

ABSTRACT

Faridah, Marcelinda Dhurotul. Student Registered Number. 1860203221004. 2026. The Effectiveness of Shadowing Technique on Students' Pronunciation at SMPN 1 Ngunut Tulungagung. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Arina Shofiya, M.Pd.,

Keywords: Pronunciation, Shadowing technique.

An essential component of speaking skills is represented by pronunciation, yet accurate sounds, stress and intonation are still produced with difficulty by many students due to limited exposure to native speaker models and lack of effective practice. A similar problem was also identified at SMPN 1 Ngunut Tulungagung. Students often relied on their first language when speaking English, which can have an impact on the way they use the language.

This study examined the effectiveness of the shadowing technique in enhancing students' pronunciation skills. A quasi-experimental design was employed, involving two groups: an experimental class and a control class. The experimental class was taught using authentic materials, such as TED Talks videos, and the shadowing technique, while the control class was taught using conventional methods, including read-aloud activities, peer assessment and teacher correction. A total of 72 students participated in the study, with 36 in each class. Data were collected through pre- and post-tests to measure students' pronunciation ability.

The results of the study showed a significant improvement in the experimental group compared to the control group. The mean score of the experimental class increased significantly, reaching 82.33 in the post-test, whereas the control class only achieved a mean score of 60.44. The result of the independent samples t-test showed that the significance value (Sig. 2-tailed) was 0.000, which is less than 0.05. This indicates that there was a statistically significant difference between the two groups. These findings suggest that shadowing is effective technique for improving students' pronunciation.

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Pengucapan (*pronunciation*) merupakan komponen penting dalam keterampilan berbicara, namun banyak siswa masih mengalami kesulitan dalam menghasilkan bunyi, tekanan, dan intonasi yang akurat karena terbatasnya paparan terhadap model penutur asli serta kurangnya latihan yang efektif. Permasalahan serupa juga ditemukan di SMPN 1 Ngunut Tulungagung, di mana siswa sering bergantung pada bahasa pertama mereka saat berbicara bahasa Inggris, yang memengaruhi cara mereka menggunakan bahasa tersebut.

Penelitian ini bertujuan untuk mengetahui efektivitas teknik shadowing dalam meningkatkan kemampuan pengucapan siswa. Penelitian ini menggunakan desain quasi-experimental dengan dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diajar menggunakan teknik shadowing dengan bantuan materi autentik seperti video TED Talks, sedangkan kelas kontrol diajar menggunakan metode konvensional seperti membaca nyaring, penilaian teman sebaya, dan koreksi guru. Jumlah sampel dalam penelitian ini adalah 72 siswa, dengan masing-masing 36 siswa di setiap kelas. Data dikumpulkan melalui pre-test dan post-test untuk mengukur kemampuan pengucapan siswa.

Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada kelas eksperimen dibandingkan kelas kontrol. Rata-rata nilai kelas eksperimen meningkat menjadi 82,33 pada post-test, sedangkan kelas kontrol hanya mencapai rata-rata 60,44. Hasil uji independent samples t-test menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar $0,000 < 0,05$, yang berarti terdapat perbedaan yang signifikan antara kedua kelompok. Dengan demikian, teknik shadowing terbukti efektif dalam meningkatkan kemampuan pengucapan siswa.