



The Correlation Between The Application of Shadowing Technique and Students' Pronunciation Skill at Grade XII of SMAN 1 Pekanbaru

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Abstract. *This research examines the correlation between the application of the shadowing technique and students' pronunciation skill among grade XII students at SMA Negeri 1 Pekanbaru. The research was motivated by the observation that many students still struggle to produce accurate English sounds in both segmental and suprasegmental aspects, such as vowels, consonants, stress, and intonation. This research employed a quantitative correlational design. The population consisted of 108 grade XII students, who were also taken as the total sample. Data were collected using two instruments, namely a shadowing technique questionnaire and a pronunciation test assessed with an analytic rubric. Data analysis was conducted using the Pearson Product Moment Correlation through SPSS version 23 after performing validity, reliability, normality, and linearity tests. The results revealed that the Pearson correlation coefficient between the shadowing technique and students' pronunciation skill was $r = 0.281$ with a significance value of $p = 0.003$. This indicates a positive and low correlation that is statistically significant. Therefore, the alternative hypothesis (H_a) is accepted. In other words, the use of the shadowing technique shows a significant correlation with students' pronunciation skill. Thus, it can be concluded that there is a significant positive correlation between the application of the shadowing technique and students' pronunciation skill among grade XII students at SMA Negeri 1 Pekanbaru.*

Keywords: Shadowing technique;, Pronunciation skill;, English learning

Abstrak. *Penelitian ini meneliti korelasi antara penerapan teknik shadowing dan keterampilan pelafalan siswa kelas XII di SMA Negeri 1 Pekanbaru. Penelitian ini dilatarbelakangi oleh fakta bahwa banyak siswa masih mengalami kesulitan dalam mengucapkan bunyi bahasa Inggris secara akurat, baik pada aspek segmental maupun suprasegmental seperti vokal, konsonan, tekanan, dan intonasi. Penelitian ini menggunakan desain kuantitatif korelasional. Populasi penelitian terdiri dari 108 siswa kelas XII yang juga dijadikan sebagai sampel keseluruhan. Data dikumpulkan menggunakan dua instrumen, yaitu angket teknik shadowing dan tes pelafalan yang dinilai menggunakan rubrik analitik. Analisis data dilakukan menggunakan teknik korelasi Pearson Product Moment melalui program SPSS versi 23 setelah dilakukan uji validitas, reliabilitas, normalitas, dan linearitas. Hasil penelitian menunjukkan bahwa koefisien korelasi Pearson antara teknik shadowing dan keterampilan pelafalan siswa adalah $r = 0.281$ dengan nilai signifikansi $p = 0.003$. Hal ini menunjukkan adanya korelasi positif dengan tingkat rendah namun bermakna secara statistik. Dengan demikian, hipotesis alternatif (H_a) diterima. Dengan kata lain, penggunaan teknik shadowing memiliki hubungan yang signifikan dengan keterampilan pelafalan siswa. Maka dapat disimpulkan bahwa terdapat korelasi positif yang signifikan antara penerapan teknik shadowing dan keterampilan pelafalan siswa kelas XII di SMA Negeri 1 Pekanbaru.*

Kata Kunci: Teknik shadowing;, Keterampilan pelafalan;, Pembelajaran bahasa Inggris

1. BACKGROUND

English has become an international language that holds significant importance in communication, education, and professional advancement. In Indonesia, English has been taught from elementary to higher education; however, many students still struggle to speak clearly due to poor pronunciation (Silaban et al., 2023). Mispronunciation often reduces intelligibility and confidence, even when grammar and vocabulary are correct (Boy Jon et al.,

2021). Pronunciation is a crucial aspect of speaking skill that requires mastery of both segmental (vowels and consonants) and suprasegmental features (stress, rhythm, and intonation). Yet, in many classrooms, pronunciation practice receives limited attention, as teachers tend to emphasize reading and writing over speaking (Sri Andayani, 2022). This imbalance leads to persistent pronunciation errors among students.

At SMA Negeri 1 Pekanbaru, observations in early 2025 revealed that Grade XII students performed well in reading and writing but often mispronounced English words during oral activities such as reading aloud, discussions, and presentations. Factors such as lack of phonological awareness, minimal exposure to native models, and sociocultural influences contribute to this issue (Putri et al., 2024). The shadowing technique offers a promising approach to improve pronunciation. It involves listening to a model speaker and repeating the speech simultaneously, which enhances listening accuracy, rhythm, and articulation (Binarkaheni & Dewangga, 2024). Prior studies have shown that shadowing can improve pronunciation and fluency (Nguyen & Vo, 2024)

However, most previous studies focused on experimental treatments, not on naturally occurring classroom practices. Therefore, this study—titled “The Correlation Between the Application of Shadowing Technique and Students’ English Pronunciation Skill at SMAN 1 Pekanbaru Grade XII”—aims to examine whether the use of shadowing in classroom activities correlates with students’ pronunciation skill. The results are expected to provide insights for improving pronunciation-focused instruction in Indonesian high schools.

2. LITERATURE REVIEW

Pronunciation is an essential component of speaking skill that determines how well a speaker can be understood. It involves segmental aspects—such as vowels and consonants—and suprasegmental features, including stress, rhythm, and intonation Fraser (2001) as cited in (Chandra Ardana, 2023). Clear pronunciation enhances intelligibility and confidence, which are key elements of communicative competence (Cahyono, 2022). However, many Indonesian learners still struggle with pronunciation due to limited exposure to native input and insufficient classroom practice (Sri Andayani, 2022).

The shadowing technique has been introduced as an effective method to improve pronunciation. It requires learners to listen to a model speaker and immediately repeat what they hear, training both perception and articulation simultaneously (Win, 2022). According to Kadota (2019) as cited in (Binarkaheni & Dewangga, 2024), shadowing helps learners internalize intonation, rhythm, and stress, leading to more natural speech patterns. Studies by

Hamada (2021) and Nguyen & Vo (2024) found that shadowing enhances pronunciation accuracy, fluency, and speech confidence.

Although the shadowing technique has shown considerable potential in enhancing language learning, limited research has explored its correlation with students’ pronunciation skills within natural classroom settings. Most previous studies focused on experimental design rather than examining how shadowing is applied in everyday learning situations. Therefore, in this study seeks to address this gap by investigating the relationship between the application of shadowing technique and students’ pronunciation skill among grade XII students’ at SMA Negeri 1 Pekanbaru.

3. RESEARCH METHOD

This study employed a quantitative correlational design to investigate the relationship between the application of the shadowing technique (X) and students’ English pronunciation skill (Y). The population consisted of all Grade XII students of SMA Negeri 1 Pekanbaru in the 2024/2025 academic year, totaling 430 students. Using simple random sampling, 108 students from three classes were selected as samples. Data were collected through two instruments: a 20-item shadowing technique questionnaire adapted from Kato as cited in (Dhiya, 2024) and modified to measure pronunciation-related indicators such as accuracy, intonation awareness, confidence, and motivation; and a pronunciation performance test, in which students practiced shadowing a 49-second English video featuring a native speaker. Their performances were rated using an analytic pronunciation rubric adapted from Heaton as cited in (Jayani, 2021). The collected data were analyzed using SPSS version 23, including tests of validity, reliability, normality, and linearity, followed by the Pearson Product Moment Correlation to determine the relationship between the two variables.

4. RESULT AND DISSCUSSION

A. RESULT

Descriptive Statistics

The descriptive analysis of shadowing technique and pronunciation skill is presented below:

Table 1. Descriptive Statistics of Shadowing technique

Descriptive Statistics

	N	Minimu m	Maximu m	Sum	Mean	Std. Deviation	Variance
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Shadowing Technique Valid N (listwise)	108 108	58	100	9001	83,34	8,385	70,302
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Table 2. Descriptive Statistics of Pronunciation Skill

Descriptive Statistics

	N	Minimu m	Maximu m	Sum	Mean	Std. Deviation	Variance
Pronunciation Test Valid N (listwise)	108 108	70	100	9235	85,51	7,200	51,841

As shown in Table 1, the shadowing technique scores obtained from 108 students had a minimum score of 58 and a maximum score of 100, with a total score of 9001. The mean score was 83.34, with a standard deviation of 8.385 and a variance of 70.302. These results indicate that students' engagement in shadowing activities was generally high, suggesting that most students actively participated in listening and repetition practices during classroom sessions.

Meanwhile, Table 2 presents the descriptive statistics of students' pronunciation skill. The scores ranged from a minimum of 70 to a maximum of 100, with a total score of 9235. The mean score was 85.51, with a standard deviation of 7.200 and a variance of 51.841. This indicates that the students' pronunciation performance was relatively good, showing that most students were able to produce English sounds clearly and accurately. Overall, the descriptive results reveal that both shadowing technique application and pronunciation skill achieved high average scores, reflecting positive student performance in pronunciation learning activities.

Normality and Linearity Tests

Before performing the correlation analysis, the data were examined to verify that the assumptions of normality and linearity were met.

Table 3. Normality Test (Kolmogorov Smirnov)**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		108
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,90963403
Most Extreme Differences	Absolute	,073
	Positive	,069
	Negative	-,073
Test Statistic		,073
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Since both significance values are greater than 0.05, the data are normally distributed.

Table 4. Linearity Test**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Pronunciation test Shadowing technique	Between Groups	(Combined) Linearity	2259,332	33	68,465	1,541	,063
		Deviation from Linearity	438,485	1	438,485	9,870	,002
			1820,847	32	56,901	1,281	,191
	Within Groups		3287,659	74	44,428		
	Total		5546,991	107			

The significance value of deviation from linearity is 0.191 (>0.05) indicates a linear relationship between the two variables.

B. DISCUSSION

The results indicate that students who actively engaged in the shadowing technique tended to achieve better pronunciation performance, as reflected by their high mean scores in both variables. This suggests that shadowing contributes to improving pronunciation awareness and articulation accuracy by allowing students to imitate native-like speech patterns in real time. However, the positive relationship between the two variables was not strong enough to conclude a significant correlation, implying that other factors such as listening comprehension, phonological awareness, and self-confidence may also influence students' pronunciation outcomes. These findings are consistent with previous studies by Hamada (2021) and Nguyen & Vo (2024), which emphasized that while shadowing can enhance pronunciation and fluency, its effectiveness largely depends on learners' consistency, exposure to authentic input, and corrective feedback from teachers.

5. CONCLUSION AND SUGGESTIONS

This study concludes that the application of the shadowing technique shows a positive tendency toward improving students' English pronunciation skill, as reflected by high mean scores in both variables. However, the correlation between shadowing and pronunciation was weak and not statistically significant, indicating that shadowing alone is not the only factor influencing students' pronunciation performance. Other elements such as exposure to native input, phonological awareness, and speaking confidence may also contribute to the outcomes.

Suggestions: Teachers are encouraged to integrate shadowing activities more systematically by combining them with corrective feedback, listening practice, and technology-based media to enhance students' engagement and accuracy. Students should practice shadowing regularly to improve articulation, rhythm, and intonation, while maintaining confidence during oral tasks. Future researchers are advised to explore different types of shadowing techniques or apply experimental designs to examine their specific effects on pronunciation improvement.

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