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Shadowing for Better Pronunciation: Enhancing English Pronunciation among Senior High School Students

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Abstract

This classroom action research aimed to improve senior high school students' English pronunciation through the use of shadowing technique. The research was conducted at SMAN 2 Malang in the first semester of the 2024/2025 academic year. The participants were 28 tenth-grade students of Class X-G who experienced difficulties in both segmental and suprasegmental aspects of English pronunciation. This research followed the classroom action research procedures consisting of planning, acting, observing, and reflecting. The data were collected through a reading-aloud test. The findings revealed that the use of shadowing technique successfully improved the students' pronunciation. The class mean score increased from 58.6 in the preliminary study to 76.0 in the Cycle I post-test, exceeding the Minimum Mastery Criterion (MMC) of 70. More than 75% of the students achieved scores equal to or higher than the criterion of success. Improvements were observed in both segmental and suprasegmental components of pronunciation, including phonemes, stress, and intonation. These results indicate that shadowing technique is effective to improve students' English pronunciation. Therefore, this technique can be used as an alternative strategy for teaching pronunciation and providing students with opportunities to practice imitating the speech patterns of model speakers.

Keywords: classroom action research; shadowing technique; English pronunciation

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INTRODUCTION

When using English for communication, whether as a second language or a foreign language, pronunciation is an important aspect of speaking that should not be neglected. It plays a crucial role as it affects how well a listener can understand a spoken message (Evers & Chen, 2020). Gilakjani and Sabouri (2016) state that unclear pronunciation can create confusion and result in misunderstandings during conversations, regardless of the use of advanced grammar or vocabulary. Even one mispronounced phoneme can change the intended meaning (Shabani & Ghasemian, 2017). It is true that pronunciation is very significant for speaking English effectively

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According to Gilakjani (2016), pronunciation refers to the production of English sound. This definition is extended by Sewell (2016), who describes the characteristics of English pronunciation as the act of producing and articulating both segmental and suprasegmental elements, along with the ways in which these elements are perceived and interpreted. In this context, the segmental sounds refer to English phonemes (vowels and consonants), and the suprasegmental features involve the wider aspects that extend beyond English phonemes such as stress and intonation (Gilakjani & Sabouri, 2016).

Despite its significance, mastering English pronunciation appears to be a challenging task for many Indonesian students (Rosyid, 2016). Luthfianda et al. (2024) states that students' mother tongue often interfere with their ability to accurately produce English sounds which results in pronunciation errors. Similarly, Leviakandella (2022) finds that Indonesian students struggle with pronouncing English vowels and consonants, as several English phonemes (such as /iː/, /ɪ/, /æ/, /ɑː/, /ɔː/, /uː/, /ɜː/, and /əʊ/ for vowels, and /v/, /θ/, /ð/, /ʃ/, /ʒ/, /ʧ/, and /dʒ/ for consonants) do not exist in the Indonesian phonological system. In

addition, Indonesian students often use Indonesian word stress patterns when speaking English, usually stressing the final syllable (Widagsa et al., 2019). This occurs because many of them are not familiar with English stress patterns. Purba and Herman (2020) also find that Indonesian students face difficulties in using correct English intonation due to differences in the prosodic systems of English and Indonesian. As a result, many of them speak with a flat intonation that makes it harder for them to express meaning and emotion clearly in spoken English.

The problems above really need to be addressed. One effective technique of teaching English pronunciation is by getting them engage in pronunciation practice. Shadowing technique has been reported to be a helpful technique for improving students' English pronunciation, including intonation (Sugiarto et al., 2020). According to Hamada (2019), shadowing technique is all about learners listening to a speaker and then trying to mimic the speech patterns, intonation, and pronunciation as closely as possible almost at the same time, so they should try to keep up with the recording speed. This technique helps students activate their memory and respond quickly to spoken English, which is good to improve their proficiency with all aspects of English pronunciation (Thi Huyen et al., 2020). Furthermore, Sugiarto et al. (2020) states that rather than just mimicking, shadowing involves a process of intense cognitive work. When learners listen to utterances, the brains hold onto those sounds in short-term memory for about two seconds, and that does not last long. Shadowing technique makes use of this quick memory span to improve pronunciation. In other words, learners should combine listening and speaking at once.

Some previous researches on the use of shadowing technique have been conducted. Lestari (2022) examines the effect of using shadowing technique on speaking of the eleventh grade, and she uses a quasi-experimental method. Based on her finding, it indicates that shadowing technique is effective to improve students' speaking skill. Another research is carried out by Sugiarto et al. (2020). This research examines the impact of shadowing technique on tertiary students' English pronunciation. In this research, an experimental method is used, and it results in that this technique has a positive and significant impact on students' English pronunciation. The next research is done by Subagja et al. (2024). This research uses a quasi-experimental method to examine the effectiveness of using shadowing technique on students' pronunciation mastery at the tenth grade. The result is that shadowing technique improves the students' pronunciation mastery of fricative consonants significantly.

All of the previous researches examine the impact of shadowing technique by using an experimental method, and they prove that shadowing technique is a promising technique to help English learners improve their pronunciation. However, relatively few studies have explored how shadowing can be implemented in an authentic classroom through a classroom action research approach, particularly in terms of how the technique is planned, implemented, monitored, and refined across classroom cycles. In addition, some of these studies focused on a single feature or skill, such as fricative consonants (Subagja et al., 2024), intonation (Sugiarto et al., 2020), or speaking skills in general (Lestari, 2022), so limited attention has been given to the simultaneous development of both segmental and suprasegmental features through shadowing in a real classroom context. To address this gap, and in view of the importance of pronunciation for English speaking and the problems of pronunciation teaching and learning in the English language classroom mentioned above, this research decides to bring shadowing technique, as the main technique, to improve senior high school students' English pronunciation. This research focuses on both segmental and suprasegmental elements of English pronunciation. By documenting how shadowing is implemented, monitored, and evaluated in a real classroom, this study is expected to offer practical insights for teachers. Furthermore, these two research questions guide this classroom action research. First, how is the implementation of shadowing technique in improving senior high school students' English pronunciation? Second, how well does shadowing technique improve senior high school students' English pronunciation?

METHOD

Research Design

This research was conducted to address challenges in the teaching and learning of English pronunciation. It was carried out using classroom action research design. According to Latief (2003), classroom action research was aimed at developing innovative instructional strategy that could help enhance the success in students' learning.

Classroom action research was carried out in several cycles. The result of one cycle was used to determine the need for the following cycle until the right strategy was found. Each cycle of classroom action research consisted of planning, acting, observing, and reflecting (Kemmis et al., 2013).

Subject of the Study

This research was conducted at SMAN 2 Malang in the first semester of the 2024/2025 academic year. The participants were 28 tenth-grade students from Class X-G, consisting of male and female students with heterogeneous English proficiency levels.

Class X-G was selected as the research subject based on the results of preliminary study conducted by the researcher. The preliminary study indicated that the students in Class X-G experienced difficulties in English pronunciation, including both segmental and suprasegmental aspects. These difficulties affected the intelligibility of students' spoken English during speaking activities. Therefore, Class X-G was considered relevant to be selected as the subject of this classroom action research. A more detailed explanation of the implementation and results of the preliminary study is presented in the research procedure and the findings section.

Research Procedure

Preliminary Study

The preliminary study was conducted prior to the implementation of the action to identify the students' problems in English pronunciation. In this stage, the researcher collaborated with the English teacher (fellow teacher) administered a pre-test to the students of Class X-G. The pre-test required the students to read a text aloud and record their performance. The researcher and the fellow teacher (the collaborator) decided to choose a transactional interaction text that involved the act of giving and requesting information related to past events. The test was conducted during regular class hours. The students' pronunciation was then assessed using a pronunciation assessment rubric. The scoring process was conducted by the researcher and the fellow teacher to ensure objectivity of the assessment. The detailed description of the rubric is presented in the observing section. The data obtained from the pre-test were analyzed to determine students' initial level of pronunciation mastery. The results of the preliminary study were used as the basis for designing the actions to be implemented in Cycle I.

Planning

Based on the problems identified in the preliminary study, an action plan was developed by implementing the shadowing technique to improve students' English pronunciation. The researcher and the fellow teacher (the collaborator) started by reading several resources related to shadowing technique, to

understand how to implement it effectively. The following table 1 shows the procedure of shadowing technique adopted from Hamada (2019).

Table 1. Procedures of Shadowing Technique

Step	Procedure of Shadowing Technique
1	Listening: Students focus on listening to the given audio (the audio talked about past events using simple past tense).
2	Mumbling (shadowing in a small voice): Students shadow or imitate the speech in a low voice.
3	Shadowing with scripts: Students shadow or imitate the speech while looking at the script.
4	Checking understanding: Students review what they could not shadow or any difficult words.
5	Complete shadowing: Students concentrate to shadow or imitate the speech and focus on the elements of English pronunciation.
6	Recording: Students record their shadowing using their phones.
7	Review: Students review their shadowing performance that has been recorded.

The researcher and the fellow teacher (the collaborator) continued to develop a lesson plan that was adjusted to the syllabus. Consistent with the material used in the preliminary study reading-aloud test, transactional interaction texts that involved the act of giving and requesting information related to past events were selected by the researcher and the fellow teacher (the collaborator). This was based on the consideration that tenth-grade students had previously studied the simple past tense, which enabled them to understand and follow the sentence structures produced by the speakers in the audio. Next, the researcher and the fellow teacher (the collaborator) selected the appropriate audio material spoken by native speakers that matched the students' proficiency level. Here is table 2 shows the phonetic transcription of the audio material.

Table 2. Phonetic Transcription of the Audio Material

Original Text	Phonetic Transcription
A: How was your vacation?	/haʊ wəz jʊr ˌveɪˈkeɪʃən/↑
B: It was lovely! Thank you. It was very sunny and hot.	/ɪt wəz ˈlʌvli/ ↓ /θæŋkju/ ↓ /ɪt wəz ˈvɛriˈsʌni ən hɑt /↓

A: Where did you go?	/wɛr dɪdʒu goʊ/↑
B: I went to the Caribbean.	/aɪ wɛntə ðə kəˈrɪbiən /↓
A: Who did you go with?	/hu dɪdʒu goʊ wɪð/↑
B: I went with my best friends.	/aɪ wɛnt wɪð maɪ bɛst frɛndz /↓
A: That's lovely. How long have you all known each other?	/ðæts ˈlʌvli/ ↓ /haʊ lɔŋ hævju ɔl noʊn iʧˈʌðər/↑
B: We were all friends in school together. It's been years since then, but we're still very close.	/wi wɜr ɔl frɛndz ɪn skul təˈgɛðər/ ↓ /ɪts bɪn jɪrz sɪns ðɛn/ ↓ /bʌt wir stɪl ˈvɛrikloʊs/ ↓
A: What did you get up to on vacation?	/wʌt dɪdʒu gɛtʌp tə ɑnˌveɪˈkeɪʃən/ ↑
B: We sunbathed a lot and enjoyed swimming in the sea.	/wi ˈsʌnˌbeɪðəd ə lɑt ənɛnˈʤɔɪd ˈswɪmɪŋ ɪnðə si /↓

The researcher and the fellow teacher (the collaborator) then set the criterion of success which was defined as an improvement in students' pronunciation accuracy and intelligibility as indicated by test results. The use of shadowing technique was considered successful if at least 75% of the students achieved an average final score of 70 or higher, meeting the required Minimum Mastery Criterion (MMC).

Acting

The next step was acting. At this stage, the researcher, who acted as the teacher, carried out the teaching and learning activities in accordance with the lesson plan. Before carrying out the main activities, the researcher conducted a preparatory activity with the students by reviewing transactional interaction texts that involved the act of giving and requesting information related to past events.

Next, the researcher provided a brief explanation of the elements of English pronunciation and outlined the students' common pronunciation problems identified in the preliminary study. The researcher then introduced the concept of shadowing technique and demonstrated how to perform it. Following the procedure of shadowing technique, the students were then instructed to access the audio shared in the WhatsApp group and listened to it three times using earphones to become familiar with the speech. After listening to the audio, the students tried to shadow the speech simultaneously with a low voice

(mumbling). In this second step, the students were given three minutes of time. After that, the researcher distributed the script to the students, and the students shadowed while looking at the script for five minutes. Next, the researcher checked the students' understanding of the speech and provided guidance and corrective feedback on pronunciation, stress, and intonation. After checking understanding step, the students proceeded to the fifth step. The students concentrate to shadow or imitate the speech and focus on the elements of English pronunciation. Next, the students recorded their shadowing using their phones and uploaded the recordings on Google Drive. After all the students had submitted their recordings, the researcher together with the students reviewed the shadowing performances and discussed the students' perceptions of using shadowing technique. During the teaching and learning activity, the fellow teacher (the collaborator) observed the atmosphere of the classroom.

Observing

Observing stage involved collecting data that reflect the success of the technique in solving the classroom problems (Latief, 2003). The focus of this stage was on the data related to the criterion of success that had been decided. The data were obtained through a reading-aloud test, in which the students were asked to read a given text aloud after completing the shadowing. The text used for the reading-aloud test differed from the text used during practice but was of the same type, namely transactional interaction texts involving the giving and requesting of information related to past events. Each student recorded their performance using a phone. Here is table 3 shows the phonetic transcription of the audio material used for reading aloud test.

Table 3. Phonetic Transcription of the Audio Material for Reading-Aloud Test

Original Text	Phonetic Transcription
A: How was your vacation?	/haʊ wəz jʊr ˌveɪˈkeɪʃən/↑
B: It was amazing!	/ɪt wəz əˈmeɪzɪŋ /↓
A: How was the weather?	/haʊ wəz ðə ˈwɛðər/↑
B: The weather was beautiful. It was warm and sunny every day.	/ðə ˈwɛðər wəz ˈbjutəfəl /↓ /ɪt wəz wɔrm ən ˈsʌni ˈɛvri deɪ /↓
A: How were the people?	/haʊ wɝ ðə ˈpipəl/↑

B: The people were very friendly and helpful.	/ðə ˈpipəl wɝr ˈvɛri ˈfrɛndli ən ˈhɛlpfəl/↓
A: What did you do?	/wʌt dɪdʒu du/↑
B: I had some meetings. I ate at some delicious restaurants, and I did some sightseeing.	/aɪ hæd səm ˈmitɪŋz /↓ /aɪ eɪt ət səm dɪˈlɪʃəs ˈrɛstərɑnts ən aɪ dɪd səm ˈsaɪtsiːɪŋ /↓
A: How was the hotel?	/haʊ wəz ðə hoʊˈtɛl/↑
B: The hotel was very nice and quiet. Loving it so much.	/ðə hoʊˈtɛl wəz ˈvɛri naɪs ən ˈkwaɪət/ ↓ ˈlʌvɪŋɪt soʊ mʌʧ /↓

The students' recordings were assessed based on a pronunciation assessment rubric by two raters: the researcher and the fellow teacher (the collaborator). Each student's final score was obtained by averaging the scores from both raters. Here is table 4 displays the assessment rubric that was adapted from the previous research, such as in Sugiarto et al. (2020).

Following current perspectives in pronunciation research, in which intelligibility rather than native-likeness is regarded as the primary goal of pronunciation instruction and assessment 9Derwing & Munro, 2009), the descriptors of the highest band in the rubric were worded in terms of highly intelligible pronunciation.

Table 4. Pronunciation Assessment Rubric

Indicator	Score	Number of Errors	Description
Phonemes	20	>12	Mostly inaccurate in pronouncing individual sounds
	40	10-12	Partially inaccurate in pronouncing individual sounds
	60	7-9	Fairly accurate in pronouncing individual sounds
	80	4-6	Mostly accurate in pronouncing individual sounds
	100	0-3	Highly intelligible pronunciation of individual sounds
Indicator	**Score**	**Number of Errors**	**Description**
Stress	20	>8	Mostly unable to use appropriate word and sentence stress

	40	7-8	Partially unable to use appropriate word and sentence stress
	60	5-6	Fairly able to use appropriate word and sentence stress
	80	3-4	Mostly able to use appropriate word and sentence stress
	100	0-2	Consistently able to use appropriate word and sentence stress, resulting in highly intelligible speech
Indicator	**Score**	**Number of Errors**	**Description**
Intonation	20	>6	Mostly unable to use intonation
	40	5-6	Partially unable to use intonation
	60	3-4	Fairly able to use intonation
	80	1-2	Mostly able to use intonation
	100	0	Consistently able to use intonation appropriately, resulting in highly intelligible speech
Total Score = (Phonemes + Stress + Intonation) ÷ 3			

To support consistency in the assessment, students' reading-aloud performances were recorded during the test and subsequently evaluated by two raters using the same rubric. The raters assessed the recorded performances separately rather than scoring the students in person during the test. After the initial scoring, they discussed cases in which substantial discrepancies between their scores were identified and reviewed their judgments to reach an agreed score where necessary. However, no formal statistical analysis of inter-rater reliability was conducted.

In addition to the reading-aloud test, qualitative data were obtained from the collaborator's classroom observation notes, which documented students' engagement, difficulties, and responses during the implementation of the shadowing technique. The observation data were analyzed descriptively to identify relevant classroom behaviors and learning difficulties during the intervention. These observations were used to complement the test results and inform the reflection stage of the classroom action research cycle.

Reflecting

The last stage was reflecting. At this stage, the researcher and the fellow teacher (the collaborator) analyzed the quantitative data obtained from the reading-aloud test to evaluate whether the shadowing technique could improve the students' English pronunciation. The students' pronunciation scores were used to determine both individual progress and overall learning outcomes. The following is the formula to determine students' learning mastery.

$$X = \sum \frac{f}{N} \; x \; 100\%$$

Note:
X : students' learning mastery
f : students who scored ≥ 70 (Minimum Mastery Criterion)
N : number of students

The result was then compared with the criterion of success. The use of shadowing technique was considered successful if at least 75% of the students achieved an average final score of 70 or above, which was the set Minimum Mastery Criterion (MMC). This comparison enabled the researcher and the fellow teacher (the collaborator) to determine whether the instructional objectives had been met.

FINDINGS AND DISCUSSION

Findings

This classroom action research was conducted in one cycle consisting of two instructional meetings in which the shadowing technique was implemented during the teaching and learning process. Before the action was implemented, a preliminary study was conducted to identify the students' initial pronunciation ability and to examine common pronunciation problems encountered by the students. The scores reported below are the averages of the two raters' scores.

Preliminary Result (Pre-Cycle)

The preliminary study was conducted prior to the implementation of shadowing technique. In this stage, the students performed a reading-aloud test, and their pronunciation was assessed using the pronunciation assessment rubric (see Table 4).

The results of the preliminary reading-aloud test indicated that the students' overall pronunciation ability was relatively low. The mean score of the class was 58.6. Of the 28 students who participated in the test, only 7 students (25%) achieved a score of 70 or above, while the remaining 21 students (75%) obtained scores below 70.

Further analysis was conducted based on the three assessed elements of pronunciation: phonemes, stress, and intonation. Among these components,

phonemes obtained the highest mean score (68.6). Although this score was higher than the other components, yet the students still struggled with distinguishing voiced and voiceless consonants and pronouncing diphthongs, and linking sounds. The mean score for intonation was 60.7, indicating a moderate level of difficulty. Many students unable to differentiate the intonation patterns of declarative and interrogative sentences, resulting in inaccurate production of rising and falling patterns. The greatest difficulty was seen in the stress component, which had the lowest average score of 46.4. The students had difficulty stressing the correct syllables in multisyllabic words and emphasizing key words in sentences.

Table 5 summarizes the students' pronunciation problems based on the preliminary reading-aloud test results.

Table 5. Students' Pronunciation Problems in Preliminary Study

Pronunciation Element	Students' Common Problems	Examples/Notes
Phonemes	- Difficulty distinguishing voiced and voiceless consonants (e.g., /v/ vs /f/ and /ð/ vs /θ/ - Difficulty pronouncing diphthongs, and linking sounds	- Voiced and voiceless consonants: /v/ vs /f/ as in the words *very* vs *fun* and /ð/ vs /θ/ as in the words *then* vs *thank* - Diphthongs: /oʊ/ in *go* and *known*, /eɪ/ in *vacation*, and /ɪə/ in *Caribbean* - Linking sounds: did‿you = /ˈdɪdʒu/ and went‿to = /ˈwenttə/
Stress	- Incorrect stress placement in multisyllabic words - Difficulty emphasizing key words in sentences	- Many students stressed the first syllables in *vaca'tion* instead of the second - Key words: *'sunny* and *'hot* in *"It was very sunny and hot"*
Intonation	- Difficulty distinguishing the pronunciation of declarative and interrogative sentences	- Rising intonation expected in *"Where did you go?"* but many students produced falling intonation

The preliminary study findings indicated that the students faced significant challenges in both segmental features (phonemes) and suprasegmental features (stress and intonation). These results highlighted the need for an instructional strategy that can provide the students with more focused practiced in listening to and reproducing accurate pronunciation patterns.

Cycle 1

Cycle I was conducted in two meetings. The first meeting was carried out on Monday, October 16th, 2024, and the second meeting was conducted on Monday, October 23rd, 2024. During these meetings, shadowing technique was implemented as the main instructional strategy to improve the students' pronunciation. At the end of the cycle, a post test in the form of a reading-aloud test was administered to measure the students' performance.

The results of the Cycle I post-test showed a clear improvement in the students' pronunciation compared to the preliminary study. The class mean score increased from 58.6 to 76.0. This post-test score surpassed the Minimum Mastery Criterion (MMC) of 70 that had been set at the beginning of the research. In addition, more than 75% of the students scored 70 or higher, meeting the criterion of success established in this research. These findings indicated that the use of shadowing technique in Cycle I was effective in improving the students' pronunciation.

A detailed analysis of the pronunciation components revealed notable progress across all areas. Phonemes improved from a mean score of 68.6 in the preliminary study to 87.9 in Cycle I. This improvement showed that the students became more accurate in pronouncing both vowel and consonant sounds. The stress mean scores also increased from 46.4 to 70.0. Although it was still the lowest of all components, the students clearly made progress. They showed better control of syllable stress and were more confident in emphasizing the key words in their sentences. In terms of intonation, the mean score increased from 60.7 to 80.0. This suggested that the students became more accurate in using rising and falling tones in declarative and interrogative sentences. As a result, their speech sounded more natural and comprehensible. The comparison of mean scores for each component is illustrated in Figure 2.

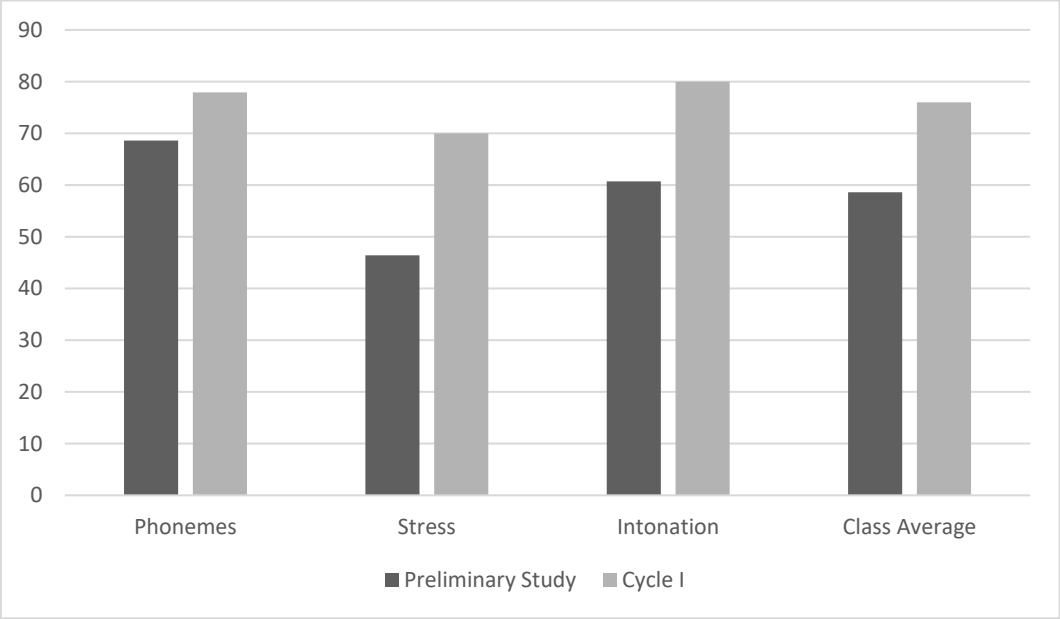


Figure 2. Mean Scores of Pronunciation Components in the Preliminary Study and Cycle I

In addition, many students reported that shadowing helped them become more aware of correct pronunciation patterns. Several students stated that listening to and immediately repeating the audio made it easier for them to imitate the pronunciation of the model speaker. Other expressed that the activity increased their confidence in speaking, as they felt guided by the audio input rather than reading independently without support.

Classroom observation also showed increased student engagement during the second meeting. The students appeared more focused and enthusiastic when performing shadowing activities. Although a few students initially experienced difficulty following the audio speed, they gradually adapted after repeated practice.

Based on these findings, the use of Shadowing Technique in Cycle I was considered successful. Since 75% of the students reached the target score of 70 or above, the research did not proceed to Cycle II. The instructional objective had been achieved within the first cycle.

Discussion

Regarding the first research question, shadowing technique was implemented in one cycle of two meetings following the seven steps adapted from Hamada (2019): listening, mumbling, shadowing with the script, checking

understanding, complete shadowing, recording, and review. The students listened to the audio three times, mumbled along for three minutes, and shadowed with the script for five minutes. The researcher then checked their understanding and gave corrective feedback on pronounciation, stress, and intonation, after which the students recorded and reviewed their own shadowing performances. The observation showed that the students became more focused and enthusiastic during the second meeting, and those who initially had difficulty following the audio speed gradually adapted after repeated practice.

With regard to the second research question, it was found that shadowing technique was effective in improving senior high school students' English pronunciation. The result showed that the class mean increased to 76.0 in the post test, and more than 75% of the student achieved scores above the Minimum Mastery Criterion (MMC). This indicated that the students were able to improve both their segmental and suprasegmental pronunciation features through shadowing technique compared to the preliminary stage.

The improvement in phonemes observed in this research was consistent with the research showing that repeated listening and immediate imitation of native speech helped learners produce more accurate vowel and consonant sounds (Saito, 2017). Shadowing technique helped learners notice small differences in how sounds were made and improved their ability to reproduce the pronunciation patterns of the model speaker more accurately.

In addition, the increase in stress and intonation scores aligned with the findings by Sugiarto et al., (2020), who reported that shadowing technique could enhance learners' perception and production of rhythm, pitch, and sentence stress in spoken English. By following a model speaker, learners gradually develop control over suprasegmental features, leading to more natural and comprehensible speech. This also supported observations by Derwing and Munro (2009), who emphasized that practice in suprasegmental features such as stress and intonation was crucial for intelligibility in English as a foreign language.

The student in this research also reported that shadowing technique helped them gain confidence reading aloud and reduced hesitation during speaking performance. This finding was consistent with the notion that engaging and

interactive learning methods, such as shadowing, not only improve pronunciation but also enhance motivation and active participation in language learning (Utami & Morganna, 2022). Similarly, Rosyidi et al. (2022) reported that students held positive perceptions of shadowing in learning speaking, including its motivational aspect.

The results of this research indicated that shadowing technique was an effective strategy for improving both segmental and suprasegmental pronunciation skills in senior high school students. Since the criterion of success was already achieved in Cycle I, further cycles were not necessary. However, future researches could investigate combining shadowing with other pronunciation-focused exercises, increasing practice duration, or targeting specific challenging features to further enhance learners' fluency and accuracy.

CONCLUSION

Based on the findings of this research, it can be concluded that shadowing technique is effective in improving senior high school students' English pronunciation. The use of shadowing led to improvement in both segmental features, such as phonemes, and suprasegmental features, including stress and intonation. The overall class mean reached 76.0, and more than 75% of the students achieved scores above the predetermined Minimum Mastery Criterion (MMC), thereby fulfilling the criterion of success established for this research. This indicated that the instructional objective was successfully met within Cycle I.

Furthermore, the results of this research is expected to give an alternative strategy for teachers in teaching English pronunciation by using shadowing technique. Knowing how important pronunciation is for English speaking, teachers should therefore give more attention to pronunciation instruction in English learning. For English learners, the use of shadowing technique helps them to practice English pronunciation and gives them experience of imitating model speakers.

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