The Effectiveness of Using Shadowing Technique on Students' Pronunciation Mastery at the Tenth Grade of MA Mu'allimien Muhammadiyah Bogor

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ABSTRACT

This research aimed to determine whether the shadowing technique had a significant impact on students' pronunciation mastery of fricative consonants in tenth grade at MA Mu'allimien Muhammadiyah Bogor. The researcher employed a quantitative, quasi-experimental methodology in this study. The sample size was determined using 125 students from tenths grade at MA Mu'allimien Muhammadiyah Bogor. The study included 25 students each from two classes: an experimental class and a control class, selected through cluster sampling. The t-test value (2.580) was found to be higher than the t-table value (2.020), supporting the hypothesis. This indicates that the shadowing technique significantly influenced the students' pronunciation mastery of fricative consonants at MA Mu'allimien Muhammadiyah Bogor. The primary audience for this study includes educators, who can use it as a reference when teaching English pronunciation, particularly in improving the pronunciation of fricative consonants through shadowing. Through this learning technique, students can enhance their pronunciation skills, as well as their overall language proficiency. Future research could further explore the long-term effects of shadowing technique on various aspects of language learning.

Keywords: Fricative Consonant, Pronunciation Mastery, Shadowing Technique, Teaching English

INTRODUCTION

Pronunciation is a key component of language learning, especially in mastering a foreign language like English. It plays a critical role in effective communication by ensuring clarity and preventing misunderstandings. In line with Yates (In purhouse in Gilakjani 2016), pronunciation is the way sounds are produced and perceived in communication, making it essential for fluency. Pronunciation differs from articulation, which involves the physical production of speech sounds (Wiranda, 2023). Instead, pronunciation emphasizes how these sounds are understood by the listener, affecting the overall communication process.

Gilakjani (2016) explains that pronunciation is not only about producing sounds but also about conveying meaning effectively. It is essential for students to develop good pronunciation to support the four language skills: listening, speaking, writing, and reading. Furthermore, English For Foreign Languag (EFL) students tend to produce errors in pronunciation because they have not found the aound even the words in their mother tongue nor their first language (Salam et al, 2021). Thus, pronunciation plays a pivotal role in making speech more fluent and easier to comprehend. According to Szyszka (2015), accurate pronunciation

helps students avoid negative impressions and miscommunication in social and academic settings.

Pronunciation plays a crucial role in conveying meaning in language communication. This research focuses on improving the pronunciation skills of 10th-grade students at MA Mu'allimien Muhammadiyah Bogor through the shadowing technique. According to initial observations, students struggle with pronouncing English words correctly, particularly those containing fricative consonants. For instance, they often mispronounce the word "shy" /ʃaɪ/ as /saɪ/ or even /sɪ:/, leading to misunderstandings and altering the intended meaning of the word. Such pronunciation errors can disrupt communication, making it essential to implement effective teaching methods that can engage students and simplify the learning process. Teachers should adopt effective techniques to engage students and improve their pronunciation skills, such as the shadowing technique. Shadowing, as explained by Hamada (2018), is a language learning method where learners closely mimic a native speaker's speech in real-time. Unlike traditional repetition exercises, shadowing requires learners to reproduce speech instantly, which helps in the development of pronunciation, rhythm, and intonation. This technique allows students to process spoken language more deeply while enhancing both listening comprehension and phonetic accuracy.

The use of the shadowing technique has been shown to improve students' pronunciation by encouraging them to mimic native speakers in real time, which can significantly enhance phonological accuracy (Foote and McDonough, 2017). This technique also draws attention to problematic sound patterns, such as fricatives, by providing immediate auditory and visual feedback (Hamada, 2018). Further, research by Kadota (2007) demonstrates that shadowing can help students internalize correct pronunciation patterns, reducing errors and improving overall comprehension. Thus, applying the shadowing technique is an effective strategy for addressing these pronunciation challenges and fostering better language acquisition among students.

According to Kadota (2007), shadowing significantly improves learners' pronunciation by forcing them to actively focus on sound patterns and mouth movements. By watching the speaker's lips and listening simultaneously, students gain better insight into how to articulate sounds more accurately, making it easier to pronounce unfamiliar words. Moreover, shadowing offers immediate feedback, allowing learners to correct their pronunciation errors on the spot (Hamada, 2018).

Recent studies support the effectiveness of shadowing in language learning. For instance, Muraoka (2020) found that shadowing not only enhances pronunciation but also boosts overall speaking fluency by allowing students to internalize native-like speech patterns. Meanwhile, Foote and McDonough (2017) emphasizes that shadowing can bridge the gap between listening and speaking skills, providing a holistic approach to language acquisition. By incorporating shadowing into classroom practice, teachers can offer an interactive and immersive method for improving English pronunciation.

METHOD

A research design establishes the logical framework that links data collection and the conclusions drawn to the research questions. In quantitative research, designs can be classified as experimental, non-

experimental, and quasi-experimental (Creswell, 2012). For this study, the researcher employed a quasi-experimental design, often used when random assignment of individuals to different conditions is not possible, but groups can be randomly assigned to treatments (Rogers, 2017). This design identifies a comparison group that is as similar as possible to the treatment group based on pre-existing characteristics, allowing for valid inferences about the treatment effect (Handley et al, 2018).

In this study, two groups were used: a control group and an experimental group. The quasi-experimental design chosen for this research is the Pretest-Posttest Nonequivalent Control Group Design. This design is frequently used in educational settings, where random assignment of individuals is often impractical due to pre-established class schedules or organizational constraints (Harris, 2006). The non-randomized control group design such as cluster sampling allows researchers to use already existing groups and apply a pretest before the treatment and a posttest after the treatment to measure any significant changes in the experimental group.

RESULT

Validiy Test

The success of any study heavily relies on the validity of its measurements, which refers to the extent to which the instrument measures what it is intended to measure (Creswell, 2013). Reliability and validity are closely related concepts, as a test can be reliable (consistent in its results) without necessarily being valid. However, a test cannot be valid unless it is first reliable (Scott, 2019). To ensure the validity of the research instrument, the researcher conducted a validation process in a separate class of MA Mu'allimien Muhammadiyah Bogor, involving 30 tenth-grade students. This process aimed to confirm that the instrument could accurately assess the intended outcomes, enhancing the overall integrity of the study.

Reliability Test

A reliable test demonstrates consistency and stability across different administrations. Reliability ensures that if the same test is administered to the same students or comparable groups on different occasions, it will produce similar results, reflecting the test's dependability (Rogers, 2017). This consistency is essential to confirm that the instrument can be trusted for repeated use, providing accurate measurements over time. According to Mathesont (2019), a test must consistently yield stable results for it to be considered reliable.

In this study, the researcher developed a test consisting of fifty items focused on fricative consonants. To ensure its reliability, the test was piloted on 30 students prior to the main research. By utilizing SPSS version 25 for data analysis, the researcher was able to evaluate the consistency of the test results. This preliminary trial helped assess the instrument's reliability, ensuring that it could yield dependable outcomes when used in the actual study.

Table 1. Result of Reliability Test

Cronbach's Alpha	N of Items
0.958	50

Normality Test

The collected scores from both the experimental and control groups' pre-tests and post-tests were analyzed for normality using the Kolmogorov-Smirnov test through IBM SPSS version 25. According to Mishra (2019), the Kolmogorov-Smirnov test is widely used to assess the normality of data distribution, ensuring that the assumptions for parametric tests are met. In addition, the researcher utilized a Q-Q Plot to visually assess the normality of the data, which helps to identify deviations from a normal distribution. This combination of statistical methods ensured a thorough evaluation of the dataset's normality prior to further analysis.

Table 2. Result of Normality Test
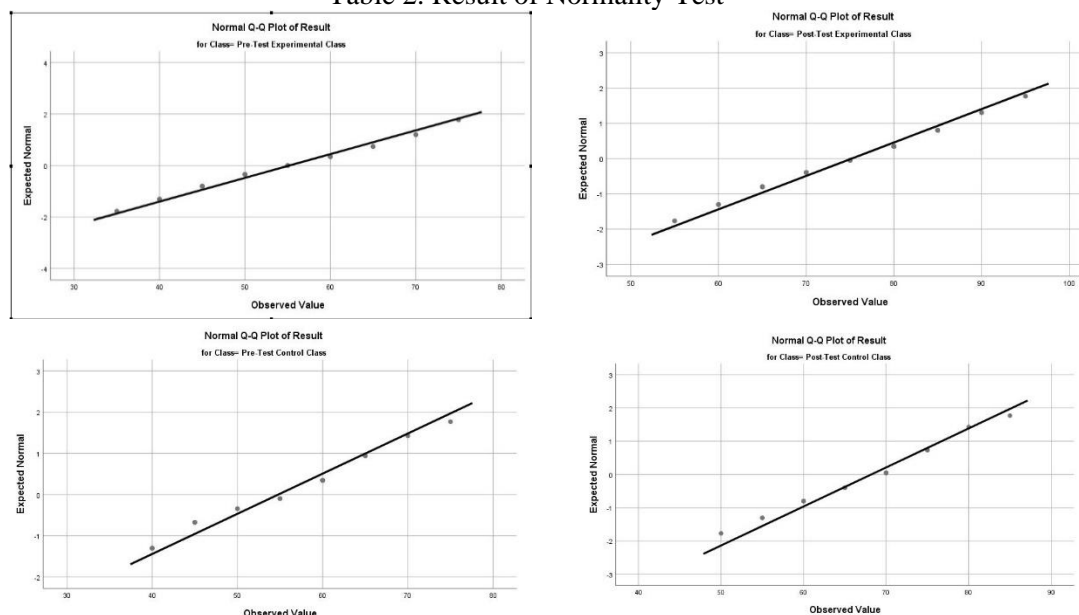
Homogeneity Test

After analyzing the normality of the test, a homogeneity test was conducted to determine whether the data was homogenous. The homogeneity test was performed using Levene's formula through the IBM SPSS 25 software. Levene's test is widely used to assess the equality of variances across groups, ensuring that the assumption of homogeneity of variances is met (Gastwirth, 2010). The results indicated that the data were homogenous, as the significance value was higher than 0.05, which suggests that the assumption of equal variances held true (Mishrar et al, 2019).

Table 3. Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1,233	1	48	,272
	Based on Median	1,536	1	48	,221
	Based on Median and with adjusted df	1,536	1	47,841	,221
	Based on trimmed mean	1,256	1	48	,268

Hypothesis Test

In this research, there are alternative Hypothesis (H_a) and null hypothesis (H_0). In the alternative hypothesis (H_a), there was an effectiveness using shadowing technique on students' pronuntiation mastery. Meanwhile, in the null hypothesis (H_0), there was no effectiveness using shadowing technique on students' pronunciation mastery. Then, the researcher analyzed the t_{count} and t_{tsble} using SPSS 25.

Table 4. Result of T-Test

		Lavene's Test for Equality Variances		T-Test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	sig. (2 tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-Test	Equal Variances Assumed	1.233	0.272	2.580	48	0.013	7.000	2.714	12.456	1.544
	Equal Variances Not Assumed			2.580	45.963	0.013	7.000	2.714	12.462	1.538

From the analysis, the t-test result of 2.580 exceeded the critical t-table value of 2.010, indicating a statistically significant difference (t-test 2.580 > t-table 2.010). Furthermore, the two-tailed significance value of 0.01 was notably smaller than the alpha level of 0.05, which strengthens the rejection of the null hypothesis (H_0) in favor of the alternative hypothesis (H_a). This data-driven result strongly suggests that the shadowing technique has a significant positive effect on students' pronunciation mastery. The statistical evidence confirms that the technique substantially improves students' ability to pronounce English

accurately, providing a proven method for enhancing their pronunciation skills (Pardede, 2018).

DISCUSSION

Findings of this study demonstrated that the shadowing technique significantly improved students' pronunciation mastery of fricative consonants, aligning with current research on pronunciation pedagogy. The shadowing technique, which involves students listening and immediately repeating spoken language, has been found to enhance phonological awareness and oral fluency (Hamada, 2018). This study's results corroborate Hamada's findings, as the students in the experimental group showed substantial improvements in pronouncing fricative sounds, including /f/, /v/, /s/, and /z/.

The role of auditory input in pronunciation development has been emphasized by recent research, suggesting that frequent exposure to native speech models supports phonetic accuracy (Saito, 2011). By mimicking native speakers through shadowing, learners become more attuned to the subtle differences in articulation and sound production, which is particularly relevant for fricative consonants that are often challenging for learners of English. Furthermore, studies by Nafs (2023) found that immediate feedback and repeated practice, core elements of the shadowing technique, are critical in the accurate production of difficult phonemes, supporting the significant improvements observed in this study.

The experimental group's superior performance over the control group is also consistent with Kissling's (2013) emphasis on the importance of integrating pronunciation practice into regular language instruction. While traditional methods such as drills and isolated practice have their place, the communicative nature of shadowing appears to have facilitated more natural and consistent improvement. This supports the idea that interactive and dynamic techniques may be more effective than conventional methods for mastering specific pronunciation challenges (Thomson & Derwing, 2015).

Finally, the data suggest that the shadowing technique also bolstered students' confidence in speaking, as noted by participants during the post-test interviews. Confidence in language use has been shown to correlate with pronunciation success, as learners who are more comfortable speaking tend to exhibit greater fluency and phonetic accuracy (Ghafar, 2023). This finding aligns with the results of this research, where students who engaged with shadowing demonstrated not only technical improvements but also increased willingness to participate in oral tasks.

CONCLUSION

Based on the results in the table above, it was found that the t-test result was 2.580, which is higher than the t-table value of 2.010. Since the t-test result (2.580) is greater than the t-table (2.010), and the significant value of 0.01 is less than 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the shadowing technique has a significant impact on improving students' pronunciation mastery. The findings align with existing research, which emphasizes the benefits of auditory input and immediate practice in pronunciation training (Hamada, 2018).

The study suggests that integrating the shadowing technique into pronunciation instruction can effectively enhance students' oral proficiency, particularly in mastering fricative consonants. This method

offers an engaging and interactive approach that promotes both accuracy and confidence, as highlighted by previous studies (Saito, 2011) Therefore, it can be concluded that the shadowing technique is a valuable tool for improving pronunciation skills, and educators are encouraged to adopt it to provide more effective pronunciation practice.

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