrates that using the Shadowing Technique has enhanced students' pronunciation skills. When they try to communicate in English, a few students who previously struggled with pronouncing words correctly including using unnecessary pauses are now capable of doing it effectively. That can be proven by the post-test results of the experimental class, which have improved as a result of the use of shadowing techniques.

Students are now able to distinguish between English and Indonesian pronunciation, and pronounce a words like; "i" as [aɪ] and not sounds like [i:] in Indonesian, "depressed" as [dɪˈprest] not sounds like [depressed], students have also improved their flow when speaking English, with less unnecessary pauses.

However, Umar and Umehara (2011) did a study with the title "Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners" in addition to the implementation of the shadowing technique. According to their research problem statement, there is a difficulty with the way particular words are pronounced by Japanese adult learners who are learning English.

*"I wouldu ra-i-ku to buy a chiketto for Ke Eru.*" This is a sample of a common spoken discourse uttered by a Japanese learner of English for "I would like to buy a ticket for KL." It is not surprising as most Japanese learners of English as a Foreign Language tend to pronounce their English this way. The students in this study experience the same issue, pronouncing English words with

an Indonesian pronunciation rather than an English pronunciation. The researcher's results and the results of previous studies have showed the effectiveness of the shadowing technique in improving learner pronunciation.

**4.2.2    The Impact of the Shadowing Technique on Students' Pronunciation**

Students who pronounced words in English using Indonesian pronunciation before treatment have improved, and they now actually rarely pronounce words in Indonesian as they did before treatment, students are now more self-confident when they attempt to speak in English, and they even try to converse or greet using English with their friends and English teacher. This can be seen in the mean score that XII MIPA 2, the experimental class, got. Before the implementation of the treatments, the class had a mean score of 27.83, but improved to 31.17 after the implementation of the treatments.

Based on the statement above, the researcher recommends the English teacher at Senior High School 02 Muaro Jambi or any other school to use this technique to help students with their pronunciation. Students were pleased of the shadowing technique because they had never learned English in class using such a new approach. They now have a new method for improving their pronunciation skills.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

The researcher presented the study's conclusion as well as some recommendations for students, teachers, and future researchers in this chapter.

## 5.1    Conclusions

After the experiment, researcher came into the conclusion that Using the Shadowing Technique Towards Students' Pronounciation Skills at Twelfth Grade Students in Senior Highschool Number 02 Muaro Jambi was effective. We can analyze the improvement in the mean score of the experimental class, XII MIPA 2, which received a mean score of 27.83 on the pre-test and a mean score of 31.17 on the post-test. The mean score for students' pronunciation skills in the control class, which did not use the Shadowing Technique, slightly increased between the pre- and posttest periods, from 26.77 to 27.90.

For the conclusions, we can state that the Shadowing Technique, when applied to twelfth grade students at Senior High School 02, has improved the students' ability to pronounce some words that they previously were unable to do, as well as their ability to speak more naturally and with fewer unnecessary pauses. This is proven by the hypothesis test and the mean score of XII MIPA 2 as the experimental class.

## 5.2 Suggestions

After the end of the study and this thesis, the researcher has some recommendations, including:

1.  For Students

    Since English is the dominant language of the world and is used in many places, students should speak and communicate in English often. Learning English is particularly necessary in the modern age because most names for foods, drinks, and other items are expressed in English. Students should have self-confident and put in more effort to studying English, especially pronunciation.

2.  For the English Teacher

    If a teacher only uses the conventional approach teaching everything from the book or in monotone—it will make the students feel bored to study English in class. Teachers should create or apply a new learning method for their students.

3.  For School

    Whenever a teacher has a component they need to use in the classroom, the school should prepare it so that it can also benefit the students who are interested in studying English.

4.  For Future Researcher

    Never stop encouraging your students and never stop sharing your knowledge to them. Researchers hope that this research will be useful to you as you continue your studies.

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## 1. Rubric Score

This research used scoring rubrics as follows:

| CATEGORY | 25 | 20 | 15 | 10 | 5 |
|---|---|---|---|---|---|
| **Pronunciation** | Student pronounces all words effortlessly, and with no errors. | Student pronounces all words well. Successfully sounds out words that he/she struggles with | 3-5 mistakes in pronunciation. Occasionally rushes words that are difficult. | 6-9 mistakes. Rushes or skims over a few words. | 10 or more mistakes. Rushes and/or skims over many words that are difficult. |
| **Accent** | Accent is nearly native. Vowel sounds are consistent and pure. | Student strives for a native accent while not quite achieving it. | Student struggles with vowel sounds being consistent. | Student has errors in rolling R's. Has times when the effort for pronunciation is not always present. | Student demonstrates little effort to imitate a native speaker accent. |
| **Flow** | Pauses are used effectively in emphasis and meaning. No unnecesary pauses. | 1-3 unnecesary pauses. | 4-7 unnecesary pauses. | 8-10 unnecesary pauses. | 10 or more unnecesary pauses. |
| **Preparedness** | Student has obviously rehearsed and practice | Student has rehearsed and practiced a few times at home and at | Student has NOT practiced out of class. But has probably rehearsed 20 | Student occasionally wasted time in class when we were supposed to | Student wasted time in class when we were supposed to |

| | many times, both at home and at school. Probably 30 or more times. | school. Probably 20 or more times. | or more times. | be rehearsing. | be rehearsing. Went off-task very often. |
|---|---|---|---|---|---|

Source: Ashby (2008)

**2. Research Instruments**

**Practise the dialogue below with your classmate in front of the class!**

Sarah  : What makes you upset?

Riko   : Nothing.

Sarah  : You cannot lie to me. Tell me what happens.

Riko   : I had a very bad day yesterday.

Sarah  : How come?

Riko   : I don't know where to start.

Sarah  : Then I tell you something.

Riko   : Sure. I prefer listening to telling.

Sarah  : My family and I went to the Wild Zoo. We felt so happy to spend our
           Sunday there.

Riko   : If my uncle had not come, my parents and I would have had some
           massive fun at the red beach.

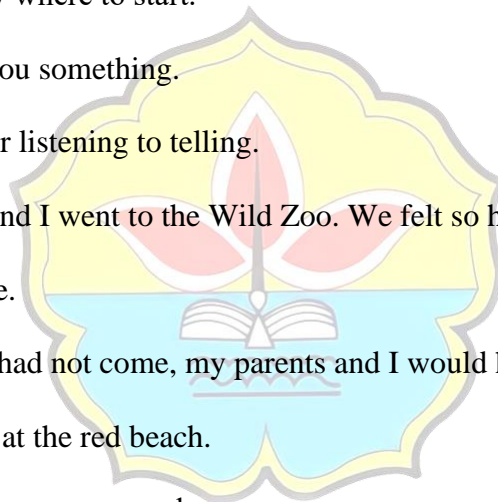Sarah  : You can't blame your uncle.

Riko   : No, I just told you that my uncle came, so my parents and I cancelled to
           go to the red beach.

Sarah  : I'm sure, he missed you and your parents. That's why he came to your
           House

Riko   : Maybe, if it were Sunday. I would go for a holiday.

Sarah  : You can go next time, the bell rings. Let's go to the classroom.

Riko   : Okay.

| No | Sentences |
|----|-----------|
| 1 | Wednesday, 2nd March 2011 |
| 2 | Another bad day! |
| 3 | I had a nice morning with Ruth. |
| 4 | We both had the morning off work so we went shopping. |
| 5 | It was a lot of fun |
| 6 | And we got some nice things. |
| 7 | Then we had coffee in a cute café. |
| 8 | The staff were slow and rude |
| 9 | And the coffee was not hot |
| 10 | So we were not very happy. |
| 11 | This is when the day started to go wrong. |

| No | Sentences |
|----|-----------|
| 1 | This afternoon I had a meeting with a new client called Mr. Smith |
| 2 | He is my co-worker's client but she was sick today |
| 3 | And she did not come to work |
| 4 | Mr. Smith is a little older than me and tall and slim |
| 5 | He is not handsome but he has a very kind face |
| 6 | He was so nice to me |
| 7 | I felt a little chemistry! |
| 8 | I hope I will see him again |
| 9 | I feel quite excited about him |
| 10 | Like a schoolgirl again!!! |

| No | Sentences |
|----|-----------|
| 1 | Thursday, 3rd March 2011 |
| 2 | Last night I dreamed about work all night |
| 3 | This morning I was tired and worried and depressed |
| 4 | When I got work my boss was so annoyed with me |
| 5 | She gave me a long lecture |
| 6 | She told me that it is very important to be on time |
| 7 | She said that perhaps we will not get the contract because I was late yesterday |
| 8 | And she said that the sales team are really angry with me |
| 9 | I explained that it was an accident |
| 10 | I told her that I am not normally late |
| 11 | Then I explained what happened and told her I fell guilty and sorry |
| 12 | She was still angry, I felt miserable |
| 13 | I went into the bathroom and I even cried a little |
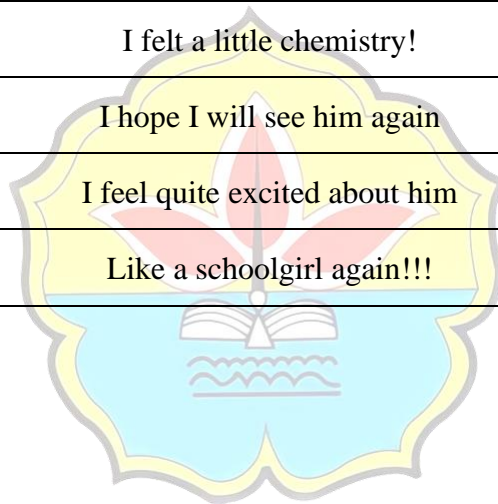
**3. Lesson Plan for Experimental Class**

<div align="center">

**LESSON PLAN (RPP)**

</div>

**School**              : SMA Negeri 2 Muaro Jambi

**Subject**             : English

**Class/Semester**      : XII/2

**Material**            : Introduction to Shadowing Technique

**Time Allocation**     : 2 x 40 menit (80 Menit)

### A.  Learning Objectives

- Students are able to understand the concept of Shadowing Technique

- Students are able to listen to the audio and follows what speaker said

- Students get a score after shadowing the audio (pre-test and post-test)

### B.  Learning Steps

### 1.  First Meeting (Pre-test)

| |
|---|
| 1.  The students greet and pray according to their respective religions |
| 2.  The teacher checks attendance list of the students |
| 3.  The teacher gives some motivation to students by emphasizing the value of pronouncing the words precisely |
| 4.  The teacher tells students about the benefit of using Shadowing Technique |
| 5.  The teacher conducted the pre-test, and the class was instructed by the speaker's words being shadowed as they were spoken |
| 6.  Shadowing technique was conducted by the teacher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds. |

**2. Second meeting – Fifth meeting (Treatments)**

| |
|---|
| 1. The students greet and pray according to their respective religions |
| 2. The teacher checks attendance list of the students |
| 3. The teacher gives some motivation to students by emphasizing the value of pronouncing the words precisely |
| 4. The teacher tells students about the benefit of using Shadowing Technique |
| 5. The teacher conducted the treatment, and the class was instructed by the speaker's words being shadowed as they were spoken. |
| 6. Shadowing technique was conducted by the teacher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds |

**3. Sixth meeting (Post-test)**

| |
|---|
| 1. The students greet and pray according to their respective religions |
| 2. The teacher checks attendance list of the students |
| 3. The teacher gives some motivation to students by emphasizing the value of pronouncing the words precisely |
| 4. The teacher tells students about the benefit of using Shadowing Technique |
| 5. The teacher conducted the post-test, and the class was instructed by the speaker's words being shadowed as they were spoken. |
| 6. Shadowing technique was conducted by the teacher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds |

| Closing |
|---|

1. Teacher and students reflect on learning experiences

2. The teacher conveys the lesson plan at the next meeting and prays

Jambi, January 17<sup>th</sup> 2023

Acknowledged,

Teacher                                        Researcher

Nurjihan, SS.                                  Rifaldo Chandra Ardana

**4. Lesson Plan for Control Class**

**LESSON PLAN (RPP)**

| | |
|---|---|
| **School** | : SMA Negeri 2 Muaro Jambi |
| **Subject** | : English |
| **Class/Semester** | : XII/2 |
| **Material** | : Conventional |
| **Time Allocation** | : 2 x 40 menit (80 Menit) |

### A. Learning Objectives

- Students are able to understand about the material in the book
- Students are able to pronounce words in English precisely
- Students get a score after shadowing the audio (pre-test and post-test)

### B. Learning Steps

### 1. First Meeting (Pre-test)

| |
|---|
| 1. The students greet and pray according to their respective religions |
| 2. The teacher checks attendance list of the students |
| 3. The teacher tells about Shadowing Technique |
| 4. The teacher tells students about the benefit of using Shadowing Technique |
| 5. The teacher conducted the pre-test, and the class was instructed by the speaker's words being shadowed as they were spoken |
| 6. Shadowing technique was conducted by the teacher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds. |

**2. Second meeting – Fifth meeting (Treatments)**

| |
|---|
| 1. The students greet and pray according to their respective religions |
| 2. The teacher checks attendance list of the students |
| 3. The teacher teach in the class using book (LKS) or conventional |

**3. Sixth meeting (Post-test)**

| |
|---|
| 1. The students greet and pray according to their respective religions |
| 2. The teacher checks attendance list of the students |
| 3. The teacher conducted the post-test, and the class was instructed by the speaker's words being shadowed as they were spoken. |
| 4. Shadowing technique was conducted by the teacher. Students read the audio subtitle, listen to the audio sentence by sentence then immediately imitates the sounds |

| Closing |
|---|

1. Teacher and students reflect on learning experiences

2. The teacher conveys the lesson plan at the next meeting and prays

Jambi, January 17th 2023

Acknowledged,

Teacher                                                          Researcher

Nurjihan, SS.                                          Rifaldo Chandra Ardana

## 5. Surat Penelitian

**Universitas Batanghari**
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 23 /UBR-01/B/2023
Lampiran : -
Perihal : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
**Kepala SMA N 2 Muaro Jambi**
di
   Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **RIFALDO CHANDRA ARDANA**
NIM : 1900888203010
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**"THE EFFECTIVENESS OF USING SHADOWING TECHNIQUE TO IMPROVE STUDENTS' PRONUNCIATION SKILL AT SENIOR HIGH SCHOOL NUMBER 2 MUARO JAMBI"**

Acc
Waka Kurikulum Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Assalamu'alaikum wr wb

Kepada Yth.
Ibu nursihan
tolong dibantu untuk penelitian ybs

16 Januari 2023

Nurmalul Ismaini, SE

Jambi, 16 Januari 2023
Dekan,

**Dr. H. Abdoel Gafar, S.Pd., M.Pd.**
NIDN. 1021036502

# DOCUMENTATIONS

**CURRICULUM VITAE**

RIFALDO CHANDRA ARDANA, was born on March 18th, 2001 in South Sumatra. He is the first and the last child of Mr. Cundri and Mrs. Ipa Sinjar. He started his education at Kinder garden *Tunas Mulya* in 2005. In 2006 he continued his study at Elementary School No. 120 in Jambi and move to Elementary School No. 95 in South Sumatra (2012) , then he was continue his study at school in Junior High School No. 19 in Jambi City and graduated on 2016. After graduated from Junior High School he chooses to study at Vocational High School No.1 in Jambi City with the major of Computer Network Engineering and graduated on 2019. Furthermore, he joined to University of Batanghari Jambi in 2019 and choose the English Education Study Program as his main major in Faculty of Teacher Training and Education. He participated as volunteer in Senior High School Number 02 in Muaro Jambi, then he found the problem on twelfth grade students' pronunciation and choose to do an experiment with the title of *"The Effectiveness of Using Shadowing Technique Towards Students' Pronunciation Skill at Twelfth Grade Students in Senior High School Number 02 Muaro Jambi"* to complete his study.