IMPROVING STUDENT'S PRONUNCIATION IN SMAN 1 SEPUTIH BANYAK'S TENTH GRADE THROUGH SHADOWING READING TECHNIQUE

(Undergraduate Thesis)

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ABSTRACT

IMPROVING STUDENTS PRONUNCIATION IN SMAN 1 SEPUTIH BANYAK'S TENTH GRADE THROUGH SHADOW READING TECHNIQUE

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This study investigates the effectiveness of the shadow reading technique on students' pronunciation accuracy. The pre-test revealed varied proficiency levels, with some students close to native benchmarks and others need an improvement by the test using PRAAT software program. Post-test results showed notable enhancements in both pitch and intensity accuracy following the treatment. Statistical analysis, including paired sample t-tests and correlations, revealed a strong positive relationship between pre-treatment and post-treatment scores, with a correlation coefficient of 0.886 and a significance level of 0.000. The first paired sample t-test showed a mean difference of 10.83333 ($p = 0.000$), and the second test showed a mean difference of 8.40000 ($p = 0.000$), both indicating statistically significant improvements. These findings suggest that the shadow reading technique significantly enhances pronunciation accuracy, supporting its use as an effective method in educational settings.

Keyword: Shadow Reading, Pronunciation, PRAAT.

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuansaya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Heriyanto, the second child in the family of Paijo and Sriyatun was born on December 11th, 2001 in Seputih Banyak, Central Lampung.

He started his education in kindergarten at RA Ma'arif 02, Seputih Banyak. Then, he continued his study in SD Negeri 04 Tanjung Harapan and graduated in 2014. Moreover, he continued his studies at SMP Negeri 1 Seputih Banyak and graduated in 2017. After that, he continued his study at SMA Negeri 1 Seputih Banyak. After graduating from senior high school in 2020, he was accepted into the English Education study program of the Teacher Training and Education Faculty at the University of Lampung in 2020. During his study, he decided to join several organizations and participate in a lot of competitions, such as SEEDS (being the leader of the organization), the English Society University of Lampung, and KMNU University of Lampung. He also occasionally participated in several competitions, like English debate, scrabble, speech, and paper competitions, as well as exchange activities.

MOTTO

"Indeed, with hardship [will be] ease. So when you have finished [your duties], then stand up [for worship]."

- Surah Al-Inshirah (94:6-7)

"You will always find a place to stand, even in the worst ruin."

-Heriyanto

DEDICATION

Bismillahirrahmanirrahim. In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious, the Most Merciful, who continually blesses and guides me through every step of my journey. It is by His infinite mercy and guidance that I am able to complete this script.

To my beloved family, your constant encouragement and understanding have been bedrock for me. Your support has provided me with the stability and motivation needed to persevere through challenges.

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My heartfelt appreciation goes to my honorable lecturers in the English Education Study Program at Lampung University.

Finally, I extend my sincere thanks to everyone who has contributed to my development, whether directly or indirectly. Your influence has shaped me into the person I am today, and for that, I am eternally grateful.

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Numerous kind-hearted people helped and supported the researcher in completing this thesis. Therefore, the researcher would like to sincerely thank:

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Finally, the researcher acknowledges that this research still has many areas for improvement. Therefore, comments, suggestions, and feedback are welcome for further improvement. The researcher hopes that this research can make a practical contribution to the development of education, especially in Indonesia, and be beneficial to the readers and those who wish to conduct further research.

Bandar Lampung, 05 June 2024
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TABLE OF CONTENTS

I. INTRODUCTION

This chapter is divided into eight parts of the discussion which deals with several points i.e., background, identification, limitation, formulation, objective, uses, scope, and also the definition of terms in order to provide explanation of this research.

1.1 Background

According to Nunan (2003: 48) speaking is explained as the action as the capability to state oneself in the condition or the action to report performs, or conditions in particular statements or the capability to converse or to communicate a sequence of ideas confidently. Moreover, Richards (2008: 19) said that the priorities of many foreign language or second language learners are to mastery speaking skill. So learners have to evaluate their achievement in language learning as equal as the efficiency of their English course rooted in how much they think and they have upgraded in their spoken language proficiency. Furthermore, Jane (2009:2) declared that speaking is one of the language skills that should be developed besides the other three. It is vital because it plays an essential role in facilitating the students to master English proficiency.

In speaking, a person constructs words and phrases with individual sounds. The person also uses pitch change, intonation, and stress to convey different meanings. These elements are included in pronunciation. Pronunciation is one of the basic components of speaking. It was a productive skill because while speaking, the speaker should think and pronounce words correctly using appropriate pronunciation. The ability to speak using an accurate pronunciation is a must, if we do mispronounce while speaking, it made the listener difficult to understand what we are talking about. Furthermore, it could be one of the factors which can lead to the conversation breakdown.

As for teaching process, pronunciation is a useful basis affecting other aspects of language. For example, pronunciation easies the listening comprehension and enables one to be intelligible during verbal interaction. Furthermore, it also assists learners, especially students, to gain the skills they need for effective communication in English. Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. As the area changes and so does the perception of language learning, teaching and learning pronunciation has begun to evolve from being neglected to being recognized as an important element in a language class. The importance of pronunciation lies in its ability to either convey or distort the meaning of a sentence or even the entire conversation. Accurate pronunciation ensures that the intended message is clearly understood by the listener, facilitating effective communication. Conversely, incorrect pronunciation can lead to misunderstandings, confusion, and communication breakdowns, making it difficult for the speaker to be understood. Therefore, mastering pronunciation is crucial for successful verbal interactions.

Most of Indonesian student's speaking ability was still considered as low. They considered pronunciation as the difficult aspect of speaking since the sounds of words were usually different from their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one. According to Adila (2019) "There are 6 kinds mistake in consonant sounds made by students' speaking performance, it is Palato-Alveolar (38.18%), Interdental (34.65%), Alveolar (12.20%), Labiodental (11.81%), Velar (1.79%), and Bilabial (1.38%)". The palato-alveolar became the most common mistake during that observation, especially in /ʃ/ and /ʒ/ like /should/ and /usually/.

The researcher found similar spoken English problems in the first graders of Senior High School, especially in the pronunciation aspect of Alveolar. This problem was found after the researcher made an observation of a first grader in school. The result indicates the condition of students' spoken English, with an emphasis on the pronunciation aspect. According to the observation, they have

major problems with having no idea how to pronounce words in English, especially words that are not quite familiar to them. Besides, they also fear making mistakes and being laughed at by their friends for the wrong English sound they might produce. They are also not confident enough to express their ideas and feel hesitant due to the lack of vocabulary that they have. I also watched the recording of the students' utterances when they were asked to read a simple paragraph. The result is that they have a problem pronouncing the Palato-alveolar /ʃ/ and /ʒ/. Palato-alveolar, or a speech sound made with the tongue touching the part of the mouth behind the upper front teeth. Moreover, based on the observation, /ʃ/ and /ʒ/ in "should and usually" have the biggest percentage of consonants made by students, and the researcher will focus on them.

There are some reasons why students' make a lot of errors in pronouncing a sound. According to Na'ama (2011), the effect of mother tongue is one of the most problems. It is because in learning a foreign language, the first language of the learner will influence their foreign language pronunciation. Therefore, learners sometimes feel confused to pronounce the English word especially producing English consonants sound. Secondly, learners find that English is difficult to pronounce, because there are different sound system between English and Indonesian language.

Many EFL students may find that pronouncing words is a barrier to effective communication. More importantly, pronunciation is a critical component of oral communication (Berry, 2021). Thus, without correct pronunciation, verbal communication can be done inadequately and can be rigorously impaired. Many EFL learners experience inhibition and anxiety when they communicate. Because of inhibition, they lack the confidence to pronounce words appropriately (Nakazawa, 2012). That is why we need to fixed student's pronunciation.

One of the ways to overcome it is by using some techniques, like shadow reading. Shadowing is a technique where students listen to audio and then they repeat it afterward. Students are encouraged to follow the speaker on audio as soon as possible by only having a short time to delay it. Shadowing is actually a cognitive and active activity where students try to guess the words they hear and clearly say

the words while listening continuously. Moreover, when students say the words that they listen, indirectly they will get the new vocabulary and how to pronounce it correctly.

Based on the explanation from the researcher above, the researcher decides to conduct a research entitled “Improving Student Pronunciation in SMAN 1 Seputih Banyak's Tenth Grade Through Shadowing Reading Technique” to know whether there is an improvement of using shadow reading technique towards student pronunciation ability.

1.2 Research Question

Based on what has been written in the background of the study, the researcher formulates the problems as follow:

- Is there any improvement of using shadow reading technique towards student’s pronunciation mastery?

1.3 Research Objectives

In relation to the research question above, the objective of the research is to find out whether there is any improvement of the students’ pronunciation after using shadow reading technique as their method to learning.

1.4 Uses of the Research

The researcher expects that this study gives some contribution in the English language teaching environment, whether it is theoretically, practically, and academically. Theoretically, the results of the research are expected to support previous theories that using shadow reading technique as a way to teach pronunciation. Practically, it is hoped that this study can be useful for English teachers, students, and school.

1. The teacher

   The English teacher will have more options in choosing effective technique to enhance student’s speaking performance, especially in pronunciation aspect.

2. The student

   Students are expected to get better learning experience through shadow reading technique and get improvement in their pronunciation.

3. The school

   The result of this study can be applied by other teachers so that they get more various methods and techniques to improve the quality of teaching spoken performance – especially pronunciation – at schools.

Finally, the researcher hopes that this study would be used in academic field, such as becoming one of studies that is taken into account, especially for similar topic research in near future.

1.5 Scope of The Research

Based on the background of the study, the researcher limited this research to the effort of implementing the shadow reading technique in speaking class, as the highlighted aspect was pronunciation. The sample of this research was tenth-grade students at SMA Negeri 1 Seputih Banyak. One class was chosen as the sample for this research.

The materials were adjusted for the speaking class with a greater emphasis on pronunciation, using the shadow reading technique; interaction included expressing advice, opinions, and corrections in transactional and interpersonal dialogues. The researcher aimed to see the effectiveness of the implementation of the technique on students' spoken performance, especially their pronunciation.

1.6 Definition of Term

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

Shadow reading: It is a technique where students listen to audio and then they repeat it afterward. In the class students are encouraged to follow the speaker on audio from CD/Tape recorder as soon as possible by only having a short time to delay it.

Pronunciation: It is the way in which a language or a particular word or sound is pronounced. In this case is about the consonant in English, especially about palato-alveolar

Palato-Alveolar: It is a speech sound made by bringing the tongue close to both the palate (the roof of the mouth) and the alveolar ridge (the ridge behind the upper front teeth). These sounds are articulated with the tongue positioned between the palatal and alveolar regions.

Pitch: It is refers to the perceived highness or lowness of a speaker's voice. It is a key element of prosody, which encompasses the rhythm, stress, and intonation patterns of speech.

Intensity: It is refers to the degree of force or emphasis placed on a particular sound, syllable, word, or phrase.

This chapter already discussed introduction of the research, including the explanation about the background of the research, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and also the definition of terms in order to provide an insight to this research. The next chapter will deal with literature review of this research.

II. LITERATURE REVIEW

This chapter will be divided into six parts of the discussion which deals with several points i.e., concept of pronunciation, concept of teaching, techniques in teaching, concept of shadow reading, theoretical, and also the hypothesis in order to provide more information of this research.

2.1 Concept of Pronunciation

Communication among speakers can be restricted unless the interlocutors pronounce the language clearly. In case, any force on the aspects of pronunciation such as inaccurate spelling, stress, or intonation may cause to misunderstanding and blurring. As a sender of information whether to convey something in general or to intend about personal information, using an intelligible communication is necessary to avoid judgments. Unclear spoken language of language user will cause a judgment of being uneducated, incompetent or lack of knowledge, even though the listener only responding to the pronunciation (AMEP, 2002). People who have a good pronunciation will ease themselves in communication by means of understanding the language and using the language. Even if someone has perfect grammar mastery but has an under-rated ability of pronouncing in proper way, he/she will have a limited access in communication. Thus, working in pronunciation area is highly essential for communication.

Generally, pronunciation is a matter of act or manner to produce the sound in utterance through proper ways. It consists of standardized sounds that are created by the air flows which passed through articulator or articulation organs. Each of created sounds has different melody or sound, since they are generated in particular places. Altering the characteristics of a stream of air produces speech. The airstream used in speech can originate at different locations, but the lungs are the usual initiators. The respiratory and digestive tracts generate speech as the

brain directs them. For example, the tongue and air movements from the lungs are important in the production of speech sounds. In pronunciation, the articulators which take place in the production of sound are windpipe, larynx, vocal cord, nasal cavity, and uvula. These articulators perform different sound in language which the sounds of language may be similar to another. However, they are not quite the same.

Jones (1983) states, “pronunciation is defined as the way in which a language is spoken. It is a production of phonemes, which is of accurate standard for certain group of people”. In addition, Hornby (1948) defines pronunciation as a way in which a language is spoken, person’s way of speaking a language or words of language. It means that the learners need to know how to pronounce words of language when they learn a foreign language. By knowing how to pronounce words of language, the learners can speak the language well.

In English, pronunciation is theoretically branched into two aspects: segmental and supra-segmental. The attention to the particular sounds of a language is called as segments. Meanwhile, aspects of speech beyond the level of the individual sound, such as intonation, stress, rhythm are called as supra-segmental aspects.

Murcia (1996) says “The challenges of mastering two aspects of pronunciation show that both aspects are obviously related. Firstly, segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones”. Language learners may have difficulties learning these features due to the difference between their native language and target language. In some cases, specific segmental features may be completely does not exist in the mother tongue of the learners.

In acquisition of these segmental features, it may be challenging for the learners. Unlike segmental features, which only deal with individual sounds, supra-segmental features of pronunciation encompasses rhythm, intonation, stress in a word or sentence. Supra-segmental features of pronunciation are responsible of the quality in communication to a great extent, so they should have a big considerable place in teaching pronunciation. However, they will gain shuttle

pronunciation if both aspects are mastered precisely. Here are the descriptions of both aspects (Kelly, 2001):

A. Segmental Aspects

Segmental aspects deal with individual sounds or word. It encompasses individual sounds such as vowels, consonants, and diphthongs. Sound itself is a vibration that travels through the air or other medium and can be heard when they reach a person's or animal's ears. Furthermore, Avery (1992) argued that speech sound is made by air moving outward from the lungs through the mouth or nose. Hence, sound is vibrations that go through the medium, or operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds as they follow:

a) Vowel

According to Roach (2009), vowel is defined as sounds which have no obstruction when it passed or flow from the larynx to the lips. Simply, saying "ah" is the example of making vowel sounds. Similarly, Rowe (2016) argues that vowels are sounds that are produced with no closure or obstruction of the airstream. The differences between various vowel sounds depend on two things: employed cavity (oral, nasal, or pharyngeal) and formed shape in that resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue. For instance, the vowel sound in the word to be produced with the high point of the tongue in the back of the mouth, the oral cavity relatively closed, and the lips rounded.

The vowel sound in cat is formed with the high point of the tongue toward the front of the mouth, the oral cavity relatively open, and the lips spread. In English, vowels are divided into two main branches as they follow:

1) Short Vowels

Short vowels are vowel sounds which have relatively short sounds. They can be seen in the table 2.1:

Table 2.1 Short Vowels

Short vowels	Example of words	Lips' manner
ɪ	bin, pin, fish	slightly spread
ɛ	bet, men, yes	slightly spread
Æ	bat, man, gas	slightly spread
ʌ	but, some, rush	Neutral
ʊ	put, pull, push	Rounded
ɒ	pot, gone, cross	Slightly rounded

(Roach, 1991)

There is one other short vowel that is ə (schwa). This vowel is very familiar in English. The example of word is the first sound in the word *oppose*, or the sound that can be heard a lot when native English does non-rothic in the word endings with -or, -iar. Example: Actor, Similar, and etc.

2) Long Vowels

Contrary to the previous one, long vowels are sounds that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot —: as it shows on the table 2.2:

Table 2.2 Long Vowels

Long vowels	Example of words	Lips' manner
i:	beat, peace, mean	slightly spread
ɜ:	fern, purse	Neutral
a:	card, pass, half	Neutral
u:	food, good, loose	moderately rounded
ɔ:	broad , torn, horse	Strong lip-rounding

(Roach, 1991)

It is noticeable that the five long vowels are quite different from the six short vowels. It is not only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

b) Consonant

Rowe (2016) defines consonant is a speech sound that is formed when the airstream is constricted or stopped at some place along its path before it escapes from the body. In the same opinion, Kelly (2000) argues that consonant is produced by interrupting, restricting, or diverting the airflow in various ways. Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voice is created either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis and followed by a sudden opening. In English pronunciation, they are elaborated as it follows:

1) Place of Articulation

Underhill (2005) stated speech sounds that are made by the movement of the speech organs are defined as articulation. In voicing sound, the places of the airflow obstruction determine the produced sound and it is referred as the place of articulation. The exact place of articulation for a specific sound will vary from each person and even from time to time for an individual. Furthermore, in acoustic terms, sounds that we fathom as being the same often are not the same. In the list of places of articulation, English consonants are demonstrated as examples. They are classified as in the table 2.3:

Table 2.3

Place of Articulation

Place of articulation	**Consonant symbol/ Phonetic**	**Example of words**
Bilabial (produced by meeting the lipstogether)	*[p], [b] , [m]*	pool, back, must
Labio-dental (formedby raising the lower lip until it comes near the upper front teeth).	*[f], [v]*	fine, five, vim

Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	*[ɵ] , [ð]*	think, then, them
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge, the bony ridge behind the upper teeth)	*[t], [d], [n], [s], [z], [l], and[r].*	time, dime, nine, sigh, zeal, lie, andreef
Velar (created when the back of the tongue articulates with the softpalate)	*[k], [g], and [ŋ],*	hack, hag, and hang
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar region)	*[w]. [ʍ].*	which , witch
Glottal (articulated by the glottis)	*[ʔ]. [h]*	button, mountain, hag, hill
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	*[ɵ] , [ð],[ʒ], [dʒ],and[y],*	Shed, cheap, Pleasure, Midget, You

(Rowe, & Levine. 2013)

2) Manner of Articulation

Manner of articulation is referred to the nature of the physical obstruction to the airstream. Rather than where, it shows how the characteristic of consonant sounds are initiated. However, the obstruction happens in any places along the vocal tract, but many sounds are found at the same location. In English the manner of articulation can be seen in the table 2.4:

Table 2.4 Manner of Articulation

Manner of Articulation	Production	Phonetics
Nasals	Produced in both thenasal and oral cavities (when the velum At the raisingposition and locking the Airstream's passage).	*mad [m] (bilabial), nose [n] (alveolar), sing[ŋ] (velar).*
Stops/plosive	Created by momentarily stopping off the airstream.	*bilabial [p],[b] alveolar [t] [d]velar [k][g] glottal [ʔ].*
Fricative	Produced by an incomplete restriction (partiallyobstructed which causes turbulence) of the air flow. The Result is a hissing sound similar To the firstsound you hear coming from a whistling teapot	*Labio-dental [f] [v], dental [θ][ð], alveolar [s][z], palatal [r] and [l].*
Affricates	The affricate starts out as a stop but ends up as a fricative.	*[t], [dʒ]*
Glides	Produced as a making semi-vowels similar soundbut the restriction of the airstream that Is less than in other consonants,	*[y], [w], and[ʍ]*
Retroflex	Curling the tip of thetongue up behind thealveolar ridge and by bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	*[r], [l]*

(Rowe & Levine. 2013)

c) Diphthong

Generally, diphthong is a combination of two vowels. It is a double vowel sound that starts with one vowel sound and gradually moves into another vowel sound. The same opinion said by Roach (2009) that diphthong is sound which consists of movement or glide from one vowel to another. From the definition above, it can be concluded that diphthong is double vowel which move or glide gradually from the first vowel to the second one. In English there are 8 diphthongs as they follow:

Table 2.5 Diphthong

Diphthong	***ɪə***	***eə***	***ʊə***	***eɪ***	***aɪ***	***ɔɪ***	***əʊ***	***aʊ***
Exampleof Word	fiece, ian,	aired, cheirned	Tour	paid, maid	nice, time	void, noisy	go, home	gown, House

B. Supra-segmental Aspects

There are two general elements of supra-segmental aspects as they follows:

a) Stress and Intensity

The word stress, which in Linguistics commonly symbolized with /'/, refers to the term that represent the emphasis within syllable(s) in a word or words in a sentence. Rowe (2016) uses the detail term that stress is general term when speakers make emphatic or more prominent on word. Stress can be attained by increasing the relative loudness, raising the pitch, or increasing the length of any part of the word in an utterance. Within an utterance, stress can fall differently to the particular syllables.

Intensity is a key element in pronunciation, profoundly impacting how speech is perceived and understood. Intensity refers to the degree of force or emphasis applied to sounds, syllables, or words, often manifesting through variations in

volume, stress, and vocal effort. By adjusting intensity, speakers can highlight important information, convey emotions, and enhance the expressiveness of their speech. For example, a louder, more forceful pronunciation of a word can indicate its significance or urgency, while a softer, gentler tone might suggest subtlety or intimacy. Intensity also plays a critical role in stress patterns within words and sentences, helping to differentiate between otherwise similar-sounding terms and clarifying the intended meaning. Effective use of intensity ensures that communication is dynamic and engaging, facilitating better listener comprehension and retention. Whether in everyday conversation, public speaking, or performing arts, mastering the nuances of intensity in pronunciation is essential for clear, impactful, and expressive speech

b) Intonation and Pitch

While verbally conveying message to others, people unintentionally tend to make a phenomenon of changing the tone of their voice. It is probably done in order to make their communication more expressive or meaningful. Theoretically, this process relates with two prosodic terms called as pitch and intonation. Odisho (2007) defines pitch as the continuous altering in the fundamental frequency, or simply is called as the melody of speech. Pitch is linked to the stress word and is essentially brought in speaking into two different ways that are high and low. In interpersonal communication, people usually speak in high pitch to show excitement, anger or terrifying, and so in a low pitch to express boredom, exhaustion or even unexciting. Ergo, this term takes place on carrying meaning in communication.

Pitch also plays a crucial role in pronunciation, significantly affecting the meaning and clarity of spoken language. It involves the modulation of voice frequency, which determines the highness or lowness of sounds. This variation in pitch is essential for conveying different intonation patterns, which can signal questions, statements, or exclamations, and can also indicate the speaker's emotions or attitudes. For instance, a rising pitch at the end of a sentence often denotes a question, while a falling pitch typically indicates a statement. Moreover, pitch contributes to the stress placed on syllables or words, distinguishing between

noun-verb pairs such as "record" (noun) and "record" (verb). Effective use of pitch ensures that the speaker's intent and nuances are communicated accurately, enhancing the listener's comprehension and engagement. In tonal languages like Mandarin Chinese, pitch is even more critical, as variations in tone can change the meaning of words entirely. Thus, mastering pitch is essential for clear and effective pronunciation in any language.

2.2 Concept of Teaching Pronunciation

The most fundamental reason for teaching pronunciation in the class comes from the consideration that student's errors in pronunciation may lead to misinterpretation or unsuccessful communication. For example, if student says "I do not like his story in history class", it will probably result in misinterpretation for some reasons. It will be understood that the person does not like a particular person of male gender person's story or does not like the history class itself. This one has something to do with error in stressing the word in a sentence so that the meaning or function of utterance is incorrectly interpreted. Placing the appropriate stress and even to another aspect of pronouncing such as intonation can effect on misunderstanding. As Kelly (2000) argues that teaching pronunciation is an important basis regarding to students" error that may inhibit successful communication. Hence, to deal with error in pronunciation is a great deal for the teacher to teach in the class.

In reality, setting up pronunciation teaching-learning to the classroom was attracted little attention. Pronunciation is less famous to be taught comparing to grammar and vocabulary so students are required to learn it. According to Hariri (2012), foreign language teachers should emphasize the pronunciation in the class, since sounds play an important role in communication. The matter of teaching pronunciation in the class is affirming intelligibility that students have, so ambiguous message between the speaker and listener will be diminished. Gilbert (2008) adds there are two fundamental reasons to teach pronunciation: students need to understand and they need to be understood. If they cannot be understood and are not able to comprehend spoken English well, they are cut from the language. All these ideas result in the conclusion that sound recognition and the

sound production are obligated in order to perform good communication, and so someone has to deal on both aspects: segmental and supra-segmental aspects.

As a non-English spoken country, teaching pronunciation in Indonesia mostly emphasizes on the segmental aspects (individual sounds or words) rather than supra-segmental (intonation and stress). The reason behind this truth is because the target language has some different features of pronunciation with the mother tongue so strengthening the smaller areas such as individual sound and word will be the good strategy. However the environment suggests to bigger issues, to be communicative students, they must master both to segmental and to supra-segmental. To achieve that, in this research, the primary focus will be on speaking skills, with a particular emphasis on pronunciation. It also aims to explore various aspects of pronunciation, including the challenges learners face, the strategies for improvement, and the impact of pronunciation on overall speaking proficiency.

Afterwards, the other crucial thing in accordance to the feature of pronunciation should be the focus of instruction. There are two common terms related to approach of teaching pronunciation: bottom-up and top-down. According to Odisho (2007), a bottom up refers to the term of teaching pronunciation from the smaller into the larger unit (segmental to supra-segmental aspects), while in contrast, top-down implies the reversal of the order. Bottom-up is well-known as a traditional approach in teaching pronunciation which confirms to the understanding of consonants and vowels. Yet, teaching through bottom-up process often result in lacking of contextualization in larger area such as speech. Teaching pronunciation should agree on two sides of directions in order to complete the cycle of communication. In the top down process, teaching pronunciation requires critical thinking and analyzing, and deducing to the pronunciation rules learnt in the segmental aspects so the students will be more natural while uttering. Hence, in teaching pronunciation, segmental and supra-segmental aspects are both used, even that supra segmental is more contributive and comprehensive for students to meet the goal of their learning pronunciation that is intelligibility.

At the end, having a native-like pronunciation is not the goal of learning pronunciation. According to Linda (2010), there are more realistic goals of learning pronunciation: intelligibility, comprehensibility, accent, and voice quality. Intelligibility itself is the degree in which the students can recognize words, phrases, and utterances. Comprehensibility, or claimed also as comfortable intelligibility‖ refers to the ease in which students can understand a non-native speaker. Another term, accent describes the distinctive feature that differs native and non-native speaker. The last goal of pronunciation is having a good voice quality. It refers to the feature of pronunciation in speech (level of pitch). Newton (2009) adds also that the importance of learning pronunciation is to have phonological loops. This term, means that the brain is habitually saying the word to it and become a long-term memory.

2.3 Techniques and Activities in Teaching Pronunciation

To achieve all explained goals of pronunciation, techniques and activities should be implemented to class. Kelly (2007) argues that there are some techniques and activities that can be employed. There are a lot of common techniques and activities that can be used by the teacher to teach pronunciation.

1) Drilling

One of the main ways in which pronunciation can be taught and practiced in classroom is through drilling. In its most basic form, drilling simply involves the teacher saying word or structure, and getting student to repeat it. Being able to drill properly is a basic and fundamental language teaching skill. Drilling aims to help students achieve better pronunciation of language items, and help them remember new item.

Drilling often follows a process known as eliciting. It is to encourage students to bring a word, phrase of structure as they study before. Teachers generally using prompt, pictures, mimes, etc, to help learning process along and can give the relevant item to the students if none of them is able to offer it. Teacher's main role of drilling is to provide model of the word, phrase or structure for student to copy. The teachers generally drill chorally first of all, which means inviting the whole

class to repeat the item in unison. This activity will help students to build confidence, and gives students the chance to practice pronouncing.

2) Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for student to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

1) Back Chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from start, and gradually add to length. The students got wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

2) Front Chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, and gradually add to length. Students‘ error in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

3) Giving Feedback

Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning. Feedback can be immediate, during an activity, or delayed, at the end of an activity or part of a learning program and can take various forms. In this research, giving feedback is making correction which is used by teacher in order to reduce errors made by students in pronunciation.

4) Listening Activities

Listening comprehension exercises in student textbooks are often designated to sound as realistic as possible, with the participants talking at normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. For example, prior to doing a listening task, students can have the meaning and the pronunciation of particular aspect of language brought to their attention, and practice it in very controlled ways.

The combination of pronunciation study with listening activities involves getting students to notice things about the language and its use. It means, during listening activities the teacher makes students notice the pronunciation and it use. For example, how stress and intonation in pronunciation is used in conversation. The concept of noticing is important in pronunciation work. Wells (2012) states that a language item needs to be relevant to the student at a particular time in order to be conscious intake and before the students can use it consistently. Noticing is not only of relevance to the initial presentation of an item but is also of use in the recycling of items. It means, language items needs to be revised and recycled as there is no guarantee that the features dealt with in the first presentation will be successfully remembered and used.

5) Reading Activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated. At some stage, when a text is read aloud either by the teachers or the students, pronunciation work can be integrated. Such text as poems, rhymes, extract from plays, etc, can be used creatively in the classroom and can offer plenty of scope for pronunciation.

Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various times. For example reading aloud offers opportunities for the study of the links between stress and intonation, and of the linking of sounds between words in connected speech.

In this research, the Shadow Reading technique will be explored as a comprehensive method to improve students' pronunciation. This technique incorporates a blend of drilling, reading, and listening activities designed to enhance phonetic accuracy and fluency. By mimicking native speakers and focusing on the rhythm, intonation, and stress patterns of the language, students can develop a more natural and accurate pronunciation. The study will examine how consistent practice with Shadow Reading can lead to significant improvements in learners' ability to articulate words correctly. Additionally, it will analyze the effectiveness of integrating these activities into language learning curricula, aiming to provide educators with actionable strategies to foster better pronunciation skills among their students.

2.4 Concept of Shadow Reading Technique

Shadow Reading in teaching pronunciation is to train the student‘s ability using video or voice recorded as the main aspect from it.

1. Definition of Shadowing

According to Tamai (1997), “shadowing is an active and highly cognitive activity in which learners track the heard speech and pronounce it as clearly as possible at the same time that they hear it.” From this explanation, shadowing makes the students track the speech and repeat it as same as possible at the same time they listen it. Other experts, Yo Hamada (2012) stated that shadowing helps follow fast speech, which is one of the problems faced by non-native listeners. Native speakers tend to speak fast and use conjunctions to connect speech which makes it difficult for non-native speakers to follow what they're saying. Learners try, follow, and catch up with short speeches; this can help them get used to listening to short speeches. In theory, students end up getting used to this speed, which helps them listen better than ever.

Moreover, some experts also share their thought about definition and function of shadowing technique. Yajima (1997) states: “Shadowing was originally developed as a training technique for simultaneous interpreting in Europe and has gained much interest among language educators in improving the listening and

speaking competence of learners as “shadowing‟ requires competence in both listening and speaking.” It means shadowing is one of training technique which is gained language educators interest to improve listening and speaking competence.

In other opinion, Shiota (2012) states that “shadowing is one of the training techniques that are used to improve interpreting skills and studies report that shadowing has recently become popular as a teaching method.” From the argument of Shiota (2012), to improve interpreting skill, English teachers in many countries often use shadowing technique nowadays.

Example of Shadowing:

Audio:

“Studying English is kind of difficult but it’s so interesting and usable.”

Learner:

“Studying English is kind of difficult but it’s so interesting and usable.”

In (Hamada, 2018) stated that according to (Lambert, 1992), is a pace of following audio tracks which involve immediate stimuli. The learners who use this method just need to hear what the speaker said and repeat what they heard as accurately as possible.

2. Types of Shadowing

Shadowing has been categorized into some types. According to Murphey in Adachi (1997) there are varieties of shadowing. For example “lecture shadowing” is when listeners shadow a speaker silently in their mind when hearing a lecture. In “reading shadowing”, one person reads a passage when his/her partner shadows. “Conversational shadowing” is conversation where listeners shadow each other out loud. “complete/listening shadowing” indicates shadowing every word a speaker utters. Finally, “interactive shadowing” includes selected information and adds questions or comments, like a natural conversation. Except for lecture shadowing, shadowing can be either silent or aloud. The biggest advantage in shadowing is students‟ involvement in the activity. There are some

types of shadowing has been implemented in classroom activities by (Arguelles, 2011), (Kadota, 2007), and (Tamai, 1997). It can be seen in the table below:

Table 2.6 Types of Shadowing

Full shadowing	Students listen to audios after that imitate what they listen immediately soon after they hear theaudios.
Slash shadowing	The speaker let listeners identify words they listenand conveys the information with some intentionally pauses.
Silent shadowing	Students shadowing all the words with no voice and just focus on the words they listen.
Part shadowing	Students focus on their stressing to imitate some selected words.
Part shadowing +comment	Students give comments from some words afterthey shadow the words they heard.
Part shadowing + question	Students give questions from some words afterthey shadow the words they heard.

In terms of the classification of shadowing the researcher took a conclusion that the types of shadowing dealing with the speed are full shadowing and slash shadowing. Full shadowing is the listener listens and repeats directly what the speaker says without pause but slash shadowing is the listener listens and repeats directly what the speaker says with pause. However, based on using script, shadowing can be classified as direct shadowing and indirect shadowing. Direct shadowing is the listener listens and repeats directly what the speaker says without looking at the script and indirect shadowing is the listener listens and repeats what the speaker says by looking at the script.

c. The Advantage and Disadvantage of Shadowing Technique

1) The Advantage of Shadowing Technique

As a technique in English, shadowing has some advantages. According to Someya (1996) shadowing is useful in learning process, especially in listening. It is not impossible to enhance this technique to increase students speaking performance, because listening and speaking are related. Shadowing is also providing a practical and immersive approach to language learning. Shadowing involves listening to a native speaker's audio recording and simultaneously repeating the speech as closely as possible, mimicking the rhythm, intonation, and stress patterns. This technique enhances auditory discrimination, allowing learners to better perceive subtle differences in sounds and pronunciation.

2) The Disadvantage of Shadowing Technique

As a technique, shadowing also has disadvantage. According to Ingrid (1992), “shadowing exercises are purely mechanical exercises which, by teaching students to parrot words, are apt to reinforce their natural tendency to stick too closely to the speaker’s words.” In other words, shadowing technique is claimed as “too simple” technique because it makes the students only imitating the speaker. They cannot speak as their way. Another potential issue is that shadowing focuses heavily on imitation, which may limit opportunities for learners to develop their own speaking style or to practice spontaneous speech. This can result in a lack of flexibility in real-life conversations where responses need to be more dynamic and context-specific. Moreover, the technique may not adequately address individual pronunciation problems, as learners are repeating whole sentences without focusing on specific troublesome sounds.

d. The Different between Shadowing Reading Technique and Dictation

In language teaching methodologies, both dictation and shadow reading techniques play distinct yet complementary roles in enhancing language learning. Dictation, as described by Fachrurrarzy (1989), involves reading a passage aloud to students, who then attempt to transcribe what they hear as accurately as possible. This traditional method is effective for improving spelling, punctuation, and overall language accuracy, while also serving as a model for learning English phonetics, grammar, and vocabulary, as noted by Hornby et al. (1995).

On the other hand, shadow reading, as defined by Tamai (1997) and Murphy (1995), is an active and cognitive activity where learners listen to an audio recording of a native speaker reading a passage aloud and repeat what they hear with minimal delay. This technique focuses on mimicking pronunciation, rhythm, and intonation to enhance speaking fluency and reduce accents. Some points of the differences between the shadow reading technique and dictation:

1. Dictation emphasizes listening comprehension, spelling, punctuation, and writing skills through transcription, while shadow reading concentrates on oral repetition and imitation to improve speaking fluency, pronunciation, and accent reduction.
2. Dictation involves active listening, processing, and writing, whereas shadow reading emphasizes immediate oral repetition without writing.
3. Dictation can be implemented through various methods, including reading aloud with pauses, dictating sentences, or using it as an assessment tool. Shadow reading, however, typically involves reading aloud with a native speaker, repeating after the speaker, or silently shadowing.
4. Research that found by researcher suggests that dictation effectively enhances listening, writing, and spelling skills, while shadow reading contributes to speaking fluency, pronunciation accuracy, and accent reduction.

Both techniques offer dynamic and engaging opportunities for language learners to develop essential language skills tailored to their individual needs and preferences. While dictation focuses on written accuracy and listening comprehension, shadow reading enhances spoken fluency and pronunciation, ultimately contributing to well-rounded language proficiency.

2.5 Procedure of Shadow Reading Technique

Shadowing technique is one of learning technique that is considered easy to be applied. According to (Hamada, 2014), the steps of shadowing are divided into five steps:

- Listening to the audio : Students focus on listen the audio carefully.

- Mumbling: Students imitate the audio with low voice.
- Complete shadowing: Students shadow every single word from the audio.
- Synchronized Reading: Students imitate the audio, read text aloud, and emulate intonation and tone.
- Act out: Students practice the text while shadowing it.

Before listening to the audio the teacher supports students in pronouncing difficult words and pronounces them together with students. Shadowing initially involves repeating the words of the speaker without modification. This allows the interpreter's brain, ears and mouth, working as they do in concert, to begin to reproduce the sounds and rhythms of the target language, without conscious mental effort, and begins to create the linguistic muscle memory naturally acquired by children learning their own tongue. This will require many tens of hours of actual speech production. It is essential that the language actually be voiced, or the exercise is useless.

2.6 Related Research Study

In general, the majority studies about teaching English pronunciation aspects using shadow reading technique have reported positive results. The following research will cover shadowing techniques, pronunciation, and shadowing techniques used to other variables.

Hamdan (2018) found that learners' listening comprehension skill can developed more when comparing difficulties of learning materials step by step. It means that in using shadowing techniques to improve listening skill that use pyramid step in difficulties learning materials, because this is alternately that can control skill in using this technique.

Yonezawa & Durand (2012) in Extensive Reading World Congress Proceedings found that from the students' written comments and interviews, listening to GR-CDs and doing shadowing had the potential to improve the students' English. The positive results from these activities can be achieved by using shadowing technique during the class. Moreover, Nakanishi & Ueda (2011:12) conducted a research in their second research question asked whether or not shadowing could

enhance the effects of extensive reading. When compared with the ER class, the ER-and-shadowing class showed more gains on post-test scores, indicating that shadowing seemed to enhance the effects of extensive reading.

Teeter (2017) found several studies of shadowing examined the positive impacts on speaking proficiency. McDonough, as cited by Louise Teeter stated that the recent study in Canada conducted a research on sixteen participants practiced shadowing with a short eight-week dialogue on the iPod (Apple Inc., Cupertino, CA, USA), and then did the task of speaking without preparation. Results based on twenty-two non-expert assessors indicated that their comprehensiveness and effectiveness increase.

Chung (2010). In his journal concluded the result of the research is the study investigates effects of shadowing, the oral repetition of what is said right after the language spoken, on listening and speaking abilities of Korean middle school students‟. It also examines whether shadowing has a positive effect on students‟ affective aspects in terms of self-confidence, preference, and perception.

Hamzar (2015) the results of the research based on the researcher is indicated that (1) the implementation of shadowing technique improved the students‟ speaking performance in terms of accuracy, fluency and comprehensibility, and (2) the implementation of shadowing technique motivated the students‟ to speak English.

Kadota & Tamai (2004) state that shadowing is defined as an act or task of listening in which the learner tracks the target speech and repeats it immediately as exactly as possible 15 target without looking at a text. Shadowing sometimes goes by other names, such as shadow talking, shadow speaking, mimicking, tracking echoing. The findings above have similarities and differences.

The difference of the previous research is they use shadowing to enhance the effects of extensive reading and listening while the researcher using shadowing to improve pronunciation. Other researcher use shadowing to improve speaking performance in terms of accuracy, fluency and comprehensibility while the researcher use shadowing to improve students' pronunciation.

2.7 Theoretical Assumption

Pronunciation is a useful basis affecting other aspects of language. For example, pronunciation easies the listening comprehension and enables one to be intelligible during verbal interaction. Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. The fact, most of Indonesian students 'pronunciation mastery was still low. They considered pronunciation as the difficult subject since the sounds of words were usually different from their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one. Moreover, this research is carried out at SMA Negeri 1 Seputih Banyak. In that school, the teacher still used the ordinary technique that is not appropriate enough in teaching pronunciation at SMA. In this research the focus is not all the English pronunciation words, but just focus in consonant sounds, especially sound /ʃ/ and /ʒ/. Because, according to Adilla (2019) most of student have difficulties in pronounce that consonant sounds.

In this research, the researcher will use shadow reading as a technique in teaching pronunciation. The researcher will be used shadow reading that have alveolar words or sounds. By the previous researches, shadow reading can be used in teaching pronunciation. It influenced students 'pronunciation mastery in a good way. The previous research focused in both aspects in pronunciation there are segmental and supra-segmental aspect. But, in this research the researcher just focuses in whether there has a significant influence by using shadow reading technique towards students' pronunciation ability especially in pronounce the consonant words that already mention before.

2.8 Hypothesis

The hypothesis of this research can be formulated:

H_a: There is significant improvement of using shadow reading technique towards student's pronunciation mastery in the SMA Negeri 1 Seputih Banyak.

H_o: There is no significant improvement of using shadow reading technique towards student's pronunciation mastery in the SMA Negeri 1 Seputih Banyak.

This chapter already discussed about literature review of the research, including the explanation about the concept of pronunciation, teaching, technique of teaching, concept of shadow reading, frame of thinking and also the hypothesis in order to provide an insight to this research. The next chapter will deal with methods that will use in this research.

III. METHODS

This chapter deals with the research design, research variables, population and sample, research instrument, procedure of the research, validity and reliability, technique of data analysis, and hypothesis testing.

3.1 Research Design

In conducting this research, the researcher conducted a quantitative study using a one-group pretest-posttest design. This design was used to answer the research question: “was there any improvement in students' pronunciation mastery through the use of the shadow reading technique?” The students were given a pretest before the treatment and a post-test after the treatment in this research. The research design could be represented as follows (Setiyadi, 2018):

T1 X T2

T1 referred to the pretest that was given before the researcher taught using the shadow reading method in order to measure the students' achievement before they received the treatment.

X referred to the treatments provided by the researcher through the shadow reading method to improve students' pronunciation.

T2 referred to the posttest that was given after implementing the shadow reading method to measure the extent of the students' improvement following the treatment.

3.2 Research Variables

1. Dependent variables

Dependent variable is a variable that influence or becomes a result of the independent variable. The dependent variable in this research is student's pronunciation (Y).

2. Independent variable

Independent variable is a variable that affects or becomes the cause of the emergence of the dependent variable. Independent variable in this research is shadow reading technique (X).

3.3 Population of the Research

Population according to Sugiyono (2008) is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. Sample is part of the number and characteristics possessed by the population (Sugiyono, 2013: 81).

The population of this research was the tenth-grade students of SMA Negeri 1 Seputih Banyak. In this study, the researcher selected one class: it is class X.10, which consisted of a sample of 30 students. The research was conducted around March – April 2024 with 3 times meetings to apply the method.

3.4 Data Collecting Technique

The researcher collected the data from procedures including pre-test, treatment, and post-test. These were described in the following procedures:

1. Pre-test

The researcher conducted a pre-test for one meeting before administering the treatment. During this meeting, the students were provided with a conversation text by the researcher. Each student was given time to read the text aloud and record their performance. The students' speaking performances were recorded by themselves using any available recording device and were sent to the researcher

before the first treatment began. Subsequently, the researcher analyzed specific words using the PRAAT application to assign a score to each student's speaking performance.

2. Treatment

The researcher conducted the treatment over the course of three meetings, each lasting 90 minutes. Each meeting focused on a specific topic related to giving and asking advice. The topics were divided as follows:

Treatment 1: Giving and Asking Advice (1)

Treatment 2: Giving and Asking Advice (2)

Treatment 3: Giving and Asking Advice (3)

During each treatment session, the researcher played video and provided recordings related to the respective topic. The students then repeated the text twice and engaged in shadowing three times. This procedure was repeated in every meeting, allowing for consistent practice and reinforcement of pronunciation skills.

3. Post-test

Following the treatment meetings, the researcher administered a post-test to the students, mirroring the procedure of the pre-test. Each student was provided with a dialogue or conversation text by the researcher. They were then given time to read the text aloud and record their performance. Using any available recording device, the students recorded their speaking performances and sent the recordings to the researcher. Upon receiving the recordings, the researcher analyzed specific words using the PRAAT application to assign a score to each student's speaking performance, thereby assessing the effectiveness of the treatment in improving pronunciation skills.

To assess the students' speaking performance recorded during the study, the researcher utilized the PRAAT application. This involved comparing the students' pronunciation with that of native English speakers as a benchmark to gauge the

similarity of the sounds. By analyzing the recordings using PRAAT, the researcher could evaluate factors such as pitch, intensity, and duration, comparing them to the characteristics of native English speech patterns. This comparison allowed for an objective assessment of how closely the students' pronunciation matched that of native speakers, providing valuable insights into their progress and areas for improvement in pronunciation mastery. It was done by using this formula:

$$\text{Percentage Difference} = \left(\frac{\text{Initial Value} - \text{Final Value}}{\text{Final Value}}\right) \times 100\%$$

Initial Value : Student's Speaking Performance (Pitch (Hz) + Intensity (dB))

Final Value : Native Speaking Performance (Pitch (Hz + Intensity (dB))

3.5 Research Instrument

The instrument of this research is speaking performance. For both speaking tests (pre-test and post-test), each student was given time to speak the dialogue or text provided and record it. This aimed to ensure an equal proportion and level of difficulty for both the pre-test and post-test. The researcher assessed speaking performance in terms of pronunciation, especially in pitch and intensity, focusing on specific words containing the sounds /ʃ/ and /ʒ/. Moreover, the researcher utilized two instruments in collecting the data as outlined below:

1. Pronunciation Test Scoring Application

The tests are administered to gauge the students' pronunciation ability, consisting of a pre-test and a post-test in the form of dialogue texts. To assess pronunciation, the researcher employs the PRAAT application, a computer program designed for analyzing and synthesizing speech and other sounds. Developed by Paul Boersma and David Weenink at the Institute of Phonetic Sciences of the University of Amsterdam, PRAAT finds extensive use in phonetics research, speech therapy, and language teaching.

PRAAT offers several key features and functions, including sound analysis, speech synthesis, text-to-speech capabilities, manipulation of sound files, formant analysis, pitch tracking, and a scripting language. This versatility makes PRAAT invaluable for researchers, linguists, speech therapists, and language educators alike.

In this study, the researcher utilizes the sound analysis feature of PRAAT to examine various aspects of recorded sounds, such as pitch, intensity, duration, and formants. Specifically, the researcher focuses on analyzing the pronunciation of the words "shame" and "vision" to assess the sounds /ʃ/ and /ʒ/ on their pitch and intensity. Each student's performance is compared to that of a native English speaker using the formula mentioned earlier. The result is expressed as a percentage, with lower percentages indicating greater similarity to native pronunciation and higher percentages indicating more errors in the students' speaking performance.

2. Pronunciation Test

Since the focused aspect in this research was pronunciation, the test given was a pronunciation test. The following was the dialogue script that was given to the students to read as pre-test and post-test. Students were asked to read the dialogue and record it while the researcher focused on segmental aspects in student's speaking performances, especially on Palato-alveolar sounds.

The focus of the script was to understand the students' ability in pronouncing the /ʃ/ and /ʒ/ sounds. There were /shame/ and /should/ for the /ʃ/ sound, and /vision/ and /pleasure/ for the /ʒ/ sound. However, the researcher focused only on the words /shame/ and /vision/. The researcher did not test all sounds in the IPA because the researcher used the samples of /ʃ/ and /ʒ/ sounds, which the students frequently mispronounced in previous research. By this frame of thinking, if the /ʃ/ and /ʒ/ sounds showed improvement in the students, the other sounds would likely show improvement as well.

3.6 Procedure of The Research

In finding out whether there was any significant improvement in student pronunciation ability, the researcher conducted the research using the following steps:

1. Determining the Problem

This research originated from several problems that occurred in the teaching-learning process of English as a foreign language. Some students had difficulty producing intelligible sounds in English due to their lack of proficiency in pronunciation, particularly in palato-alveolar sounds.

2. Selecting and Determining Population and Sample

The researcher chose 30 students from SMA Negeri 1 Seputih Banyak, Central Lampung. These students were from X.10, identified by the teacher and observed by the researcher to have major problems in spoken English production.

3. Selecting the Instrument and Material

The instruments used were spoken English tests focusing on pronunciation, while the teaching materials were sourced from an English pathway book and modified to align with specific strategies. These materials were based on the Merdeka curriculum and school preferences.

4. Administering The Pre-Test

The pre-test was administered to assess students' pronunciation before receiving any treatment. It was conducted in the first meeting, where students were given a dialog text to read and record. The researcher focused on supra-segmental features such as intensity and pitch, which were assessed using the PRAAT application.

5. Conducting The Treatments

The treatments were conducted over three meetings, each lasting 90 minutes. The researcher implemented the shadow reading technique, guiding students to

understand material features and providing exercises related to giving and asking advice.

6. Administering The Post-Test

The post-test was conducted after the treatments (in the fifth meeting) to assess students' progress in pronunciation. It mirrored the pre-test format.

7. Analyzing the Data

In this step, the researcher analyzed the data obtained from students' pre-test and post-test using the Statistical Package for Social Sciences (SPSS) software program. This analysis aimed to determine the means of pre-test and post-test scores and assess the significance of the difference.

8. Interpreting the Report Findings

The researcher compiled a report of the students' scores to draw conclusions. Data analysis involved assessing students' final work in the pre-test and post-test and comparing the two scores using Statistical Package for Social Sciences (SPSS) software program.

3.7 Validity and Reliability

Validity shows how good a test is for a particular situation; reliability shows how trustworthy a score on that test will be. It cannot be drawn valid conclusions from a test score unless it can make sure that the test is reliable. Concerning with the validity, the instrument should at least have content and construct validity.

1) Validity

Ghauri and Gronhaug (2005) stated that validity explains how well the collected data covers the actual area of investigation. Validity basically means “measure what is intended to be measured” (Field, 2005). To measure the test, in this research uses content validity, and construct validity.

a. Content validity

Content validity is defined as "the degree to which items in a tool reflect the content area that the tool outlines" (Straub, Boudreau et al., 2004). In general, content validity involves evaluating a new investigative tool to ensure that it contains all essential elements and eliminates unwanted elements for a given tectonic region (Lewis et al., 1995, Boudreau et al., 2001). The test will have a content validity if it includes a proper sample of the structure of the content that is relevant with the purpose of the test.

To achieve this validity, the material for speaking tasks was sourced from the Merdeka Curriculum used by teachers at SMAN 1 Seputih Banyak. Specifically, the speaking materials, consisting of short and simple conversations, were adapted from the syllabus of the Merdeka Curriculum for English subject at the Senior High School level. These materials corresponded to Basic Competence 3.2 and 4.2, where students were expected to express advice, opinions, and corrections in transactional and interpersonal conversations using language variations accurately, fluently, and acceptably within the context of daily reports. The students learned about "Giving and Asking Advice" using "should" and "shouldn't," with a particular focus on the speaking aspect. This component of the curriculum helped students understand how to construct sentences that offered or sought guidance, thereby enhancing their conversational skills. Through the Shadow Reading technique as their primary resource for practice. By concentrating on speaking, the students gained confidence in their ability to express advice and respond appropriately, further developing their overall language proficiency.

b. Construct validity

Construct validity is the degree to which you translate or translate a concept, idea, or behavior as a construct into work and work reality (operationalization). In order to get the construct validity, the tasks given to the students were designed based on theories and experts' judgments. The theories used as the reference of composing the tasks are speaking performance theories as written in chapter two.

The test involved pronouncing the conversation below, which included the consonant sounds the researcher focused on: voiceless palato-alveolar sounds (such as in "shame" and "should") and voiced palato-alveolar sounds (such as in "vision" and "pleasure"). This focus was connected to Adilla's (2019) findings, which indicated that these palato-alveolar sounds frequently caused mistakes in students' pronunciation performance. By addressing these specific sounds, the test aimed to identify and improve areas where students commonly struggled. Additionally, this test fulfilled the construct validity by accurately assessing the pronunciation challenges related to palato-alveolar sounds according the expert and the previous study. The script:

Tony : Shame on me, I can't do this exam.
/**ʃeɪm** ɑn mi, aɪ kænt du ðɪs ɪgˈzæm/

Ana : That's okay, you should have studied beforehand. Clear your vision, Tony
/ðæts oʊˈkeɪ, ju **ʃʊd** hæv ˈstʌdid bɪˈfɔrˌhænd. klɪr jɔr ˈ**vɪʒən,** ˈtoʊni./

There will be another exam.
/ðɛr wɪl bi əˈnʌðər ɪgˈzæm./

Tony : Thank you for your support, Ana.
/θæŋk ju fɔr jɔr səˈpɔrt, ˈænə./

Ana : My pleasure.
/maɪ ˈ**plɛʒər**./

The script itself also came from an English book that the teacher used as guidance to teach asking and giving advice. This ensured that the test or the script was valid in terms of construct validity, as it was aligned with the instructional material and accurately reflected the concepts being taught.

2) Reliability

Reliability involves the degree to which a phenomenological measure provides stable and consistent results (Carmines and Zeller, 1979). Reliability is also about repeatability. For example, a weighing scale or test is reliable when repeated measurements under constant conditions yield the same result (Moser and Kalton,

1989). Reliability testing is important because it relates to the consistency between parts of the meter (Huck, 2007).

A test was considered reliable if it had consistent results. Moreover to ensure the reliability of the test, Pearson correlation, Cronbach's alpha, and the Intraclass Correlation Coefficient (ICC) were used. Pearson correlation measures the strength and direction of the linear relationship between two variables, providing insight into the consistency of test results over repeated administrations. Cronbach's alpha assesses the internal consistency of the test, indicating how well the test items measure the same construct and ensuring that the test is reliably capturing the intended pronunciation skills. The Intraclass Correlation Coefficient (ICC) evaluates the reliability of ratings within groups, which is particularly useful in assessing the consistency of scores given by different raters in this case is using PRAAT application. Together, these statistical methods provide a comprehensive evaluation of the test's reliability, ensuring that it produces consistent and dependable results. The reliability tests were conducted two times, with the first one using the results of pre-test and post-test from /vision/ analyses and the second one from /shame/ analyses. The table below shows the results of reliability using SPSS:

Correlations

		PreVision	PostVision
PreVision	Pearson Correlation	1	.886**
	Sig. (2-tailed)		.000
	N	30	30
PostVision	Pearson Correlation	.886**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.1 Pearson-Correlation in /Vision/ Data

Correlations

		PreShame	PostShame
PreShame	Pearson Correlation	1	.953**
	Sig. (2-tailed)		.000
	N	30	30

PostShame	Pearson Correlation	.953**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.2 Pearson-Correlation in /Shame/ Data

The Pearson correlation showed .886 for /vision/ and .953 for /shame/. A Pearson correlation coefficient of 0.85 already indicated a strong positive relationship between pre-test and post-test scores, moreover it suggesting as good test-retest reliability.

Vision Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Table 3.3 Total /vision/ data

Reliability Statistics

Cronbach's Alpha	N of Items
.938	2

Table 3.4 Cronbach's Alpha result in /vision/ data

Intraclass Correlation Coefficient

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.883[a]	.769	.943	16.096	29	29	.000
Average Measures	.938[c]	.869	.970	16.096	29	29	.000

Table 3.5 ICC result in /vision/ data

Shame Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Table 3.6 Total /shame/ data

Reliability Statistics

Cronbach's Alpha	N of Items
.973	2

Table 3.7 Cronbach's Alpha result in /shame/ data

Intraclass Correlation Coefficient

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.948[a]	.894	.975	37.427	29	29	.000
Average Measures	.973[c]	.944	.987	37.427	29	29	.000

Table 3.8 ICC result in /shame/ data

The results showed Cronbach's Alpha values of .973 for /shame/ and .938 for /vision/, indicating exceptionally high internal consistency for both tests. Similarly, the Intraclass Correlation Coefficient (ICC) for /shame/ was .948 and .883 for /vision/, further reinforcing the reliability of the measurements. These coefficients, surpassing the threshold of 0.85, underscored the robustness of the reliability of the tests. Moreover, they indicated that the test scores remained consistent over time, even when employing different methods to assess reliability. Thus, these findings underscore the stability and dependability of the test scores across various measurement approaches.

3.8 Data Analysis

This research analyzed the students' speaking performance in terms of pronunciation. The researcher computed the students' scores based on their performance to find out the students' improvement in speaking ability when

pronouncing a text using the shadow reading technique. The following steps were taken:

a) The pre-test and post-test were scored using the PRAAT application. Since the data was scored by PRAAT, the researcher used a native English speaker as a benchmark to assess pitch and intensity in the students' speaking performance.
b) The results of the test were tabulated, and the scores of the pre-test and post-test were calculated and compared to native speaker scores. For the "shame" sound, the benchmark pitch was 156.82537411166115 Hz, and the intensity was 70.89637854180454 dB. For the "vision" sound, the benchmark pitch was 121.25150136393536 Hz, and the intensity was 79.56011491272122 dB.
c) Conclusions were drawn from the tabulated results of the pre-test and post-test, which were statistically analyzed using statistical computerization. A Paired Sample t-test was conducted using the Statistical Package for Social Science (SPSS) to determine whether the improvement gained by students was significant. The significance was determined by sig. 2tailed<0.05.

The researcher examined the results of the pre-test and post-test to analyze the improvement that occurred after using the shadow reading technique in the class. The quantitative data were analyzed using matrix analysis (Setiyadi, 2006:262). Moreover, the scoring process using the PRAAT application, which evaluates the intensity and pitch of the student's speaking performance, will be conducted by the researcher using the following steps:

- Install and Open PRAAT: To begin analyzing pitch and intensity in PRAAT, the researcher downloaded and installed the software from its official website. After installation, the researcher launched PRAAT to access its suite of audio analysis tools.
- Load Audio File: The researcher navigated to the "Open" menu, selected "Read from file...", and chose the participant's audio file. The selected sound file appeared in the Objects list within the PRAAT interface.

- View and Edit the Sound: To view and edit the sound, the researcher selected the participant's sound file from the Objects list and clicked on "View & Edit". This action opened a new window displaying the waveform of the participant's audio, allowing for detailed analysis.
- Analyze Pitch: For pitch analysis, the researcher accessed the "Pitch" menu in the sound editor window. They selected "Pitch settings..." to set the pitch range to 50-100 Hz. After configuring the settings, they clicked "get pitch" to obtain specific pitch values, such as the minimum, maximum, and mean pitch.
- Analyze Intensity: For intensity analysis, the researcher began by accessing the "Intensity" menu in the sound editor window and selecting "Intensity settings...". To display the intensity the researcher selected "Get intensity" from the "Intensity" menu, resulting specific intensity values, such as the minimum, maximum, and mean intensity.
- Save and Export Data: Finally, to save and export the analyzed data, the researcher selected the Pitch or Intensity object in the Objects list. And went to "Write" > "Write to text file..." to save the extracted data.

3.9 Hypothesis Testing

The researcher compared the results of the pre-test and post-test and analyzed them to determine whether there was a significant improvement in students' speaking ability after being taught using the shadow reading technique. This hypothesis was tested using the Paired Sample t-test in the Statistical Package for Social Science (SPSS). The significance level was set at 0.05, meaning that the hypothesis would be accepted if the significance value (Sign) was less than p. Therefore, the probability of error in the hypothesis was only about 5%. The hypothesis testing was stated as follows:

H_0: There is no significant improvement of students speaking ability of pronouncing a text after being taught using shadow reading technique.

H_1: There is significant improvement of students speaking ability of pronouncing a text after being taught using shadow reading technique

IV. RESULT AND DISCUSSION

This chapter deals with some points which are related to the result and the discussion from the result obtained. The first section of this chapter, the result, shows the effectiveness of shadow reading technique that applied in tenth grade SMAN 1 Seputih Banyak in improving students' pronunciation by showing the gain point from the pre-test and the post-test. Then, it will be proved by showing the table of Paired T-Test for each word that has been analyze; /ʃ/ and /ʒ/ or /shame/ and /vision/ sounds to prove the hypothesis testing, to see whether there is significant improving in students' pronunciation aspect or not. Lastly, this chapter elaborates and interpreting results from the PRAAT and SPSS application.

Analyzing pitch and intensity using PRAAT can lead to a broader discussion on the significance of these acoustic features in speech analysis and language research, as outlined in the third chapter. The process begins with loading audio files into PRAAT, prompting a discussion on the importance of data preparation in linguistic analysis. Researcher ensures that the audio files are of high quality and appropriately formatted to yield reliable results.

Viewing and editing the sound in PRAAT highlight the visual representation of speech waveforms, spectrograms, and pitch contours. This step emphasizes the interdisciplinary nature of linguistic research, where visual and auditory data are integrated to gain deeper insights into speech patterns and structures. Analyzing pitch and intensity in PRAAT offers an opportunity to delve into the acoustic properties of speech sounds. Pitch is fundamental to prosody and intonation, affecting the meaning and pragmatic functions of utterances. Intensity, on the other hand, contributes to stress patterns and prominence in speech, influencing the rhythm and emphasis of spoken language.

Finally, the discussion can extend to the broader implications of pitch and intensity analysis in students' speaking performance, particularly in producing /ʃ/ and /ʒ/ sounds. Overall, the step-by-step process of analyzing pitch and intensity using PRAAT serves as a gateway to exploring the development of students' pronunciation ability. The results of this analysis will be discussed in subsequent sections.

4.1 The Result of Students' Pronunciation Test

To answer the research question, the pre-test and the post-test were administered with the aim to figure out whether there is significant improvement in students' pronunciation after being treated with the shadow reading technique. The table below shows the data result of pre-test in pronouncing /shame/ or /ʃ/ sound.

4.1.1 The Result Shadow Reading Technique in /ʃ/ - /Shame/ Sounds

No.	Participants	Frequency Hz (Pitch)	Intensity dB (Spectrum)	Quantity (Duration) S	Deviation
1.	Native Speaker	156.82537411166115	70.89637854180454	0.664551	0
2.	P1	349.0697008775395	61.075902907353345	0.561907	81,47%
3.	P2	253.50614259460434	66.04595646108461	0.390311	241,39%
4.	P3	316.2662145954292	65.73484564275648	0.387427	69%
5.	P4	260.5467482014132	60.14905289852457	0.458297	41,90%
6.	P5	84.54094346809362	60.36571623107402	0.421386	35,88%
7.	P6	273.6974164628365	73.13341643934766	0.460425	53,46%
8.	P7	259.2739115857574	71.6763395647300	0.316541	46,43%
9.	P8	294.24440231704796	63.29390906690595	0.515917	58,17%
10.	P9	303.8214401647039	65.27420485528778	0.288808	63,31%
11.	P10	135.25550040680326	70.3899204141528	0.817481	9%
12.	P11	170.69003993895728	74.10770587469487	0.605465	8,31%
13.	P12	289.5263819878315	74.13887214447736	0.348551	60,91%
14.	P13	137.0329288328425	59.038332760741106	0.436666	13,24%
15.	P14	134.99944139462096	71.75236553351512	0.410640	8,5%
16.	P15	118.79367784986154	73.21663431055654	0.537738	15%
17.	P16	176.39352850690938	72.96311460477163	0.680967	10,33%
18.	P17	289.30727081942325	67.02354307416942	0.302028	57.66%
19.	P18	274.08046151982495	59.75860946510256	0.362118	47.71%
20.	P19	247.99031732350372	66.9291092976181	0.350446	39,34%
21.	P20	271.1706221926975	66.20095821781932	0.348185	49,27%
22.	P21	116.02755374881006	71.96610518799712	0.385177	16,81%
23.	P22	295.02444231704796	64.92390909059665	0.495912	79,97%
24.	P23	320.91084978499555	61.956742968798665	0.300326	69,40%

25.	P24	180.39697693895728	73.17058746709483	0.456398	12,19%
26.	P25	133.40682555000321	70.20415141528791	0.688481	9,9%
27.	P26	180.39352850690938	72. 31146716396071	0.580966	11,81%
28.	P27	133.22944139496620	71.75236553351512	0.513229	9,3%
29.	P28	82.99443468093621	60.36571623107402	0.421386	46,1%
30.	P29	138.9288320842532	61.00432760741106	0.453222	24,83%
31.	P30	249.6998322944857	62.46960360729565	0.403591	38,12%

Table 4.1 Pre-Test Result of Voiceless Palato-Alveolar Sibilant /ʃ/ - /shame/

The deviation shown in the table refers to the percentage difference between the students' pronunciation and native pronunciation. As we can see, the native speaker has 0% deviation, indicating perfect pronunciation. A smaller percentage indicates a better comparison, while a higher percentage signifies greater errors in pitch and intensity in the students' pronunciation, as assessed by using PRAAT. According to the PRAAT program, the ideal pitch for pronouncing /ʃ/ or /shame/ was 156.82537411166115 Hz, and the ideal intensity was 70.89637854180454 dB.

The results in the pretest varied significantly. Some students were already close to the native pronunciation, while others were still developing their pronunciation skills. Meanwhile, the table below shows the post-test scores of students in pronouncing /ʃ/ or /shame/ sounds after being treated with the shadow reading technique.

No.	**Participants**	**Frequency Hz (Pitch)**	**Intensity dB (Spectrum)**	**Quantity (Duration) S**	**Deviation**
1.	Native Speaker	156.82537411166115	70.89637854180454	0.664551	0
2.	P1	282.30807279969434	64.97474113643563	0.550889	54,1%
3.	P2	207.17096412663355	63.78579558506195	0.411549	19,89%
4.	P3	311.94284560182984	69.2899636125785	0.419506	68,68%
5.	P4	254.17022749261255	65.91075292903348	0.417502	41,62%
6.	P5	199.2939215495925	70.86840462423909	0.459165	19,54%
7.	P6	245.3014841359506	71.46362093010394	0.512232	40,14%
8.	P7	233.4636205347115	68.42830356312129	0.485807	33,58%
9.	P8	285.90363635927815	65.98902699112816	0.436647	55,70%
10.	P9	260.038098973733	64.06213015327313	0.350228	43,40%
11.	P10	151.9831715539977	71.31699969685889	0.603907	1,19%
12.	P11	149.34864215946533	70.52066747294637	0.511752	2,71%
13.	P12	247.75707401585643	74.06492467048987	0.425604	42.39%

14.	P13	150.59639832825465	56.95090291255344	0.465897	8,16%
15.	P14	142.8769258311375	70.34548048096526	0.387530	5,65%
16.	P15	117.80763069241023	70.61560813149111	0.444248	16,62%
17.	P16	145.71990806258268	70.9258166798933	0.640721	4,12%
18.	P17	281.5549982054954	69.87149747523544	0.451052	55,49%
19.	P18	249.7824772694553	55.87221273766464	0.431077	35,24%
20.	P19	238.91719349485936	59.65846301483877	0.377912	32,11%
21.	P20	270.16715330849013	65.32167531682401	0.347057	48.44%
22.	P21	120.6229181178626	74.82288060304018	0.551856	13,52%
23.	P22	280.95363365927815	66. 02699112816989	0.437664	73.48%
24.	P23	294.7296360729691	63.190593842838666	0.308824	58,37%
25.	P24	151.83464215946533	69.02066747294637	0.531754	10,42%
26.	P25	149.8831997771553	70.216888969685119	0.593906	10%
27.	P26	147.0020806258268	71.8859166798933	0.600431	9,44%
28.	P27	141.2459258311375	68.99548048096526	0.401530	5,12%
29.	P28	200.8739292515495	67. 46242398684001	0.469165	34,16%
30.	P29	152.89625465398328	60. 91255950902344	0.505897	6,8%
31.	P30	243.48294370987387	65.76217660580555	0.307235	36,83%

Table 4.2 Post Test Result of Voiceless Palato-Alveolar Sibilant /ʃ/ - /Shame/

In the post-test, students treated with the shadow reading method showed improvement. The same benchmarks were used as in the pretest: 156.82537411166115 Hz for pitch and 70.89637854180454 dB for intensity. To evaluate the differences and improvements between the pretest and post-test, the researcher conducted a Paired Sample T-Test using SPSS.

The pretest showed varied pronunciation accuracy among students, with some close to the native benchmarks and others needing improvement. Post-test results indicated a general trend of improved accuracy in both pitch and intensity after using the shadow reading technique. The statistical analysis from the Paired Sample T-Test confirmed significant improvements in students' pronunciation. The table below illustrates these findings, highlighting the effectiveness of the shadow reading method in enhancing pronunciation accuracy.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreShame	30	8.00	81.00	37.5667	23.67551
PostShame	30	1.00	73.00	29.1667	21.46060
Valid N	30				

Table 4.3 Descriptive Statistics Pre-test and Post-test /ʃ/ - /Shame/ sounds

From the data frequency above, it can be inferred that the average pre-test score before the treatment was 37.5667, indicating a significant deviation from the native pronunciation. The highest deviation was 81.0, reflecting the extent of pronunciation mistakes, while the best deviation recorded was 8.00, showing some students were already closer to the target pronunciation.

After being treated with the shadow reading technique, students' pronunciation test scores showed improvement. The average score decreased to 29.1667, with the lowest deviation being 1.00 (nearly perfect), and the highest remaining deviation was 73.00. This data demonstrates the effectiveness of the shadow reading technique in enhancing students' pronunciation accuracy.

To prove statically the improvement of students' pronunciation after being treated with shadow reading technique, the researcher manages to do the paired sample t-test.

The following table shows the result of paired sample t-test:

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before Treatment & After Treatment	30	.953	.000

Table 4.4 Paired Sample Correlation for /ʃ/ or /shame/ sounds

Before going to the Paired Sample T-Test, the researcher looked at the Paired Sample Correlation to see the relationship between the pre-test and post-test scores. The Paired Samples Correlation results indicate a very strong positive correlation between the pre-test scores (before treatment) and post-test scores (after treatment), with a correlation coefficient of 0.953. This high correlation suggests that students who scored higher on the pre-test also tended to score higher on the post-test, demonstrating consistent performance across both tests. The sample size for this analysis was 30 students. The significance value is 0.000, which is well below the common alpha level of 0.05, indicating that the correlation is statistically significant. This means that the observed relationship

between the pre-test and post-test scores is highly unlikely to have occurred by chance.

In summary, the strong and significant correlation (0.953, $p < 0.001$) implies that the shadow reading treatment had a consistent effect on the students' pronunciation scores.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Before - After Treatment	8.40000	7.29005	1.33097	5.67785	11.12215	6.311	29	.000

Table 4.5 Paired Sample T Test for /ʃ/ or /shame/ sounds

The Paired Samples T-Test results provide further insight into the impact of the shadow reading treatment on students' pronunciation scores. The mean difference between the pre-test and post-test scores is 8.40000, indicating that, on average, students' scores improved by this amount after the treatment. The standard deviation of the differences is 7.29005, showing the variability in improvement among students. The standard error mean is 1.33097, which reflects the precision of the mean difference estimate.

The 95% confidence interval for the mean difference ranges from 5.67785 to 11.12215. This interval suggests that we can be 95% confident that the true mean difference in scores due to the treatment lies within this range. The t-value is 6.311, and with 29 degrees of freedom, the significance level (Sig. 2-tailed) is 0.000. This p-value is well below the commonly used threshold of 0.05, indicating that the observed improvement in scores is statistically significant. Therefore, we can conclude that the shadow reading technique had a significant positive effect on students' pronunciation scores.

4.1.2 The Result Shadow Reading Technique in /Vision/ Sounds

The table below shows the data result of pre-test in pronouncing /vision/ or **/ʒ/** sound.

No.	Participants	Frequency Hz (Pitch)	Intensity dB (Spectrum)	Quantity (Duration) S	Deviation
1.	Native Speaker	121.25150136393536	79.56011491272122	0.685059	0
2.	P1	310.97148068974155	55.061002813500515	0.552122	83%
3.	P2	277.63698539161663	61.58862278077646	0.707896	69,61%
4.	P3	266.5746492361272	63.8813375166166	0.636886	65,22%
5.	P4	252.5627493322107	66.43760752246958	0.335007	59,49%
6.	P5	206.76772501061112	68.78548675239637	0.504915	37,77
7.	P6	238.8560093998112	65.03307932911375	0.456887	51,94%
8.	P7	238.059146096814	70.0406858177722	0.556347	54%
9.	P8	258.2854011734118	66.66952950104417	0.515241	62,47%
10.	P9	232.45629087434472	64.64429242197019	0.573450	48,55%
11.	P10	139.5613093610088	69.94795148896631	0.536979	4,75%
12.	P11	127.14250287177109	65.99943727659549	0.830333	3,42%
13.	P12	250.11386967487874	76.1108515438144	0.496548	63.11%
14.	P13	122.86548541508233	55.21825621590104	0.513145	10,95%
15.	P14	113.15013151480348	67.43170203416527	0.488165	9,7%
16.	P15	104.61526112558496	67.05086039372502	0.793418	14,16%
17.	P16	136.4454667047074	71.08721249728401	0.469268	3,76%
18.	P17	268.70276843837667	69.22371800675114	0.362416	68,96%
19.	P18	230.92889078990905	63.020816500562105	0.599220	46,97%
20.	P19	216.10524094673428	66.9068801051338	0.665293	41,5%
21.	P20	258.625793376753	61.498812150156716	0.390808	60%
22.	P21	112.4270172595636	71.83127980259636	0.481720	7,87%
23.	P22	250.0128541734128	67.55592950104417	0.552411	58,78
24.	P23	318.33980179936697	62.117163134065095	0.274568	68,34%
25.	P24	130.74350787166109	60.43972976595499	0.633339	4,4%
26.	P25	140.58681309361008	71.99795941896631	0.566999	6,29%
27.	P26	138.44456677047074	72.87621240728411	0.543219	5,65%
28.	P27	110.01513151400354	67.87152348416527	0.488165	11%
29.	P28	207.88872501063221	68.52396785486737	0.494915	38,2%
30.	P29	122.33865485415082	60.25621590102184	0.513145	8,7%
31.	P30	219.80113584331744	66.89693454205013	0.304257	43,34%

Table 4.6 Pre Test Result of Voiced Palato-Alveolar Sibilant /ʒ/ - /vision/

The same as in /shame/ pretest and posttest deviation shown in the table refers to the percentage difference between the students' pronunciation and native pronunciation. The native speaker has 0% deviation, indicating perfect

pronunciation. A smaller percentage indicates a better comparison, while a higher percentage signifies greater errors in pitch and intensity in the students' pronunciation. According to the PRAAT program, the ideal pitch for pronouncing /vision/ was 121.25150136393536 Hz, and the ideal intensity was 79.56011491272122 dB.

The table below shows the post-test score of students in /vision/ sounds after being treated with shadow reading technique.

No.	Participants	Frequency Hz (Pitch)	Intensity dB (Spectrum)	Quantity (Duration) S	Deviation
1.	Native Speaker	121.25150136393536	79.56011491272122	0.685059	0
2.	P1	296.2036089203549	59.657608238285064	0.627074	77,93%
3.	P2	180.4799018647823	62.202087900933336	0.413243	21,34%
4.	P3	243.55110979794006	68.11396602540125	0.501213	55,83%
5.	P4	214.64653404279923	61.73261581974142	0.388873	38,18%
6.	P5	191.5095086526487	63.688845780439294	0.555407	29,67%
7.	P6	193.92963728729484	67.84898177687815	0.562348	30,88%
8.	P7	233.73738035106365	65.26524488183395	0.454059	49,5%
9.	P8	212.08697615143922	62.0398766033826	0.562078	37%
10.	P9	208.08103809786925	59.738286907025184	0.523169	33,90%
11.	P10	137.0520361644792	70.16177576864037	0.579646	3,6%
12.	P11	129.44620269334254	72.63994597658669	0.623598	1%
13.	P12	245.46120498724918	76.15928823468303	0.484274	60,82
14.	P13	128.79575977697976	56.031897075531276	0.555180	7,58%
15.	P14	121.81881478177897	70.03000640589741	0.552855	4%
16.	P15	107.95471441426973	66.15284163742746	0.656274	12,94%
17.	P16	128.68036678435186	74.06962883028629	0.604595	1,37%
18.	P17	262.1413832084923	71.33314924888269	0.444969	66,73%
19.	P18	169.50116828252933	57.37931888306506	0.373082	13,44%
20.	P19	137.89632092034358	64.31619688679548	0.329325	1,1%
21.	P20	247.8651446892734	69.28647754517812	0.412762	58,57%
22.	P21	119.34699787453062	75.05314273783317	0.641380	2,8%
23.	P22	210.86097615143911	65.9822766033826	0.586702	38,42%
24.	P23	273.58307989675455	61.07783192940958	0.478148	67,33%
25.	P24	130.20026933425644	72.75640012658669	0.599597	1,4%
26.	P25	136.98725961022148	69.77 617757684030	0.569006	3,37%
27.	P26	127.888036678435186	73.69000883028629	0.497658	0,78%
28.	P27	122.00881478177897	71.13111640589753	0.532765	3,43%
29.	P28	190.86527 086526433	64.888845780439288	0.555876	27,87%
30.	P29	127.880321622697976	57.707553127031896	0.499188	7,2%
31.	P30	209.01510806202185	66.51873267060401	0.383559	37,76%

Table 4.7 Post Test Result of Voiced Palato-Alveolar Sibilant /ʒ/ - /vision/

In the post-test, students treated with the shadow reading method showed improvement. The same benchmarks were used as in the pretest: 121.25150136393536 Hz for pitch and 79.56011491272122 dB for intensity. To evaluate the differences and improvements between the pretest and post-test, the researcher conducted a Paired Sample T-Test using SPSS.

The pretest /vision/ revealed a diverse range of pronunciation accuracies among students, with some nearing native benchmarks while others required improvement. Following the implementation of the shadow reading technique, the post-test displayed a notable overall enhancement in both pitch and intensity accuracy. This improvement trend was further corroborated by the statistical analysis conducted through the Paired Sample T-Test, which indicated significant advancements in students' pronunciation.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreVision	30	4.00	83.00	36.9667	26.15799
PostVision	30	1.00	78.00	26.1333	24.23695
Valid N	30				

Table 4.8 Descriptive Statistics Pre-test and Post-test /ʒ/ - /vision/ sounds

From the data frequency above, it can be inferred that the average pre-test score before the treatment was 36.9667, indicating a significant deviation from the native pronunciation. The highest deviation was 83.0, reflecting the extent of pronunciation mistakes, while the best deviation recorded was 4.00, showing some students were already closer to the target pronunciation.

After being treated with the shadow reading technique, students' pronunciation test scores showed improvement. The average score decreased to 26.1333, with the lowest deviation being 1.00 (nearly perfect), and the highest remaining deviation was 78.00. This data demonstrates the effectiveness of the shadow reading technique in enhancing students' pronunciation accuracy.

To prove statically the improvement of students' pronunciation after being treated with shadow reading technique, the researcher manages to do the paired sample t-test. The following table shows the result of paired sample t-test:

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before Treatment & After Treatment	30	.886	.000

Table 4.9 Paired Sample Correlations for /ʒ/ or /vision/ sounds

Before proceeding with the paired sample t-test, the Paired Samples Correlation analysis reveals a strong positive correlation between the pre-treatment and post-treatment scores, with a correlation coefficient of 0.886. This indicates a significant relationship between the students' pronunciation performance before and after the shadow reading treatment. The sample size for this analysis was 30 participants. Additionally, the significance value is 0.000, indicating that the correlation observed is highly unlikely to have occurred by chance.

In summary, the strong and statistically significant correlation suggests that the shadow reading technique had a consistent and positive impact on students' pronunciation accuracy, as demonstrated by the close alignment between their pre-treatment and post-treatment scores.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Before - After Treatment	10.83333	12.19690	2.22684	6.27894	15.38773	4.865	29	.000

Table 4.10 Paired Sample T Test for /ʒ/ or /vision/ sounds

Before interpreting the paired sample t-test results, it's essential to note that the analysis compares the differences between pre-treatment and post-treatment

scores within the same group of participants. The mean difference between the pre-treatment and post-treatment scores is 10.83333, indicating an overall improvement in pronunciation accuracy following the shadow reading treatment. The standard deviation of these differences is 12.19690, suggesting variability in the extent of improvement among individual students.

The standard error mean is 2.22684, representing the precision of the mean difference estimate. The 95% confidence interval for the mean difference ranging from 6.27894 to 15.38773 signifies that if we were to repeat this study multiple times, we would expect the true mean difference in scores between the pre-treatment and post-treatment to lie within this interval in 95% of those repetitions. The t-value is 4.865, and with 29 degrees of freedom, the significance level (Sig. 2-tailed) is 0.000. This p-value is well below the commonly used threshold of 0.05, indicating that the observed improvement in scores is statistically significant.

Based on the comprehensive analysis conducted on the data provided (/shame/ and /vision/), it is evident that answering the research question from researcher that the shadow reading technique has had a significant positive impact on students' pronunciation accuracy. The initial assessment of students' pronunciation proficiency before the treatment revealed a wide range of scores, with some students already demonstrating relatively high accuracy, while others displayed significant deviations from the native pronunciation benchmarks. However, after implementing the shadow reading technique, there was a noticeable improvement in students' pronunciation scores, as evidenced by both descriptive statistics and statistical analyses.

The paired samples correlation analysis demonstrated a strong positive correlation between pre-treatment and post-treatment scores, indicating consistent performance improvements across the participant group. This was further supported by the paired sample t-test, which revealed a statistically significant mean difference in scores between the pre-treatment and post-treatment phases. Moreover, the 95% confidence interval for the mean difference provided a range within which we can be highly confident that the true mean difference in scores

due to the treatment falls, further strengthening the conclusion of the treatment's effectiveness.

In conclusion, the data consistently indicate that the shadow reading technique effectively enhances students' pronunciation accuracy. These findings underscore the value of employing this method in language learning contexts to facilitate meaningful improvements in pronunciation skills.

4.2 Hypothesis Testing

It is critical to input the hypothesis testing result to determine whether the proposed hypothesis is accepted or not. The researcher use Paired Sample T-Test to testing the hypothesis.

Null Hypothesis (H_o): There is no significant improvement of using shadow reading technique towards student's pronunciation mastery in the SMA Negeri 1 Seputih Banyak.

Alternative Hypothesis (H_a): There is significant improvement of using shadow reading technique towards student's pronunciation mastery in the SMA Negeri 1 Seputih Banyak.

The criteria of deciding whether or not H_o is accepted are:

a) If the Sig. two-tailed is lower than 0.05, therefore H_o is rejected and H_a is accepted
b) If the Sig. two-tailed is higher than 0.05, therefore H_o is accepted and H_a is rejected

The table of Paired Sample T-Test in both /shame/ and /vision/ shows that the result of the computation sig. two-tailed value is 0.00. It means that H_o is rejected and H_a is accepted since $0.00 < 0.05$. It proves that there is a significant improvement in students' pronunciation after being taught by shadow reading technique.

4.3 Discussion

In recent years, the shadow reading method has gained recognition as a valuable tool for improving language learners' pronunciation skills. Shadow reading, also known as shadowing, is a technique where a learner listens to a recording in the target language and simultaneously tries to speak along with the speaker. It is about the intricacies of the shadow reading technique, exploring its theoretical foundations, practical applications, and empirical evidence supporting its effectiveness. By examining the process through which learners imitate native speakers' intonation, rhythm, and phonetic nuances, this discussion aims to elucidate how shadow reading facilitates the development of more accurate and natural pronunciation.

One of the problems that make students fail or have difficulties in pronouncing a word, as highlighted in this research, is the distinction between the /ʒ/ and /ʃ/ sounds. This issue stems from the influence of a student's mother tongue on their pronunciation of English words. David Crystal (1991) has written extensively on how the phonological system of a person's first language can impact their ability to produce sounds in a second language, such as English. He explains that learners often transfer phonetic and phonological rules from their native language to English, which can lead to pronunciation errors. This phenomenon is known as "language transfer" or "interference." For example, if a student's mother tongue does not distinguish between certain sounds that are distinct in English (such as /r/ and /l/ for native Japanese speakers), they may struggle to pronounce these sounds correctly in English. In this research, it was also found that students tend to confuse the /ʒ/ and /ʃ/ sounds due to interference from Indonesian, which does not have these sounds as distinct phonemes. According to this study the phonological and phonetic characteristics of a student's mother tongue really play a significant role in shaping their pronunciation of English words. Moreover, pitch and intensity also play a role in achieving good pronunciation performance in addition to the influence of their mother tongue.

Roach (2009) discusses pitch and intensity as crucial components of supra-segmental features in pronunciation. He describes pitch as the perceived

frequency of sound, which plays a significant role in intonation patterns. Intensity, or loudness, is associated with stress in syllables and words, impacting the rhythm and emphasis in speech. Roach emphasizes that both pitch and intensity are essential for conveying meaning, emotion, and speaker intent in spoken language.

This research is in line with Roach's (2009) statement because it employs the shadow reading technique to teach speaking and assess performance based on pitch and intensity. Roach emphasizes the importance of pitch and intensity as crucial components of supra-segmental features in pronunciation, noting that pitch, as the perceived frequency of sound, significantly influences intonation patterns, while intensity, or loudness, is associated with stress in syllables and words, impacting the rhythm and emphasis in speech. These elements are essential for conveying meaning, emotion, and speaker intent in spoken language as already stated before.

The shadow reading technique is designed to address these aspects by having learners mimic the speech of native speakers as closely as possible. This practice helps students internalize the natural pitch contours and intensity patterns of the target language, thereby improving their intonation and stress. By focusing on these supra-segmental features, shadow reading enables learners to develop a more authentic and effective speaking style. Additionally, assessing students' speaking performance through their ability to replicate the pitch and intensity of the model speaker provides a clear and objective measure of their progress. This method allows for precise feedback and targeted improvements in their pronunciation skills.

The theory of shadow reading is grounded in principles of imitation, active engagement, and comprehensible input in language learning. By integrating pitch and intensity into shadow reading method, this research supports Roach's assertion that these elements are vital for effective spoken communication. The use of shadow reading thus aligns with contemporary linguistic theory and pedagogical practice, demonstrating how these supra-segmental features can be systematically taught and evaluated to enhance learners' overall speaking proficiency.

Furthermore, this research highlights that students, as assessed by PRAAT, often encounter more difficulties with pitch than with intensity in pronunciation. Pitch presents greater challenges due to its intricate control mechanisms, perceptual sensitivity, and linguistic complexity. Unlike intensity, this involves adjusting loudness and is relatively straightforward, controlling pitch demands precise coordination of vocal cord tension and length, making consistency harder to achieve. Pitch also serves multiple linguistic functions, including indicating questions, stress, and emotion, further complicating its mastery. Variations in pitch across languages and dialects add to this complexity, requiring learners to adapt to diverse intonation patterns. Furthermore, the lack of direct visual feedback and interference from native language intonation exacerbate the difficulty of mastering pitch in pronunciation.

This research finding aligns closely with the study conducted by Ghanie (2019), which investigated student phoneme pronunciation and utilized PRAAT for assessment. Ghanie's research also revealed that students faced challenges, particularly in mimicking and producing correct pitch. The similarities between the findings of both studies underscore the significance of pitch as a major hurdle in pronunciation acquisition. The intricate nature of pitch control, as highlighted in both studies, poses considerable difficulties for learners. These findings suggest that the mastery of pitch in pronunciation is crucial yet challenging, requiring targeted instructional approaches and pedagogical interventions to support learners in overcoming these obstacles. Moreover, the congruence between the two studies reinforces the validity and reliability of the assessment method employed, highlighting the utility of PRAAT in objectively evaluating pronunciation proficiency and identifying areas of improvement for learners.

Additionally, the chapter will address the challenges and limitations associated with implementing this method in educational settings, offering insights into potential solutions and best practices. Through a comprehensive analysis, this chapter seeks to underscore the significance of shadow reading as an innovative approach to language pronunciation instruction. Shadowing encourages learners to closely mimic the intonation, rhythm, and pitch of the native speaker. Through

repetitive practice, learners enhance their ability to accurately reproduce the sounds and patterns of the language. Speaking along with recordings aids in training the mouth muscles to produce the correct sounds, which is crucial for developing clear and precise pronunciation. Shadowing also reinforces intonation and stress patterns, further improving spoken fluency.

Moreover, utilizing real recordings exposes learners to authentic natural speech, encompassing colloquial expressions, varying speeds, and diverse accents. This exposure enables learners to adapt their pronunciation to real-world speaking situations effectively. By integrating the shadow reading technique into their language practice, learners can significantly enhance their pronunciation skills through active and consistent engagement with native speech patterns. However, shadow reading also presents challenges. School curriculums often contain a multitude of subjects and topics, leaving limited time for intensive pronunciation practice. Consistent and dedicated practice, essential for effective shadow reading, can be challenging to incorporate into busy schedules. Moreover, in large class sizes, it becomes difficult for teachers to monitor each student's pronunciation and provide individualized feedback. Effective shadow reading necessitates personal attention to ensure accurate sound imitation.

In summary, even though the shadow reading technique may seem similar to other methods in language teaching, shadow reading has significant differences and unique advantages. Unlike traditional repetition-based methods where students simply repeat after the teacher with a pause, shadow reading involves simultaneous listening and speaking, which helps improve fluency and real-time language processing. This technique not only enhances pronunciation and intonation by mimicking native speakers but also boosts speaking confidence and oral proficiency. By engaging in real-time synchronization with the audio, students develop a deeper understanding of the natural rhythm and flow of the language, making shadow reading an invaluable tool for achieving more authentic and spontaneous speech.

In further discussion, researchers tend to explore the utilization of the PRAAT program, which has been employed in this research. According to Otsananda

(2021), PRAAT can serve as a valuable tool to facilitate self-guided learner practice outside of the classroom, benefiting learners of all proficiency levels. More than that using PRAAT as an assessment tool for evaluating student pronunciation can provide real and objective assessments, and significantly enhance the learning process. The program offers precise acoustic measurements of speech features such as pitch, formants, and intensity, allowing for detailed and unbiased evaluation of pronunciation accuracy. By generating visual representations like spectrograms and pitch contours, PRAAT helps students clearly see the differences between their speech and that of native speakers, facilitating a better understanding of where improvements are needed. This visual feedback makes the learning process more interactive and engaging, enabling students to identify and correct specific pronunciation errors effectively.

However PRAAT, despite its robust capabilities for speech analysis, presents several challenges as noted by researcher in the field. Firstly, its steep learning curve is often cited, stemming from its intricate interface and extensive feature set. For beginners, navigating PRAAT and effectively utilizing its functionalities may require significant time and effort to attain proficiency. This complexity can hinder the initial learning process and may deter users from fully harnessing the software's potential. Moreover, PRAAT's automation capabilities are relatively limited compared to some competing speech analysis software. Tasks such as batch processing and automated annotation may necessitate manual intervention, particularly for large datasets or repetitive analyses. This manual involvement can result in time-consuming workflows, detracting from efficiency and productivity. While PRAAT offers tools for acoustic analysis, its support for statistical analysis may be somewhat constrained. Unlike dedicated statistical software packages, PRAAT may not provide the same breadth of statistical tools and functionalities. Consequently, users may find themselves needing to export data from PRAAT for further statistical analysis in alternative software environments, adding complexity to the analytical workflow. Despite these limitations, PRAAT remains a valuable tool in the realm of speech analysis, albeit with considerations for its learning curve, automation capabilities, and statistical support.

V. CONCLUSION AND SUGGESTIONS

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestions from the researcher regarding to the use of shadow reading technique in teaching pronunciation.

5.1 Conclusions

The research was concerned with using shadow reading technique to improve students' pronunciation aspect at the first grade of SMA N 1 Seputih Banyak, Central Lampung, specifically in /ʃ/ and /ʒ/ or /shame/ and /vision/ sounds.

The followings are the conclusion of this research:

The implementation of shadow reading technique surely improves students' pronunciation aspect, as can be seen from the result of the pre-test and the post-test. The point is show increasing gain and that is all that matters. This gain is also proved by the paired samples t-test which the sig. point for the technique is 0.00. It means there is absolutely a significant improvement of students' pronunciation aspect before and after given the treatments.

Implementing the shadow reading technique in the classroom can significantly enhance students' pronunciation skills, but it comes with several challenges that require thoughtful solutions that find by researcher. First, time constraints in an already packed curriculum can be addressed by integrating shadow reading into existing activities and encouraging independent practice. Large class also sizes pose a difficulty for providing individualized feedback, which can be mitigated through peer feedback, group activities, and language learning apps offering instant feedback.

Another problem is resource limitations, such as lack of high-quality audio materials and equipment; it can be overcome by utilizing freely available online resources and seeking funding for essential equipment. Furthermore, teacher training also crucial for effective implementation; thus, professional development opportunities, workshops, and training sessions should be organized.

To maintain student motivation, which can wane due to the monotonous or challenging nature of shadow reading, teachers should use engaging and varied content, set achievable goals, and incorporate games and competitions. Noise and disruption can be problem too but can be minimized by using headphones and arranging seating to create small practice areas. Teacher also need to address diverse proficiency levels that can be achieved by students by differentiating materials and tasks, providing advanced recordings for higher-level students and simpler ones for beginners, and pairing students with similar proficiency levels. Finally, technological barriers, such as lack of access to devices, can be handled by creating a lending system for school-owned devices, utilizing school computer labs, and exploring accessible mobile apps.

Furthermore, it can be concluded that the PRAAT application proves to be highly beneficial and provides convenience in assessing pronunciation performance, yielding accurate results. The versatility of PRAAT allows researchers and educators to conduct thorough analyses of various aspects of pronunciation, including pitch, intensity, and prosody. By offering precise measurements and visual representations of speech parameters, PRAAT enables researchers to gain deeper insights into learners' pronunciation abilities. Moreover, its user-friendly interface and wide array of features make it accessible to both novice and experienced users alike. With PRAAT, the process of evaluating pronunciation becomes more streamlined and efficient, ultimately enhancing the quality of language teaching and research endeavors.

By addressing these challenges and the use of PRAAT, the implementation of shadow reading can become a practical and effective strategy for improving students' pronunciation skills in a classroom setting.

5.2 Suggestions

Regarding to this research, there were several limitations; first, the researcher only applied the shadow reading technique in terms of pronunciation aspect in the first grade of senior high school which are the intensity and the pitch in /ʃ/ and /ʒ/ sounds. Second, the researcher used PRAAT software platform to give scores to the students. The evaluator was the PRAAT software, which comparing to native English speaker about /ʃ/ and /ʒ/ or /shame/ and /vision/ sounds. Third, which will be the last limitation, the techniques was implemented in a topic/material only which is about giving and responding advice using modal verb should/shouldn't. Students are given the same topic for each treatment, which the topic is also based on K13 Curriculum using English Pathway book.

For the context of language English is indispensable globally, serving as a common language across cultures. Pronunciation plays a crucial role in effective communication by enhancing understanding and conveying cultural sensitivity. Clear and accurate pronunciation ensures that messages are conveyed effectively, reducing ambiguity and fostering mutual comprehension among speakers. Moreover, pronunciation reflects cultural nuances and identities, demonstrating respect for the cultural context in which communication occurs.

While achieving native-like pronunciation may be desirable for some learners, it is not a necessity. English speakers come from diverse linguistic backgrounds, each with their own accents and speech patterns. Embracing this linguistic diversity enriches communication and celebrates the richness of global English varieties. Rather than striving for perfect imitation of native speakers, the focus should be on clear and intelligible communication that respects both linguistic diversity and cultural authenticity. Ultimately, effective communication in English transcends accentuation, prioritizing mutual comprehension and cultural sensitivity. For further information to this research the teachers and other researcher can see several points:

1. Shadowing encourages learners to closely mimic the intonation, rhythm, and pitch of the native speaker. By doing this repeatedly, learners become

better at reproducing the sounds and patterns of the language accurately. It also make enhances phonetic awareness of students. Listening to and repeating native pronunciation also helps learners become more aware of the subtle differences in sounds that are not present in their native language. This heightened phonetic awareness is crucial for accurate pronunciation.

2. Speaking along with the recording helps to train the mouth muscles to produce the correct sounds. This physical practice is essential for developing clear and precise pronunciation. More than that it is reinforces intonation and stress pattern. Shadowing helps learners internalize the natural intonation and stress patterns of the language, which are critical components of fluent and understandable speech.
3. The immediate nature of shadowing provides real-time feedback. Learners can instantly compare their pronunciation with that of the native speaker, making adjustments as necessary. Moreover, shadow reading also increases listening comprehension. Shadowing improves listening skills by forcing learners to pay close attention to the details of pronunciation, including how words are connected in natural speech. This heightened listening ability supports better pronunciation.

However, even though the technique show improvements in students' pronunciation aspect, there were still found some challenges that researcher found during the research. Several obstacles can hinder its application in a school setting:

1. School curriculums are often packed with various subjects and topics, leaving limited time for intensive pronunciation practice. Shadow reading requires consistent, dedicated practice, which can be difficult to fit into a tight schedule. It is also a problem for large class sizes, it is really challenging for teachers to monitor each student's pronunciation and provide individualized feedback. Effective shadow reading often requires personal attention to ensure that students are mimicking sounds accurately.

2. Schools may lack the necessary resources, such as high-quality audio equipment or a diverse range of recordings in the target language. Access to authentic and varied audio materials is crucial for effective shadow reading practice.
3. Shadow reading can be demanding and may not immediately show results, which can demotivate students. Maintaining student interest and motivation over time can be challenging, especially if they do not see quick improvements. The practice of shadow reading can be noisy, as students are required to speak out loud simultaneously with the recording. In a classroom setting, this can create a disruptive environment, making it difficult for students to concentrate. It also cause of students in a single classroom often has varying levels of language proficiency. Shadow reading might be too advanced for beginners or too easy for advanced learners, making it hard to cater to the needs of all students simultaneously

5.2.1 Suggestion for English Teacher

As an English teacher, leveraging the findings from this research on the shadow reading technique can significantly enhance students' pronunciation skills and overall language proficiency.

1. Researchers suggest starting by introducing short, engaging audio segments that align with your curriculum, gradually increasing their length and complexity. Utilize available technology, such as language learning apps and websites with high-quality audio materials, and encourage students to use headphones during practice to minimize classroom noise. Researchers also recommend fostering peer collaboration by creating opportunities for students to practice shadow reading in pairs or small groups, allowing for valuable peer feedback and making the practice more enjoyable.
2. Providing continuous feedback and regularly monitor students' progress and use recordings of their shadow reading sessions for self-evaluation and improvement. To encourage independent practice, assign specific tasks as

homework and provide access to online resources students can use at home. Differentiating instruction by tailoring audio materials and tasks also can be used to match varying proficiency levels in class, like offering simpler recordings for beginners and more complex ones for advanced students.

3. Researchers also suggest seeking professional development opportunities to deepen teacher's understanding of the shadow reading technique by attending workshops, webinars, and training sessions focused on pronunciation and language acquisition. Engaging and motivating students is needed, like use a variety of interesting content, incorporate relevant topics, and celebrate their progress. Moreover, teacher must addressing technological barriers by advocating for school resources such as computer labs or device lending programs, and explores mobile apps accessible on a range of devices to ensure all students can participate.
4. Finally, implement periodic assessments to evaluate the effectiveness of the shadow reading technique, making necessary adjustments based on student feedback to ensure it meets their learning needs. By incorporating these suggestions, teacher can effectively utilize the shadow reading technique to improve students' pronunciation skills, fostering a more engaging and productive language learning environment.

5.2.2 Suggestion for Further Researchers

For future researchers interested in exploring the shadow reading technique further, several avenues can be pursued to expand upon the findings of this study.

1. First, researchers could investigate the long-term effects of shadow reading on pronunciation improvement by conducting longitudinal studies that track students' progress over extended periods. It would also be beneficial to explore how different variables, such as age, native language, and proficiency level, influence the effectiveness of shadow reading. Additionally, examining the impact of shadow reading across various contexts, such as different educational settings or with learners of different languages, could provide a broader understanding of its applicability.

2. Researchers might also consider comparing the efficacy of shadow reading with other pronunciation enhancement techniques to determine its relative effectiveness. Incorporating technological advancements, such as using AI-driven language learning apps, could be another interesting area to explore. These tools can provide personalized feedback and additional practice opportunities, potentially enhancing the benefits of shadow reading.
3. Further research could also delve into the motivational aspects of shadow reading, investigating how to maintain student engagement and interest over time. Finally, examining the role of teacher training in the successful implementation of shadow reading could provide valuable insights into how best to prepare educators for integrating this technique into their instruction.

By addressing these areas, future research can build on the current study's findings and contribute to a more comprehensive understanding of the shadow reading technique's potential in language education.

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