
**IMPROVING STUDENTS' PRONUNCIATION THROUGH SHADOWING
METHOD AT 11TH GRADE STUDENTS OF SMK MAFATIHUL MA'ARIF
BEKASI**

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ABSTRACT

This research aims to investigate the effectiveness of the Shadowing Method in improving the English pronunciation of 11th grade students at SMK Mafatihul Ma'arif Bekasi. The students experienced difficulties in producing correct English pronunciation, particularly in terms of segmental accuracy, word stress, intonation, rhythm and fluency, and intelligibility, which affected their oral communication ability. Therefore, this research was conducted to improve students' pronunciation ability through the implementation of the Shadowing Method. This research employed Classroom Action Research (CAR) using the Kemmis and McTaggart (1988) model, which consists of four stages: Planning, Acting, Observing, and Reflecting. The research involved 32 eleventh-grade students and was conducted in two cycles. In each cycle, the Shadowing Method was implemented by having students listen to authentic native-speaker audio materials and immediately repeat what they heard while imitating the speaker's pronunciation, stress, rhythm, and intonation. Data were collected through oral pronunciation tests (pre-test and post-test), observation sheets, field notes, and documentation. The oral pronunciation test assessed five aspects of pronunciation, namely Segmental Accuracy, Word Stress, Intonation, Rhythm & Fluency, and Intelligibility. The findings revealed a significant improvement in students' pronunciation achievement. The mean score increased from 61.8 in the pre-test to 72.8 in Post-Test Cycle I and reached 81.4 in Post-Test Cycle II. Likewise, the percentage of students achieving the Minimum Mastery Criterion (KKM) increased from 15.63% in the pre-test to 53.13% in Cycle I and 84.38% in Cycle II. These findings indicate that the Shadowing Method effectively improved students' pronunciation ability. Therefore, it can be concluded that the Shadowing Method is an effective instructional strategy for improving English pronunciation among vocational high school students and can be recommended as an alternative teaching method to enhance students' pronunciation skills and confidence in spoken English.

Keyword: Pronunciation, Shadowing Method, Classroom Action Research, EFL Students, Vocational High School

INTRODUCTION

English is one of the most important international languages in education, communication, technology and professions. The students' role in education is to learn and acquire the four basic language skills listening, speaking, reading and writing. Speaking is seen as a necessary skill among these skills as it helps the students to communicate ideas, opinions and information in an effective way in the academic and professional setting. Pronunciation is also important in supporting speaking ability because if the pronunciation is clear, the speaker will be able to express his/her

message accurately and will not face miscommunication in the communication process. All of humanity agreed that any small difference in the movements of the mouth should be the basis for communication.

As an international language, English is taught in various levels of education in Indonesia, including at the vocational high school level (SMK). One of the key aspects of English language learning is pronunciation, which plays a crucial role in effective communication. Poor pronunciation can lead to misunderstandings and reduce a learner's confidence in speaking English.

Pronunciation is considered one of the most challenging skills for Indonesian EFL (English as a Foreign Language) learners. This is largely due to the phonological differences between Bahasa Indonesia and English. Many students struggle with producing correct sounds, stress, and intonation patterns, which affects their overall speaking ability.

At SMK Mafatihul Ma'arif Bekasi, the same challenge is observed. The 11th grade students show difficulties in producing correct English pronunciation, particularly in terms of vowel sounds, consonant clusters, and word stress. Based on preliminary observation conducted by the researcher, many students tend to pronounce English words based on their Bahasa Indonesia phonological system, resulting in inaccurate pronunciation. This issue needs to be addressed through an appropriate and engaging learning method.

One promising method that has gained attention in recent years is the shadowing method. Shadowing is a technique where learners listen to a native speaker's audio and simultaneously repeat what they hear, mimicking the speaker's pronunciation, rhythm, and intonation as closely as possible. According to Hamada (2019), shadowing is an effective language learning technique that helps learners improve their listening skills and pronunciation by requiring them to listen carefully and repeat spoken language almost simultaneously. Through this process, learners become more aware of English sound patterns, including rhythm, stress, and intonation, while developing more natural pronunciation.

Furthermore, Foote and McDonough (2017) found that shadowing activities contributed positively to EFL learners' pronunciation development by increasing their awareness of English sound patterns and improving their spoken production. Their findings suggest that regular shadowing practice can enhance both segmental and suprasegmental aspects of pronunciation.

The effectiveness of shadowing is also supported by its cognitive benefits. Kadota (2019) argued that shadowing strengthens learners' phonological processing, auditory discrimination, and speech perception, all of which play essential roles in pronunciation development. Through repeated exposure to authentic spoken English, learners gradually internalize accurate pronunciation patterns and develop greater fluency in oral communication.

Given the evidence supporting the shadowing method, this research aims to investigate its effectiveness in improving the pronunciation skills of 11th grade students at SMK Mafatihul Ma'arif Bekasi. It is hoped that the findings of this study will contribute to the development of effective English teaching strategies, particularly in the area of pronunciation, and provide practical insights for English teachers at the vocational school level.

In my view, shadowing works effectively because it engages learners both cognitively and auditorily at the same time. When students listen and repeat simultaneously, they are not only training their mouths to produce correct sounds, but also sharpening their ears to distinguish subtle differences in spoken English. This dual process accelerates the internalization of correct pronunciation patterns in a way that traditional drilling methods often fail to achieve.

I also believe that the psychological impact of shadowing should not be underestimated. By consistently exposing themselves to authentic native speaker input, students gradually build phonological confidence they begin to trust their own ability to sound more natural and accurate. This confidence, in turn, fuels greater motivation to practice and engage with the language more actively.

METHOD

This research employed Classroom Action Research (CAR) to investigate the implementation of the Shadowing Method in improving students' English pronunciation. The research was conducted at SMK Mafatihul Ma'arif Bekasi and involved eleventh-grade students in the academic year 2025/2026. CAR was selected because it enables the researcher to identify classroom problems, implement an instructional action, observe its effects, and reflect on the results in a real teaching and learning context. The research followed the Kemmis and McTaggart (1988) model, which consists of four interconnected stages: planning, acting, observing, and reflecting. These stages were implemented through two cycles, with the second cycle designed based on the reflection and findings of the first cycle.

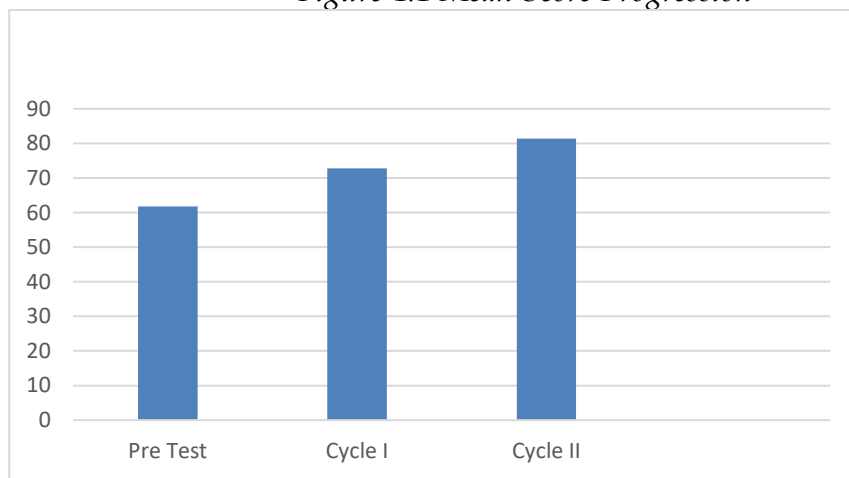
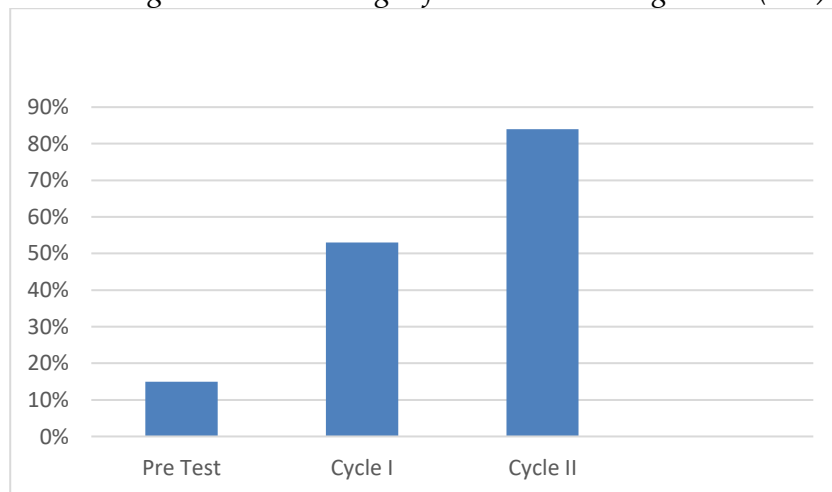
In the planning stage, the researcher identified students' pronunciation problems, prepared lesson plans, selected appropriate audio or video models, prepared transcripts and vocabulary materials, and developed research instruments. During the acting stage, the researcher implemented the Shadowing Method through several activities, including listening to pronunciation models, silent shadowing, simultaneous shadowing, pair or group practice, and corrective feedback. The observing stage involved monitoring students' participation, pronunciation accuracy, fluency, confidence, and difficulties during the learning process. The reflecting stage was conducted to evaluate the results and determine improvements needed for the following cycle.

Data were collected through pronunciation tests, observation sheets, field notes, and documentation. The pronunciation test was administered as a pre-test and post-test and assessed five aspects: segmental accuracy, word stress, intonation, rhythm and fluency, and speech intelligibility. Each aspect was scored using a four-point rubric. Observation sheets and field notes were used to obtain qualitative information regarding students' participation, responses, confidence, and the implementation of the Shadowing Method.

The quantitative data were analyzed by calculating students' mean scores and the percentage of students achieving the minimum mastery criterion. The research was considered successful when at least 75% of students achieved the minimum mastery criterion and the mean post-test score was higher than the pre-test score. Qualitative data were analyzed descriptively to support and explain the quantitative findings.

RESULT**a. Summary of Test Results***Table 4.11 Summary of Pronunciation Test Results Across All Phases*

Aspect	Pre-Test	Post-Test Cycle I	Post-Test Cycle II
Highest Score	88	92	96
Lowest Score	42	52	60
Mean Score	61.8	72.8	81.4
Students Passing KKM	5 (15.63%)	17 (53.13%)	27 (84.38%)
Students Below KKM	27 (84.38%)	15 (46.87%)	5 (15.63%)

Figure 4.1 Mean Score Progression*Figure 4.2 Percentage of Students Passing KKM (≥ 75)*

The data clearly demonstrated consistent improvement in students' pronunciation throughout the research:

- 1) From pre-test to post-test Cycle I: mean score increased by 11.0 points (61.8 $\rightarrow$ 72.8)
- 2) From post-test Cycle I to post-test Cycle II: mean score increased by 8.6 points (72.8 $\rightarrow$ 81.4)

- 3) Total improvement from pre-test to post-test Cycle II: 19.6 points (61.8 → 81.4)

The percentage of students passing the KKM increased dramatically:

- 1) Pre-test: 15.63%
- 2) Post-test Cycle I: 53.13% (+37.5 percentage points)
- 3) Post-test Cycle II: 84.38% (+31.25 percentage points from Cycle I)
- 4) Total increase: 68.75 percentage points

b. Summary of Observation Results

Table 4.12 Student Participation Across Cycles

Aspect	Cycle I Average	Cycle II Average	Change
Active listening to the audio model	80.26%	90.14%	+9.88%
Engaging in shadowing practice	64.58%	85.88%	+21.30%
Discussion participation	55.25%	82.69%	+27.44%
Worksheet completion	87.97%	98.88%	+10.91%
Asking questions	25.47%	52.78%	+27.31%

The observation data indicated that student engagement improved significantly from Cycle I to Cycle II across all measured aspects.

c. The Improvement of Students' Pronunciation

Table 4.13 Recapitulation of Students' Pronunciation Improvement

Stage	Mean Score	Students Passing KKM
Pre-Test	61.8	5 (15.63%)
Post-Test Cycle I	72.8	17 (53.13%)
Post-Test Cycle II	81.4	27 (84.38%)

The research findings demonstrated that the Shadowing method effectively improved students' pronunciation at eleventh grade of SMK Mafatihul Ma'arif Bekasi. The mean score increased from 61.8 in the pre-test to 81.4 in the post-test of Cycle II, representing an improvement of 19.6 points. Furthermore, the percentage of students achieving the KKM rose from 15.63% to 84.38%.

d. The Implementation of the Shadowing Method

The implementation of the Shadowing method following the Kemmis and McTaggart model proved effective in addressing the identified problems.

Cycle I Implementation

In Cycle I, the basic procedures of the Shadowing method were established:

- 1) Pre-listening activities to build interest and activate prior knowledge of pronunciation features

- 2) First listening to the audio model for general comprehension of content and speech pattern
- 3) Identification of difficult sounds, stress, and intonation patterns
- 4) Modeling by the teacher/audio recording of correct pronunciation
- 5) Shadowing practice (listening and repeating simultaneously, individually and in pairs)
- 6) Pronunciation reinforcement through repeated drilling and feedback

While students showed improvement, the 53.13% pass rate indicated that refinements were needed. The reflection process identified specific issues: passive students, audio playback speed that was too fast for beginners, insufficient drilling time, and uneven individual participation.

Cycle II Implementation

The revised implementation in Cycle II addressed these issues:

- 1) Audio material selection was improved by choosing recordings with slower, clearer articulation
- 2) Seating arrangement was modified to position passive students closer to the front and to the audio source
- 3) Individual accountability was increased through activities requiring students to shadow independently and be assessed one by one
- 4) Practice time was extended with more repetition drills and pair-shadowing exercises
- 5) Motivation was enhanced through a point system and positive reinforcement for accurate pronunciation

These adjustments resulted in significantly higher engagement (85.88% engaging in shadowing practice compared to 64.58% in Cycle I) and better test performance (84.38% passing the KKM compared to 53.13%).

This cyclical process of planning, acting, observing, and reflecting exemplifies the strength of the Kemmis and McTaggart model for classroom action research. The model allowed the researcher to systematically identify problems, implement solutions, and evaluate outcomes, leading to continuous improvement in students' pronunciation ability.

e. Student Responses to the Shadowing Method

Student responses to the Shadowing method were overwhelmingly positive. Observation data showed progressive increases in participation, from 58.28% engaging in shadowing practice in Cycle I Meeting 1 to 87.50% in Cycle II Meeting 2.

f. Limitations of the Research

While this research demonstrated positive outcomes, several limitations should be acknowledged:

1. Sample size

The study involved only one class of 32 students at the 11th grade of SMK Mafatihul Ma'arif Bekasi, limiting the generalizability of the findings to broader populations, including other grade levels, schools, or educational contexts.

2. Duration

The research was conducted over a relatively short period (four meetings across two cycles). A longer implementation period might yield different results or reveal additional insights into students' long-term pronunciation development.

3. Scope of pronunciation aspects

The pronunciation features tested were limited to those present in the selected audio/video materials used for shadowing, such as specific sounds, stress, and intonation patterns. The method's effectiveness for improving other pronunciation aspects (e.g., connected speech, sentence stress in spontaneous speech, or regional accent variation) was not thoroughly examined.

4. Measurement limitations

Pronunciation improvement was measured primarily through direct observation and speaking/pronunciation tests conducted within a limited timeframe. Other aspects of pronunciation competence, such as long-term retention, pronunciation accuracy in spontaneous and unrehearsed speech, and consistency across different contexts, were not formally assessed.

g. Summary of Findings

Based on the research conducted at SMK Mafatihul Ma'arif Bekasi, the following findings can be summarized:

1. The Shadowing method improved students' pronunciation ability. The mean score increased from 61.8 in the pre-test to 72.8 after Cycle I and 81.4 after Cycle II. The percentage of students passing the KKM (≥ 75) increased from 15.63% to 84.38%.
2. The implementation followed systematic procedures including pre-listening activities to introduce the text and vocabulary, focused listening to the model audio, segmented shadowing practice, gradual increase in speaking speed, individual and pair-based shadowing sessions, and pronunciation reinforcement through recording and self-evaluation. Revisions between cycles addressed identified problems and improved outcomes.
3. Students responded positively to the Shadowing method. Observation data showed increasing participation rates across both cycles, with students demonstrating enthusiasm, engagement, and growing confidence during shadowing activities.
4. The Kemmis and McTaggart action research model provided an effective framework for implementing, evaluating, and improving the teaching intervention.

The research met its success criteria after two cycles, demonstrating that the Shadowing method is an effective approach for improving pronunciation ability among 11th grade students of SMK Mafatihul Ma'arif Bekasi.

CONCLUSION

Based on the findings of this classroom action research, it can be concluded that the implementation of the Shadowing Method effectively improved the English pronunciation ability of eleventh-grade students at SMK Mafatihul Ma'arif Bekasi.

The research was conducted using the Classroom Action Research model proposed by Kemmis and McTaggart, which consisted of planning, acting, observing, and reflecting stages. The research was implemented in two cycles involving 32 students. The results obtained throughout the research demonstrated a consistent improvement in students' pronunciation performance from the initial condition to the end of the second cycle.

Before the implementation of the Shadowing Method, the students demonstrated relatively low pronunciation achievement. The mean score in the pre-test was 61.8, with only five students, or 15.63%, achieving the Minimum Mastery Criterion (KKM). This initial result indicated that most students still experienced difficulties in producing English pronunciation accurately. The difficulties were related to several aspects of pronunciation, including segmental accuracy, word stress, intonation, rhythm and fluency, and intelligibility. These problems affected students' ability to communicate orally and indicated the need for an instructional strategy that provided intensive and meaningful pronunciation practice.

After the implementation of the Shadowing Method in Cycle I, students' pronunciation performance improved. The mean score increased from 61.8 to 72.8, while the number of students achieving the KKM increased from five students to seventeen students, representing 53.13% of the class. Although this improvement demonstrated that the method had a positive effect, the success criterion of at least 75% of students achieving the KKM had not yet been reached. Reflection on Cycle I identified several problems, including passive participation among some students, audio materials that were too fast for some learners, insufficient drilling time, and unequal individual participation. These findings became the basis for improving the instructional procedures in Cycle II.

In Cycle II, several modifications were implemented to address the weaknesses identified in the first cycle. The researcher selected slower and clearer audio materials, adjusted students' seating arrangements, increased individual accountability, provided additional repetition and pair-shadowing activities, and strengthened students' motivation through positive reinforcement and a point system. These improvements resulted in greater student engagement and more effective pronunciation practice. The mean pronunciation score increased to 81.4, while 27 students, or 84.38%, achieved the KKM. Therefore, the predetermined success criterion was achieved in Cycle II.

The observation results also demonstrated that the Shadowing Method positively influenced students' participation and engagement. Students became more active in listening to the audio models, participating in shadowing activities, discussing learning materials, completing worksheets, and asking questions. Participation in shadowing practice increased from 64.58% in Cycle I to 85.88% in Cycle II, indicating that students became more engaged with the learning process. The students also demonstrated increasing confidence and enthusiasm when practicing spoken English.

Overall, the findings indicate that the Shadowing Method can be an effective instructional strategy for improving pronunciation among vocational high school students. Its combination of authentic listening input, immediate oral imitation, repetition, corrective feedback, and individual or pair practice provides students with

opportunities to develop pronunciation through continuous listening and speaking practice. Nevertheless, the findings should be interpreted within the limitations of the study, particularly the relatively small sample involving only one class, the short research duration, and the limited pronunciation features assessed. Future research may involve larger groups, longer implementation periods, and broader pronunciation aspects to examine the long-term effectiveness of the Shadowing Method.

In conclusion, the achievement of 84.38% of students meeting the KKM and the increase in the mean score from 61.8 to 81.4 demonstrate that the research successfully met its predetermined criteria. The Shadowing Method, supported by systematic classroom action research and continuous reflection, therefore provides a practical alternative for English teachers seeking to improve students' pronunciation ability, speaking confidence, and active participation in English learning.

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