

Shadowing Technique to Improve the Students' Pronunciation Ability in Narrative Text

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Abstract. This research is based on a study that looks at how shadowing technique can help eighth grade students at SMPN 37 Semarang improve their pronunciation. The purpose of this study was to find out how shadowing technique can improve pronunciation in one type of texts, a narrative text. This study aims to determine the following: (1) students' pronunciation achievement in narrative text before using the shadowing technique; (2) students' pronunciation achievement in narrative text after using the shadowing technique; and (3) to find out whether there is a significant improvement in students' English pronunciation in narrative text through the use of shadowing technique. The methodology of this study includes pre-experimental research. The pre-test and post-test are used in this study are how the researcher gathers data. In the data analysis, the researcher employs statistical computation using SPSS. This study used one eighth-grade class in SMPN 37 Semarang as its sample. There are 33 students in the class. The research's data was gained from the students' voice recordings. It is therefore evident from the pre- and post-test means. The pre-test outcome is 61.82. After receiving the treatment, the post-result is 90.85. Furthermore, the outcome of the hypothesis indicated that H_a is accepted. T-count exceeded T-table ($17.693 > 1.694$), which suggests that the shadowing technique noticeably improved pronunciation.

Keywords: Shadowing Technique, Improve, Pronunciation, Narrative Text

Introduction

English has turned into a crucial global language due to its widespread use for communication and interaction across various countries. With the progressive globalization that happens continuously in this current era, it cannot be denied that the mastery of English is not only as a need, but also as a must. Moreover, Hastatriningtyas et al., (2021) stated that it plays a vital part in daily life. English has long been taught and used as a foreign language in Indonesian education,

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particularly in secondary institutions, which are Junior High School and Senior High School. According to the Head of the Inspectorate of the Center for English Teaching at the Ministry of Education, Mr. Wachendorf (1967) in Maya & Iskandar (2022). The principle here is to prepare the students to be proficient and competent in all four skills in English, namely Speaking, Reading, Writing, and Listening.

According to Natasia & Angelianawati (2022), speaking is the most complicated skill. This is because it involves elements such as pronunciation, stress, rhythm, intonation, etc., and it needs regular practice that takes a lot of time. According to Anggryadi (2014) as quoted in Sudarmo (2021), the speakers have a belief where they could get learning a foreign language was when they could make the speaking succeed. The element that encourages speaking as the most important skill to be learnt is pronunciation. Pronunciation can be defined as the way of each word is spoken (Prashant, 2018). To get to know if the listener already understood can be seen from our proficiency in pronouncing words correctly.

As quoted in Palupi et al. (2022), even though pronunciation might be not applied by many people, but this plays an essential role, namely the English learners' first impression. People tend to judge communication skills based on first impressions. Lack of knowledge in pronunciation is considered as uneducated or incompetent (Prashant, 2018). The learners, initially the EFL learners who have no ability to pronounce English words will feel lonely and will not be confident to speak in front of many people. As the impact, they will always avoid to speak, feel afraid of being underestimated. Therefore, the purpose of pronunciation training must be developed to assist students in acquiring pronunciation skills. This will increase students' confidence in communicating by enabling them to comprehend and be understood (Goodwin, 2001 as mentioned in Ulfa & Fatimah, 2019).

According to Jeong et al. (2018) as stated in Utami & Morganna (2022), mastering English pronunciation at the level of intelligibility is the most ideal specification for non-native language learners. Despite aiming for intelligible pronunciation, many EFL learners continue to face difficulties in learning English. Natasia & Angelianawati (2022) mentioned there are three main factors, i.e., firstly, the speakers are demanded to make sentences on the spur of the moment. For learners whose first language is not English, it will be quite complicated in producing sentences with having knowledge about the appropriate pronunciation with sufficient vocabularies and the mastery of grammatical structures material yet. Secondly, low self-confidence and afraid of making any mistakes while they are trying to speak. As the consequence, the teachers' duty is to create the most suitable strategies and techniques to be implemented in the class. Thirdly, lack of practice.

According to Assel (2014) in the reference Natasia & Angelianawati (2022), the learning activity that should be EFL learners received is must be effective: attractive, communicative, interactive, meaningful, lively session, and involves the learners in applying English for a variety of communication purposes. High-quality teaching abilities that impact students' capacity to grasp the material and enhance learning outcomes in compliance with standards (Ambarini et al., 2022). Thus, Seng (2017) in Natasia & Angelianawati (2022),

explained highly recommended activities that can be used during speaking class: storytelling in which the essence is presenting a narrative story, re-enactment a series of dramas or plays, and record a video or filming through the combination narrative, music, oral, performance, etc.

According to the researcher's preliminary study, which was carried out at SMPN 37 Semarang in February – March of 2023, it was found that the Natasia & Angelianawati (2022)'s statement about the learners' difficulties in learning English was also happening in SMPN 37 Semarang. The English teacher mostly focused on curriculum by the Ministry of Education only instead of taking a practice that can improve the students' comprehension in speaking. Moreover, mostly the learners only listen but rarely take a practice to speak (Ambarini, 2016). It based on the analysis that was done by the researcher during teaching classes and found out most of the students were lack of practice and unconfident to speak because afraid of making errors while speaking English. It was also found that there was no involvement of the learners as the foreign language learners. Perceiving this situation, the researcher tries to choose the correct strategies in teaching speaking by considering to help the learners to obtain what they need before speaking, that is pronunciation ability.

The preliminary research conducted by Hamada entitled *Shadowing for Pronunciation Development: Haptic-Shadowing & IPA-Shadowing* (2018), it is explained there is a technique that is suitable and able be applied for teaching pronunciation. The technique is called as shadowing. More than 20 years ago, this method was introduced to foreign language instruction (Tamai, 1992). In its brief overview, shadowing involves strategies based on repetition, but it requires a different kind of cognitive function than other tasks. Considering this method, it is believed to be excellent for students' pronunciation development and a useful tool for enhancing speaking comprehension in the classroom. In its development, this technique considered can be combined with pronunciation for effective use (Hamada, 2018). Then, that is why the researcher chooses to combine and apply a media such as narrative text and shadowing technique as a technique in teaching pronunciation. By using shadowing technique, they can listen to the speaker, memorize of what the speaker already spoken, and imitate, mimic or "shadow" what the speaker has already spoken in English simultaneously. It synchronously trains them to the material of narrative text as well.

Finally, depending on the aforementioned explanations above, the researcher ultimately takes the research's title: *Shadowing Technique to Improve the Students' Pronunciation Ability in Narrative Text: A Research of the Eight-Grade Students at SMPN 37 Semarang*. By using this method, it is hoped that the students would gain confidence in their ability to pronounce words correctly in English and get an understanding of pronunciation comprehension.

Pronunciation

In oral communication in English, pronunciation is crucial because it affects how well interlocutors understand spoken words (Chen & Evers, 2020 as mentioned in Utami & Morganna, 2022). According to Jeong et al. (2018) in Utami & Morganna (2022), achieving the intelligibility level is a great benchmark for non-native English speakers learning English pronunciation. In English pronunciation, the word "intelligible" describes a listener's capacity to distinguish a speaker's speech sound and comprehend the messages they are

trying to convey (Blake et al., 2019) as quoted in (Utami & Morganna, 2022). Nurhayati (2018), clarified that standard pronunciation, or what he called a received pronunciation, would also be helpful to foreign language learners of English. The explanation goes as follows: (1) good pronunciation as a way of pronouncing which is clearly intelligible to all ordinary people. On the other hand, (2) mispronounced words make it difficult for most people to grasp what is being said (2018). Features in pronunciation can have a big impact on sound. That is why before learning pronunciation, it is crucial to know the features. Lestari et al. (2024) cited in Ramelan (1985) as saying that there are two categories of speech features, they are:

1. Segmental feature

The vowels, consonants, and diphthongs are the sounds that make up the segmental feature system. The distinctions in the functions of utterance on their modes of production serve as the basis for categorization. Sound units that are placed in a sequential manner are said to as segmental. Phonetic transcription or phonetic symbols are used to represent the sound units of utterance (Wahyuki, 2008 in Lestari et al., 2024).

2. Suprasegmental feature

A suprasegmental feature system is similar to a word or sentence's style. Stress, pitch, intonation, and other characteristics that are constantly present when producing speech are referred to as suprasegmental (Wahyuki, 2008 as referenced in Lestari et al., 2024). In the suprasegmental feature system, syllable, intonation, and stress.

The method of teaching pronunciation in English has evolved into several different approaches. There are several ways to teach English pronunciation, according to Utami & Morganna (2022). The first method is termed phonetic transcription, or phonetic symbols. Auditory reinforcement is the second method. The visual reinforcement strategy is the third method. Textural reinforcement is the fourth method. The drama voice technique is the fifth one. The audio feedback technique is the sixth one. Using multimedia sources is the seventh technique. The shadowing technique is the final method. Here, the learners are to perform a listening exercise in which they must pay close attention to the material being presented while tracking the spoken word and accurately repeating it. A working memory model has been developed to show how the brain retains memories and recognizes sounds, according to Huyen et al. (2020). In response to the preceding justification, it is believed that the shadowing technique is the most successful in enhancing students' proficiency with English pronunciation.

Shadowing Technique

The American professor Alexander Arguelles in Chi (2021) invented the shadowing method of language learning, in which students try to mimic—or "shadow"—what they hear as rapidly and precisely as possible. According to Luster (2005), "shadowing," or simply repeating what is said by the speaker, is a great approach to teach English even if it is mostly used as a simultaneous interpretation exercise. According to Chi (2021), shadowing is a technique in which listeners mimic speakers on an audio recorder or camera as if they were a shadow or echo, and then immediately repeat words or phrases after concurrently hearing a meaningful English passage. Furthermore, it is suggested that shadowing can help students replicate difficult speaking quickly and without

hesitation. Its stages or steps of shadowing technique include the following, which were taken from Huyen et al. (2020) after being noted by Kadota and Tamai (2004):

1. Mumbling: Shadow by concentrating on the incoming sounds they are listening to rather than their own speech.
2. Synchronized Reading: Shadow the audio while reading the material aloud and mimicking each tone and sound.
3. Prosody Shadowing: As in the synchronized reading, students attempt to shadow without a script.
4. Content Shadowing: Both cast a shadow and draw attention to the speech's content.

The classifications of shadowing techniques. Tamai (2005), who listed the following types of shadowing: parallel reading, speed reading, delayed shadowing, phrase shadowing, and shadowing.

1. Shadowing: While listening to the sounds of a single paragraph, articulate the identical sounds nearly simultaneously.
2. Delayed Shadowing: Carry out the identical action as the preceding explanation of shadowing, but wait a moment.
3. Phrase Shadowing: Perform phrase-by-phrase shadowing. In this exercise, the teacher plays a CD with a selected text, or she/he reads aloud to the class while modeling the passage phrase by phrase.
4. Parallel Reading: Reading aloud to the text while listening to the sound.
5. Speed Reading: Reading aloud as soon as possible looking at a text. It doesn't matter how well you grasp the text for this exercise.
6. Complete Shadowing: Doing the same utterance of every word or every sentence that has been uttered by the speakers in an audio or video.
7. Conversational Shadowing: Do the same utterance of the speakers utter in pairs.

The shadowing approach starts with verb to verb repetition of the speaker's remarks. This starts to build the "linguistic muscle memory process" that children naturally acquire when learning their native languages (English as SLA). The interpreter's brain, ears, and mouth work together to imitate the sounds and rhythms of the target language without conscious mental effort. This will take many tens of hours of actual speech production; the exercise will be ineffective if the language is not uttered. It means that shadowing technique involved the students in practicing English.

Types of texts

There are several text kinds, according to Gerot and Wignell, who are mentioned by Agustina and Cahyono (2022). These texts are: (1) Spoof. In parody, it retells an incident with a lighthearted twist. (2) Recount. Recount is the telling of a previous event. (3) Report. Reports describe how people think about a variety of man-made and natural social phenomena that occur in our surroundings. (4) Exposition Analytical. It convinces readers or listeners that something shouldn't be the case through analytical explication. (5) News Article. Readers, listeners, and viewers are informed about the day's events that are deemed noteworthy or significant in a news article. (6) Anecdote. Anecdote tells the story of an odd or humorous encounter with others. (7) Narrative Text. In narrative, it amuses, entertains, and approaches the real or imagined event in

many ways. (8) Procedure Text. Procedures explain how something is done by following a set of stages or actions. (9) Descriptive Text. It describes a specific individual, location, or object in the description. (10) Exposition. Exposition serves to convince listeners or readers that a certain situation is incorrect. (11) Explanation. It provides an understanding of the mechanisms underlying the creation or operation of natural or sociocultural phenomena. (12) Discussion. It offers (at least) two viewpoints on a topic during a discussion. (13) Review is the last one. In review, it reviewing an artwork or event for a general public audience involves criticism.

Narrative Text

According to Rebecca (2003), quoted in Defrioka (2014), a narrative text is one that describes a sequence of logically connected events that occur in a chronological order and are brought about by or experienced as a result of certain causes. She goes on to say that having an understanding of the plot, topic, characters, events, and their relationships is essential to understanding a narrative.

1. Generic Structure

Four generic structures are identified by Djuharie (2017) as being present in narrative text: orientation, complication, resolution, and the last is coda.

- 1) Orientation. It provides context or an introduction to the story.
- 2) Complication. It contributes to the narrative's conflict.
- 3) Resolution. It explains how the issue was resolved.
- 4) Coda. It is a reflection.

2. Language Features

A narrative text's linguistic features include the use of the past tense (walked, cried, etc.); conjunctions (then, before, etc.); specific participants (Malin Kundang's story, etc.); adjectives (beautiful, fast, etc.); and adverbs of place and time (here, there, at home, etc.), according to Siahaan (2016).

3. Kinds of Narrative Text

Feez and Joyce (2000) distinguished between two categories of narrative texts, which are as follows:

- 1) Non-fiction. This type of material is narrative in nature and relates the actual events. Recounting personal tales, significant historical occurrences, or new information is frequently done using this method. Essentially, this literature is a blend of factual and narrative elements.
- 2) Fiction. This type of narrative conveys an inaccurate event. Author-created narratives include novels, comic books, and short stories. Mostly meant to be humorous, this fiction can also serve as a moral instruction manual.

Teaching Pronunciation Using Shadowing Technique and Narrative Text

In the practice of shadowing technique in teaching English pronunciation, the researcher tries to design a list of activity that must be followed by the students in the class in order to improve their English pronunciation ability. Responding to Foote and McDonough's (2017) research about shadowing technique, then the researcher tries to adapt it a Junior High School level while utilizing technology and some supported media namely mobile phone, YouTube video, Bluetooth speaker, and narrative texts. They were expected to follow the English teacher's guidance to implement the technique, that is shadowing. First,

they are taught narrative text. Second, they are asked by the English teacher gave the material of the steps to do shadowing. The third, they were asked to prepare themselves to do shadowing and using media. The last, students use narrative texts to practice the shadowing technique through reading aloud and get better at pronouncing words correctly.

Method

Design of the research

In this study, Pre-Experimental design is employed. Because this research intends to gauge how the shadowing technique affects students' pronunciation ability, the study is designed experimentally. As to Arikunto's (2006) definition in Arik Diantoro et al. (2020), an experimental study seeks to determine the presence or absence or the effectiveness of a variable under investigation.

The quantitative research approach, which includes testing hypotheses and collecting objective data to produce conclusions that are systematic, generalizable, and amenable to replication by other researchers, is sometimes regarded as the classic scientific method (Ary et al., 2010) as quoted in Garba (2023). Every category has their own terminology and methodology. Objective measurement is employed in quantitative research to collect numerical data that is used to evaluate preconceived hypotheses or provide answers to queries (Ary et al., 2010) in Garba (2023). A well-regulated environment is usually necessary. Typically, the pre-test and post-test design employed by the researcher

Subject of the research

The eighth graders from SMPN 37 Semarang offered their time to take part in the study. Sugiyono (2012) states that the sample includes the traits and quantities that the population possesses. A subset of the population makes up the sample. The population of this study is one class, VIII B, which consists of 33 people in total.

Instrument of the research

A test assesses a person's performance, ability, or knowledge in a particular field (Brown, 2000). Brown attempts to show how assessments can be used to gauge people's knowledge. Arikunto (2012) as quoted in Ambarini et al. (2022) defines a test as a tool or procedure that evaluates a student's performance in accordance with a set of standards and rules. In this study, the particular instruments used to collect test results are the pre-test (an objective test) and post-test (an objective test). Students completed the pre-test to find out how proficient they were in language before starting treatment. In order to ascertain whether there had been a noticeable improvement between the before and after of the intervention, students completed a post-test after therapy. A read-aloud task was administered. There were about 107 words that the students should read. The scoring of students speaking skill was measure by using a speaking scoring rubric based on. The scoring rubric was follows:

Table 1. Pronunciation Test Scoring Rubric

Theory	Aspect	Indicators	Score
Djiwandono (2008),		Correct vowel pronunciation throughout all sentences	5
Coniam		Correct vowel pronunciation in	4

(2002), and Burns (2003)	Segmental	Vowel	80% of sentences		
			Correct vowel pronunciation in 60% of sentences	3	
			Correct vowel pronunciation in 40% of sentences	2	
			Correct vowel pronunciation in 20% of sentences	1	
			Correct consonant pronunciation throughout all sentences	5	
		Consonant	Correct consonant pronunciation in 80% of sentences	4	
			Correct consonant pronunciation in 60% of sentences	3	
			Correct consonant pronunciation in 40% of sentences	2	
			Correct consonant pronunciation in 20% of sentences	1	
			Correct pronunciation of all c-c (identical), c-c (similar), c-v, v-v	5	
			Can pronounce all three of c-c (identical), c-c (similar), c-v, v-v	4	
			Link Words	Can pronounce both of c-c (identical), c-c (similar), c-v, v-v	3
				Can pronounce only one of c-c (identical), c-c (similar), c-v, v-v	2
				Does not pronounce link word at all	1
				Pronunciation of word stress is appropriate for each word	5
Pronunciation of word stress is appropriate for 80% of the total number of words	4				
Harmer (2004), Seferoglu (2005), and Morley (1991)	Word Stress	Pronunciation of word stress is appropriate for 60% of the total number of words	3		
		Pronunciation of word stress is appropriate for 40% of the total number of words	2		
		Pronunciation of word stress is appropriate for less than 20% of the total number of words	1		
		Pronunciation of sentence stress is appropriate for each sentence	5		

Burns (2003)	Suprasegmental	Pronunciation of sentence stress is appropriate for 80% of the total number of sentences	4
		Sentence Stress	Pronunciation of sentence stress is appropriate for 60% of the total number of sentences
	Pronunciation of sentence stress is appropriate for 40% of the total number of sentences		2
	Pronunciation of sentence stress is appropriate for less than 20% of the total number of sentences	1	
	Intonations	Intonation rhythm, use of rising and falling intonation is appropriate and clear	5
		Use of rising and falling intonation is appropriate and clear even though the rhythm is not very smooth	4
		There are less than three intonation pronunciation errors in the whole sentence	3
		There are more than five intonation pronunciation errors in the whole sentence	2
		Flat delivery without intonation	1

Method of Data Analysis

These methods for analyzing data are:

1. Testing of instruments or instrument testing. Measurement and verification are always the foundation of a quantitative investigation. These assessments were made using the study instrument's validity and reliability. As previously said, the test is the study's instrument.
2. Classical methods of testing hypotheses. Checking for the normality. The purpose of normality testing is to determine whether or not the data has a normal distribution. The data can be computed using parametric statistics, typically the Independent Sample T-test, and the data has been shown to be representative of the population. In the event that the data do not follow a normal distribution, nonparametric statistics—typically the Mann Whitney U test—can be used to calculate the data. Using SPSS 26.0, the researcher employed the Kolmogorov-Smirnov test to determine normality. For big samples, the Kolmogorov-Smirnov test is used to check for normality.
3. Testing of hypotheses or hypotheses testing. The purpose of hypothesis testing is to validate the writer's own hypotheses. The next step for the writer is to compare the t-test using the t-table distribution after determining the t-test result. if the t-test value exceeds the t-table value. It indicates that employing the shadowing technique significantly improves pronunciation ability. Consequently, if the t-test value is less than the t-test table, there is no significant improvement in pronunciation ability with the use of the shadowing technique.

Findings and Discussion

The data was analyzed by quantitative data. The quantitative data were taken from the result of the students' score in taken pronunciation test by reading aloud a narrative text "The Thirsty Crow". Typically, the pre-test and post-test design employed by the researcher entails three steps: (1) Using a pre-test to gauge the dependent variable. (2) Putting the individuals through the experimental procedure. (3) Giving a follow-up assessment and assessing the dependent variable again. Next, differences ascribed to the pre-experimental treatment are assessed by contrasting the scores from the pre- and post-tests (Ary et al., 2010). The steps of shadowing that had been conducted was: listening to the audio, watching the video, listening while watching the video, trying to imitate, and imitating without looking at the script (simultaneously listening and imitating by speaking the sound heard). This study was conducted in one class of SMPN 37 Semarang that eight-grade with 33 students.

The significant difference between students' pronunciation ability in narrative text before and after they are taught using shadowing technique

The goal of this study was to improve the pronunciation ability of the students. The researchers examined the pre- and post-test findings to determine whether or not shadowing technique may improve the students' pronunciation ability.

1. Pre-test: In classes, there is a pre-test conducted before to the actual learning process. Before any kind of treatment, the goal of this pre-test was to determine the students' level of comprehension
2. Post-test: To find out how well the shadowing technique in enhancing the pupils' pronunciation ability, a post-test was administered following the complementation of instruction. The pre- and post-test results for the students are as follows:

Table 2. Score of Students' Tests

No	Name	Pre-test result	Post-test result
1	ADPR	67	83
2	AAM	63	87
3	APS	60	90
4	BS	60	83
5	CNF	63	87
6	CHS	40	87
7	DPK	60	87
8	DVF	63	97
9	DKS	50	90
10	EHK	60	97
11	ECP	63	97
12	EFG	63	90
13	FRKH	57	97
14	GAH	57	87
15	HKNP	53	93
16	HSR	57	97
17	HRR	67	90
18	JRP	63	93
19	JAAY	57	93

20	KMHL	67	87
21	LDKK	60	87
22	LDF	53	100
23	MF	60	93
24	MMM	57	97
25	MNF	60	93
26	RF	70	83
27	RAN	70	97
28	SAA	70	87
29	SGT	67	93
30	SF	67	93
31	SGP	73	83
32	SDA	73	90
33	ZGA	70	90

The pre-test's mean is 61.82. The maximum score is 72, while the minimum is 40. It can be concluded that the students had poor pronunciation ability. Most of the students received poor grades. It indicates that the students still do not completely understand about how to produce a sound (speak) the most of work in narrative text. Then, after applying the treatment, the post-test's mean is 90.85. The maximum score is 100, while the minimum is 83. It can be concluded that the students had excellent pronunciation ability. Most of the students received great grades. It indicates that the students had an improvement in producing a sound (speak) the most of work in narrative text after being taught by shadowing technique. Then, the researchers did the investigation of the data using the normality test, correlation test, and Paired Sample T-test.

Table 2. Result of Normality Test

		Pre-test	Post-test
N		33	33
Normal Parameters ^{a,b}	Mean	61.82	90.85
	Std. Deviation	7.006	4.842
Most Extreme Differences	Absolute	.125	.150
	Positive	.100	.150
	Negative	-.125	-.140
Test Statistic		.125	.150
Asymp. Sig. (2-tailed)		.200 ^c	.056 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The result of normality test in table 2 stated that data obtained from the pre-test results was 0.200, this result was greater than 0,05 which means the pre-test results were normal. Similarity with that, the result of post-test was stated sig 0.056 that was greater than 0,05 which means the post test result were normal.

Table 3. Result of Correlation Test

		N	Correlation	Sig.
Pair 1	Post-test & Pre-test	33	.601	.012

The researcher carried out a correlation test to determine whether or not there was a relationship between the pre-test and post-test so that a significance figure of 0.012 was obtained, then we get $0.012 < 0,05$ (level of significance) so there is a correlation between the pre-test and post-test.

Table 4. Result of Paired-Sample T-test

Pair	Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig.
					Lower	Upper		
1	- Pre-test	29.030	9.426	1.641	25.688	32.372	17.693	.000

After carrying out a significance test, the writer obtained data that Sig.(2-tailed) has a value of 0.000. so that $0.00 < 0.05$ means there was significant difference result between mean score in pre-test and post-test. Similarity with that, the result of t-count showed 17.693. The t-count was greater than t-table (1.694). It can be stated that alternative hypothesis was accepted, thus there was significant difference in students' pronunciation ability in narrative text before being taught using shadowing method and after being taught by using shadowing technique in SMPN 37 Semarang.

Conclusion

This study used a single classroom as its sample size. The alternative hypothesis (H_a) should be accepted and the null hypothesis (H_0) should be rejected, according to the results of the paired sample t-test in SPSS 26. The tested hypothesis serves as the foundation for the findings. The results of the data analysis and the discussion that followed showed that students' levels of pronunciation ability are significantly impacted when the Shadowing Technique is used in narrative texts. It is feasible to draw the subsequent findings: (1) It was discovered that eighth-grade students had difficulty expressing themselves when speaking due to their poor pronunciation, based on an analysis of the students' pronunciation before the implementation of the shadowing technique. (2) Based on research conducted following the implementation of the eighth-grade students

at SMPN 37 Semarang's shadowing technique for the academic year 2024–2025. The use of this technique also increased the students' enthusiasm for mastering pronunciation. Their drive to learn contributed to their improved performance. (3) The use of pre- and post-testing in the shadowing technique to help students improve their pronunciation. The average of the pre-test (61,82) and post-test (90,85) revealed that the t-value ($17,693 > 1,694$) was therefore greater than the t-table. It suggests there was a significance. In light of the study's findings, the researcher would like to make the following suggestions: (1) It was recommended that the students take a more active role in their English language education by using the Shadowing Technique to help them comprehend the content presented by the teacher and improve their knowledge, particularly in the pronunciation. (2) To improve students' pronunciation during the teaching and learning process, it is advised that English teachers employ the Shadowing Technique. (3) In order to get students enthused about learning English, the teacher should employ the Shadowing Technique. This is because many students believe that English is a difficult topic to master. Researches made during class indicate that after the teacher has motivated the class, and the students become more engaged than it was.

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