

**USING SHADOWING TECHNIQUE THROUGH READING ALOUD TO
IMPROVE NINTH GRADE STUDENTS' PRONUNCIATION FEATURES
IN SPEAKING SKILL AT FLINK COURSE TANJUNGPINANG**



THESIS

Submitted to STAIN Sultan Abdurrahman Kepulauan Riau as a Partial Fulfilment
of the Requirements for Getting Undergraduate Degree of Education (S. Pd)

By:

KOKO

SIN. 22882032334

STAIN SULTAN ABDURRAHMAN KEPULAUAN RIAU

2026



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI SULTAN
ABDURRAHMAN KEPULAUAN RIAU**

Kampus: Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri-Bintan
Telp: 0771-442607 Fax. 0771-4442610

Website: www.stainkenri.ac.id Email: stainkenri@kemenag.go.id

STATEMENT OF AUTHENTICITY

The undersigned below:

Name : Koko

SIN : 22882032334

Study Program : English Education Department

Hereby declares that this thesis is entirely the result of my own research and is not a plagiarism of other researchers. If in the future it is proven that this thesis contains plagiarism, whether in its content, logic, or data, in whole or in part, then this thesis and the undergraduate degree obtained as a result shall automatically be declared null and void by law.

Bintan, 20th June 2026



ed by

Koko

SIN. 22882032334



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI SULTAN
ABDURRAHMAN KEPULAUAN RIAU

Kampus: Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri-Bintan

Telp: 0771-442607 Fax: 0771-4442610

Website: www.stainkepri.ac.id Email: stainkepri@kemenag.co.id

EXAMINER APPROVAL

Title : Using Shadowing Technique Through Reading Aloud to Improve
Ninth Grade Students' Pronunciation Features in Speaking Skill at
Flink Course Tanjungpinang

Name : Koko

SIN 22882032334

Study Program : English Education Department / Tadris Bahasa Inggris

Has been examined : July 23rd, 2026

Examination Score : 94, 5

Has been accepted, approved and examined by the final examination committee of
undergraduate degree of STAIN Sultan Abdurrahman Kepulauan Riau.

EXAMINATON COMMITTEE

Chairman

Taqiyuddin, M.Pd.

NIP. 198712192019081001

Secretary

Megawati, M.M.

NIP. 199209232019032021

Examiner 1

Muslena Layla, M.Si.

NIP. 199005022019032018

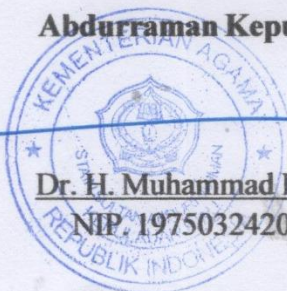
Examiner 2

Irza Yuzulia, M.Pd.

NIP. 199410292025052004

Rector of STAIN Sultan

Abdurraman Kepulauan Riau



Dr. H. Muhammad Faisal, M. Ag

NIP. 197503242006041005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI SULTAN
ABDURRAHMAN KEPULAUAN RIAU**

Kampus: Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri-Bintan

Telp: 0771-442607 Fax: 0771-4442610

Website: www.stainkenri.ac.id Email: stainkenri@kemenag.co.id

ADVISOR APPROVAL LETTER

The undersigned below:

Name : Koko
SIN : 22882032334
Study Program : English Education Department
Thesis Title : Using Shadowing Technique Through
Reading Aloud to Improve Ninth Grade
Students' Pronunciation Features in
Speaking Skill at Flink Couse
Tanjungpinang

Declares that this thesis is eligible to proceed to the Munaqasyah (Thesis) examination. It is expected that the thesis can be accepted and utilized as appropriate.

Bintan, 20th June 2026

Supervisor I

Dr. Fadhila Yonata, M.Pd
NIP. 199206082018011001

Supervisor II

Taqiyuddin, M.Pd
NIP. 198712192019081001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI SULTAN
ABDURRAHMAN KEPULAUAN RIAU**

Kampus: Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri-Bintan
Telp: 0771-442607 Fax. 0771-4442610

Website: www.stainkenri.ac.id Email: stainkenri@kemenag.go.id

SUPERVISOR STATEMENT LETTER

To
English Education Department of
STAIN Sultan Abdurrahman
Kepulauan Riau

Assalamu'alaikum Wr. Wb

After conducting Guidance, direction, and correction of the writing of the thesis entitled
Using Shadowing Technique Through Reading Aloud to Improve Ninth Grade Students'
Pronunciation Features in Speaking Skill at Flink Course Tanjungpinang, written by:

Nama : Koko
SIN : 22882032334
Study Programme : English Education Department

The thesis can be submitted to English Education Department of STAIN Sultan
Abdurrahman Kepulauan Riau to be tested in order to obtain the undergraduate Degree in
Education (S.Pd).

Wa'alaikumsalam Wr. Wb

Supervisor I

Dr. Fadhila Yonata, M.Pd
NIP. 199206082018011001

Bintan, 20th June 2026

Supervisor II

Taqiyuddin, M.Pd
NIP. 198712192019081001

ABSTRACT

Koko (22882032334). Using Shadowing Technique Through Reading Aloud to Improve Ninth Grade Students' Pronunciation Features in Speaking Skill at Flink Course Tanjungpinang. A thesis of English Education Department of STAIN Sultan Abdurrahman Kepulauan Riau, 2026.

Pronunciation is an essential component of speaking skill. However, students in secondary school still have difficulties in producing accurate English pronunciation, especially in suprasegmental features such as intonation, word stress, and rhythm. Therefore, this research aimed to examine whether the use of the shadowing technique through reading aloud could improve students' pronunciation features in speaking skill. This research aimed to examine that using shadowing technique through reading aloud may improve students' pronunciation features, particularly in suprasegmental features such as intonation, word stress, and rhythm.

The population of the research was ninth grade students at Flink Course Tanjungpinang. The participants were 28 students selected by total sampling technique and divided into two classes/groups. The class of 9 group 1 was an experimental class and the class of 9 group 2 was a controlled class. The research used quantitative approach with a quasi-experimental design. The instrument test of this research was reading text aloud. The data then were collected by pre-test and post-test. The data were analyzed by using non-parametric test, which were Wilcoxon Signed-Rank test and Mann Whitney U test.

The results of the research were: (1) Students of experimental class who were taught by using shadowing technique, they improved their mean score from 49.52 in pre-test to 69.52. Based on Wilcoxon statistic test that Asymp Sig. (2- tailed) = $0.001 < \alpha = 0.05$, which meant students significantly improved their pronunciation features, particularly in suprasegmental features (intonation, word stress, rhythm) after being taught by using shadowing technique. (2) The students of experimental class had higher scores post-test compared to the students of controlled class. Based on Mann Whitney statistic test that Asymp Sig. (2- tailed) = $0.008 < \alpha = 0.05$. This result showed that both groups had significant difference in their post-test score. It indicated that shadowing technique effectively improves students' pronunciation.

Keywords: Shadowing technique, Pronunciation, Suprasegmental features

ABSTRAK

Koko (22882032334). *Penggunaan Teknik Shadowing Melalui Membaca Keras untuk Meningkatkan Fitur Pelafalan Siswa Kelas Sembilan dalam Keterampilan Berbicara di Kursus Flink Tanjungpinang. Tesis Jurusan Pendidikan Bahasa Inggris STAIN Sultan Abdurrahman Kepulauan Riau, 2026.*

Pelafalan merupakan salah satu komponen penting dalam keterampilan berbicara. Namun, siswa di tingkat sekolah menengah masih mengalami kesulitan dalam menghasilkan pelafalan bahasa Inggris yang akurat, terutama pada aspek suprasegmental seperti intonasi, penekanan kata (word stress), dan ritme. Penelitian ini bertujuan untuk menguji apakah penggunaan teknik shadowing melalui membaca keras dapat meningkatkan fitur pelafalan siswa, khususnya pada suprasegmental seperti intonasi, tekanan kata, dan ritme. Populasi penelitian adalah siswa kelas sembilan di Kursus Flink Tanjungpinang.

Partisipan berjumlah 28 siswa yang dipilih dengan teknik total sampling dan dibagi menjadi dua kelas/kelompok. Kelas 9 kelompok 1 merupakan kelas eksperimen dan kelas 9 kelompok 2 merupakan kelas kontrol. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental. Instrumen pengujian penelitian ini adalah membaca teks dengan keras. Data kemudian dikumpulkan melalui pre-test dan post-test. Data dianalisis menggunakan uji non-parametrik, yaitu uji Wilcoxon Signed-Rank dan uji Mann Whitney U.

Hasil penelitian adalah: (1) Siswa kelas eksperimen yang diajarkan dengan teknik shadowing, nilai rata-ratanya meningkat dari 49,52 pada pre-test menjadi 69,52. Berdasarkan uji statistik Wilcoxon, Asymp Sig. (2-tailed) = 0,001 < α = 0,05, yang berarti siswa secara signifikan meningkatkan fitur pengucapan mereka, khususnya pada fitur suprasegmental (intonasi, tekanan kata, ritme) setelah diajarkan dengan teknik shadowing. (2) Siswa kelas eksperimen memiliki nilai post-test yang lebih tinggi dibandingkan siswa kelas kontrol. Berdasarkan uji statistik Mann Whitney, Asymp Sig. (2-tailed) = 0,008 < α = 0,05. Hasil ini menunjukkan bahwa kedua kelompok memiliki perbedaan yang signifikan pada nilai post-test mereka. Hal ini menunjukkan bahwa teknik shadowing efektif meningkatkan pengucapan siswa.

Kata kunci: Teknik shadowing, Pelafalan, Fitur suprasegmental

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All praise is due to Allah SWT, the Lord of the universe, who has bestowed His mercy and extraordinary blessings upon the writer. Therefore, the writer was able to complete this final project in the form of a thesis entitled “Using Shadowing Technique Through Reading Aloud to Improve Ninth Grade Students’ Pronunciation Features in Speaking Skill at Flink Course Tanjungpinang.” Furthermore, may peace and blessings always be upon Prophet Muhammad SAW, who has guided us from the age of ignorance to an era filled with knowledge and enlightenment as we experience today.

The researcher wishes to express sincere gratitude for the invaluable help, advice, opinions, support, and encouragement received throughout the completion of this thesis. Deep appreciation is extended to:

1. Mr. Dr. H. Muhammad Faisal, M. Ag., as the Rector of STAIN Sultan Abdurrahman Kepulauan Riau.
2. Mr. Dr. Fadhila Yonata, M. Pd, as a Vice Rector I of STAIN Sultan Abdurrahman Kepulauan Riau. Also, the first supervisor of the researcher who has guided and provided me with valuable knowledge, especially in the field of research methodology, so that I could understand and successfully complete this thesis. Much appreciate, Sir.
3. Mr. Taqiyuddin, M. Pd., as the Head of English Education Study Program as well as the second supervisor who was extremely patient in providing guidance and advice so that the author could complete this thesis.

4. Mrs. Muslena Layla, M. Si., as a Secretary of English Education Study Program and also as an academic supervisor who has guided and supported the researcher, particularly in the field data analysis.
5. Mr. Nanda and Mrs. Bakti Lestari, as the owner of Flink Course Tanjungpinang who have gave the researcher opportunity to conduct a research at Flink Course Tanjungpinang.
6. Mr. Ferri Yonantha, M. Pd and Miss Serly S. Pd., as the rater of this research who help the researcher to assess participants' pronunciation.
7. All ninth grade students at Flink Course Tanjungpinang who are the participants of this research.
8. All my friends, particularly the English Education Students from the class of '22 and the KKN Teluk Sebong 19th team.

Bintan, June 20th 2026
The researcher,

Koko

MOTTO

“Dan tidak ada taufik (keberhasilan) bagiku melainkan dengan pertolongan Allah”

(QS. Hud: 88)

“Dan bahwa manusia hanya memperoleh apa yang telah diusahakan”

(QS. An-Najm: 33)

“Bersemangatlailah terhadap apa yang bermanfaat bagimu, mohonlah pertolongan kepada Allah, dan janganlah merasa lemah.”

(HR. Muslim)

“Ingat tinggal kita yang jaga mamak sekarang. Jadi harus bener-bener, jangan buat mamak kecewa.”

(Ahmad Widodo)

DEDICATION

This thesis is a form of the responsibility of the researcher to complete what has been started. A sense of responsibility, enthusiasm, and prayers have been poured into the process of writing this thesis. May this work be the beginning of many things that the researcher aspires to achieve. Therefore, the author dedicates this thesis to:

The Late my father (Mr. Parmin), an extraordinary figure who always supported his children's dreams. Thank you so much, Dad. Thank you for raising and helping me come this far. Thank you for all your prayers and unwavering support. Please watch from Heaven, Dad. I will pursue my dreams and aspirations and make you proud from there.

My mother (Mrs. Atik), the person who has been the greatest reason for the researcher to complete this thesis. Thank you so much, Mom. Thank you for being the source of strength that has enabled me to continue through life's challenges. Thank you for all your sacrifices, hard work, and prayers that have made it possible for me to complete this thesis. After this, Koko promises to come home and take care of you.

Mr. Ahmad Widodo, the beloved brother of the researcher, thank a lot bro for supporting and motivating me during my college time.

TABLE OF CONTENT

STATEMENT OF AUTHENTICITY	i
EXAMINER APPROVAL	ii
ADVISOR APPROVAL LETTER.....	iii
SUPERVISOR STATEMENT LETTER.....	iv
ABSTRACT	i
ABSRTAK	ii
ACKNOWLEDGEMENT	iii
MOTTO	v
DEDICATION.....	vi
LIST OF TABLES	ix
CHAPTER 1 INTRODUCTION	1
A. Background of Research	1
B. Identification of the Problem	4
D. Research Questions	5
E. The Objectives of the Research.....	5
F. Significances of the Research	5
CHAPTER II LITERATURE REVIEW	7
A. Theoretical Review	7
1. Pronunciation in Speaking.....	7
2. Suprasegmental Features	9
3. Reading Aloud.....	12
4. Shadowing Technique	13
B. Previous Studies	16
C. Research Hypothesis	20
CHAPTER III RESEARCH METHODOLOGY	21
A. Place and Time of the Research	21
B. Research Approach and Design	21
C. Population and Sample of the Research.....	22
D. Research Instrument.....	22
E. Validity and Reliability of Instrument	25
F. Data Collection Procedures.....	27

G. Data Analysis Procedures	30
CHAPTER IV FINDINGS AND DISCUSSION	33
A. Research Findings	33
B. Discussion	43
CHAPTER V CONCLUSION AND SUGGESTION	48
A. Conclusion.....	48
B. Suggestion.....	50
REFERENCES	52
APPENDIXES	

LIST OF TABLES

Table I Shadowing Procedures	15
Table II English Pronunciation Rubric Assessment	23
Table III Strength of Agreement	26
Table IV Inter Rater Reliability Test	26
Table V Sequences of Instruction for Each Group	28
Table VI Students' Pre-test and Post-test Scores of Experimental Class.	34
Table VII Students' Pre-test and Post-test Scores of Control Class.	35
Table VIII Descriptive Statistics.....	36
Table IX Normality Test.....	37
Table X Homogeneity Test of Pre-Test	38
Table XI Homogeneity Test of Post-Test	38
Table XII Wilcoxon Signed Ranks Score Test	40
Table XIII Wilcoxon Test Statistics.....	41
Table XIV Mann-Whitney Statistics Test.....	42

CHAPTER 1

INTRODUCTION

A. Background of Research

One of fundamental aspects in speaking skill is the ability to apply pronunciation correctly. There are two types of pronunciation, they are called segmental and suprasegmental features. Segmental features focus on individual sound units such as vocal and consonant, whereas suprasegmental involves features that accompany these sounds, including stress, intonation, and rhythm. Applying correct stress, using appropriate intonation, and following rhythmic patterns are very important in conveying meaning in spoken English.¹ Moreover, several researches have shown that suprasegmental features can be taught and learned affectively through explicit instruction, which in turn leading to significant improvements in both language comprehension and oral production.² Therefore, according to Derwing and Munro that pronunciation instruction is essential for achieving intelligible spoken English and effective communication, especially at the secondary level of language learning.³

In curriculum of Indonesia, particularly *Kurikulum Merdeka* in middle school level, speaking becomes one of main focus on learning English process. This is supported in the educational objectives of English phase D, where the students focus

¹ Marianne Celce-Murcia, Donna M Brinton, and Janet M Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide*, 2nd Editio (Cambridge University Press., 2010).

² Chung Da-Un, "The Effect of Shadowing on English Listening and Speaking Abilities of Korean Middle School Students," *English Teaching* 65, no. 3 (2010): 97–127, <https://doi.org/10.15858/engtea.65.3.201009.97>.

³ Tracey M Derwing and Murray J Munro, "Second Language Accent and Pronunciation Teaching: A Research-Based Approach," *TESOL Quarterly* 39, no. 3 (2005): 379–97.

on strengthening their oral and written communication skills. The main focus is on interacting, understanding, and producing various types of English text such as, narrative, recount, procedure, and descriptive text. It shows that the government is aware in students' ability in speaking skill.

Although those are very crucial in communication, many English language learners struggle in acquiring suprasegmental features. This is evidenced by several findings. First, Suciati and Diyanti, in their investigation, found that students used intonation forms inconsistently in reading text.⁴ Additionally, an investigation by Abdul and Jumiatiy also found that students used to make mistakes in rising and falling intonation, as well as incorrect word stress in verbs and adjectives.⁵ These shows lack of awareness in suprasegmental features usage.

The similar problem is also happened in local level. Based on researcher's preliminary observation at Flink Course Tanjungpinang. The researcher noted that many students in secondary level, particularly in the ninth grade students who study there faced difficulties in applying correct word stress and intonation when speaking or reading aloud. They tended to speak with flat intonation and often misplace stress when reading text aloud. The problems reduce intelligibility, disrupt fluency, and negatively affect both meaning interpretation and reading comprehension. The findings indicate that there is still mismatch among the educational objectives, theory and actual conditions. These are the reason why the researcher intends to

⁴ Suciati and Yuniar Diyanti, "Suprasegmental Features of Indonesian Students' English Pronunciation and the Pedagogical Implication," *SAGA: Journal of English Language Teaching and Applied Linguistics* 2, no. 1 (2021): 9–18, <https://doi.org/http://doi.org/10.21460/saga.2020.21.62>.

⁵ Nurdevi Bte Abdul and Andi Asri Jumiatiy, "An Analysis of Students' Suprasegmental Errors in Reading Sentences At SMAN 4 Jeneponto" 2, no. 2 (2022): 119–22, <https://doi.org/10.56983/jlta.v2i2>.

investigate how to address the lack of students' suprasegmental features in speaking skill in reading aloud context, particularly in terms of intonation word stress, and rhythm. It also aims to improve learners' oral communication by focusing on suprasegmental, which is often ignored in common class setting.

To address these issues, Shadowing is introduced as an effective instructional technique. The shadowing technique is the activity of listening and immediately imitating what is heard, by repeating each word in sequence like parrot-style.⁶ This activity is done continuously following the flow of the sound that is heard. According to Kadota, shadowing can help learners to improve their pronunciation, both segmental and suprasegmental features.⁷ In additional support, shadowing is able to be used to improving both fluency and prosody in speaking is study by Hong demonstrated that a shadowing technique can significantly enhance EFL learners' fluency, prosody, and pronunciation.⁸

Shadowing technique for developing pronunciation skills has been confirmed by various studies.⁹ But, most of the researchers have focused on segmental aspects or speaking pronunciation in general, it was also often conducted in formal educational settings. These remains a lack of research exploring the use of shadowing technique to teach suprasegmental pronunciation in shadow education

⁶ Yo Hamada, "Shadowing: What Is It? How to Use It. Where Will It Go?," *RELC Journal* 50, no. 3 (2019): 386–93, <https://doi.org/10.1177/0033688218771380>.

⁷ Shuhei Kadota, *Shadowing as a Practice in Second Language Acquisition: Connecting Inputs and Outputs* (Routledge, 2019).

⁸ Yen Duong Hong, "The Implementation of Shadowing Technique to Enhance Students' Speaking Skills at School of Foreign Languages – Thai Nguyen University" 6, no. May (2025): 592–96.

⁹ Henny Septia Utami and Ruly Morganna, "Improving Students' English Pronunciation Competence by Using Shadowing Technique," *ENGLISH FRANCA : Academic Journal of English Language and Education* 6, no. 1 (2022): 127, <https://doi.org/10.29240/ef.v6i1.3915>.

settings like language courses. Moreover, the researcher still has not found any local studies that focus on suprasegmental features in shadow education settings, especially using specific technique like a shadowing. Therefore, this study is urgent to be conducted to address students' difficulties in suprasegmental pronunciation, which significantly affect their speaking intelligibility and are often neglected in non-formal English instruction. This study aims to determine the effect of shadowing in improving the suprasegmental abilities of ninth grade students of Flink Course Tanjungpinang, especially in their accuracy in reading aloud.

B. Identification of the Problem

Based on background of the research above, the researcher identifies the problem as follows:

1. The students have difficulties in applying suprasegmental features in speaking skill.
2. The students do not have particular technique in learning pronunciation skill.

C. Limitation of the Research

This research focus on ninth grade students who learn at Flink Course Tanjungpinang. It particular sets of students who have struggles with pronunciation skill, particularly in suprasegmental features such as intonation, word stress and rhythm which may have a negative effect on their ability in reading text aloud. Furthermore, this focus on the effect of the shadowing technique as the technique for improving pronunciation skill, specifically in suprasegmental features namely intonation, word stress, and rhythm.

D. Research Questions

1. Is there any significant improvement in suprasegmental features pronunciation (intonation, word stress, and rhythm) after being taught using shadowing technique among ninth grade students at Flink Course Tanjngpinang?
2. Is there any significant difference between experimental and control group in their suprasegmental features pronunciation (intonation, word stress, rhythm)?

E. The Objectives of the Research

1. To find out a significant improvement in suprasegmental features pronunciation (intonation, word stress, rhythm) among ninth grade students at Flink Course Tanjungpinang after being taught using the shadowing technique.
2. To find out significant difference in suprasegmental features pronunciation (intonation, word stress, rhythm) between the experiment group and control group.

F. Significances of the Research

1. Theoretical Significances

The findings of this study are expected to enrich the existing knowledge related to pronunciation teaching, especially in the aspect of suprasegmental features. This study also supports the integration of shadowing technique as an effective pronunciation instruction in non-formal educational settings, such as private English courses or shadow education programs.

2. Practical Significances

- a. For teachers, this study can be reference for English teachers, English tutors or English instructors who are looking for alternative technique to improve students' speaking pronunciation skills, especially in suprasegmental aspects.
- b. For students, students can get this benefit from this finding directly. They more understand how to improve their pronunciation skill, particularly in suprasegmental features through repeated practice using shadowing technique. It may also boost their speaking pronunciation skill and listening comprehension.
- c. For course providers or institution, this study may provide insights into how to design more effective speaking and pronunciation programs in non-formal learning institutions. The results can encourage institutions to integrate shadowing into their curriculums.
- d. For future researches, this study can be a valuable reference for further research in the field of pronunciation teaching, shadowing techniques, or non-formal education.

REFERENCES

- Abdul, N. B. (2022). An Analysis of Students' Suprasegmental Errors in Reading Sentences at SMA Negeri 4 Jeneponto. *Journal of Language Testing and Assessment*, 2(2), 119-123.
- Andini, P., & Zaitun, Z. (2022). The Effectiveness of Learning Pronunciation Through English Content by English with Lucy on YouTube. *Jurnal Studi Guru Dan Pembelajaran*, 5(2), 201-206.
- Bahasoan, A., Hanafi, H., & Umar, I. (2025). The Effectiveness of Shadowing Technique in Enhancing Pronunciation Skill of Eighth Grade Student at SMP Negeri 8 Gorontalo. *JR-ELT (Journal of Research in English Language Teaching)*, 9(2), 427-438.
- Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation hardback with audio CDs (2): A course book and reference guide*. Cambridge University Press.
- Chung, D. U. (2010). The Effect of Shadowing On English Listening and Speaking Abilities of Korean Middle School Students. *영어교육*, 65(3), 97-127.
- Couper, G. (2022). A Conceptual Approach to Teaching L2 Pronunciation: Perception of Word Stress. *TESL-EJ*, 26(1), no. 1.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications
- Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A research-based approach. *TESOL quarterly*, 39(3), 379-397.
- Duong, Y. H. (2025). The Implementation of Shadowing Technique to Enhance Students' Speaking Skills at School of Foreign Languages–Thai Nguyen University. *International Journal of All Research Writings*, 6(11), 592-596.
- Ekayati, R. (2020). Shadowing Technique on Students Listening Word Recognition. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(2), 31-42.
- Gould, L., McKibben, T., Ekstrand, C., Lorentz, E., & Borowsky, R. (2016). The beat goes on: The effect of rhythm on reading aloud. *Language, Cognition and Neuroscience*, 31(2), 236-250.

- Hamada, Y. (2016). Teaching EFL Learners Shadowing for Listening: Developing learners' bottom-up skills. Routledge.
- Hamada, Y. (2019). Shadowing: What is it? How to use it. Where will it go? *RELC Journal*, 50(3), 386-393.
- Hossan, D., Wolfs, B., & Petkovic, M. (2025). Questionnaire validity and reliability: A review with practical guidelines. *Journal of Entrepreneurship, Business and Economics*, 13(1), 135-186.
- Irawan, L. A. (2023). Learning Habits and Speech Intelligibility of EFL Learners. *EDULANGUE*, 6(1), 73-88.
- Jacobs, G. (2004). Combining cooperative learning with reading aloud by teachers. *International Journal of English Studies*.
- Jelena, O. Z., & Jelena, M. (2022). Quasi-experimental research as an epistemological-methodological approach in education research. *International Journal of Cognitive Research in Science, Engineering and Education*, 10(3), 177-183.
- Junipisa, N. M. E., & Aristana, I. N. (2021). Shadowing technique to improve student's listening skill. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 134-139.
- Kadota, S. (2007). The effect of shadowing on the subvocal rehearsal in L2 reading. *Reading in a Foreign Language*, 19(2), 139–156.
- Kadota, S. (2019). Shadowing as a practice in second language acquisition: Connecting inputs and outputs. Routledge.
- Laila, Z. N. A. The Effectiveness of the Shadowing Technique On Students' Pronunciation (A Quasi-Experimental Study at 8 Grade Students) (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Landis, J. R., & Koch, G. G. (1977). The Measurement of Observer Agreement for Categorical Data. *biometrics*, 159-174.
- Latifah, A., Nuraini, K., Fatkurochman, H., & Wahyudi, D. (2025). Demonstrating Reading Aloud in Improving EFL Student's Pronunciation. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 9(2 November), 327-342.
- Maldy, V. E. O., Sodiq, J., & Ambarini, R. (2025). Shadowing Technique to Improve the Students' Pronunciation Ability in Narrative Text. *ETERNAL (English Teaching Journal)*, 16(1), 103-117.

- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of cardiac anaesthesia*, 22(1), 67-72.
- Muriuki, M. P., Kimosop, M., & Gachahi, M. (2023). Headteachers' Staff Management Strategies and Pupils' Academic Performance in Private Primary Schools in Nyeri and Murang'a Counties, Kenya. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 28, no. 4 (2023): 53–67.
- Nasar, A., Saputra, D. H., Arkaan, M. R., Ferlyando, M. B., Andriansyah, M. T., & Pangestu, P. D. (2024). Uji prasyarat analisis. *Jurnal Ekonomi Dan Bisnis*, 2(6), 786-799.
- Nurani, S., & Rosyada, A. (2015). Improving english pronunciation of adult esl learners through reading aloud assessments. *Lingua Cultura*, 9(2), 107-112.
- Nurhaswinda, N., Zulkifli, A., Gusniati, J., Zulefni, M. S., Afendi, R. A., Asni, W., & Fitriani, Y. (2025). Tutorial uji normalitas dan uji homogenitas dengan menggunakan aplikasi SPSS. *Jurnal Cahaya Nusantara*, 1(2), 55-68.
- Oyeka, I. C. A., & Ebuh, G. U. (2012). Modified Wilcoxon signed-rank test. *Open Journal of Statistics*, 2(2), 172-176.
- Petalolo, A. A., Mertosono, S. R., & Dewi, A. K. (2024). Using Shadowing Technique in Improving Students' Pronunciation Ability. *Exposure Учредители: Publikasi Jurnal Ilmiah Akademik Universitas Muhammadiyah Makassar*, 13(2), 522-531.
- Polyanskaya, L., & Ordin, M. (2019). The effect of speech rhythm and speaking rate on assessment of pronunciation in a second language. *Applied Psycholinguistics*, 40(3), 795-819.
- Pujiharti, E. S., & Isnaini, U. (2025). Instrumen dan pengumpulan data dalam meningkatkan kualitas data pada penelitian pendidikan. *An Nahdliyyah*, 4(1).
- Puspandari, L. E., & Basthomi, Y. (2022). The influence of Madurese dialect on students' English word stress. *Indonesian Journal of Applied Linguistics*, 12(1), 149-157.
- Rianti, N. P. (2025). The Effect of Using Reading Aloud on Pronunciation Ability. *Journal of English Language and Education*, 10(6), 24-36.
- Richards, J. C. (2008). *Teaching listening and speaking* (Vol. 35). Cambridge, England: Cambridge university press.

- Rosyidi, A. Z., Masyudi, M., & Paris, A. S. (2022). The Effect of Shadowing Technique in Teaching Speaking at A University. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 4(3), 281-292.
- Sarmiento, M., Senarillos, C., Seguerra, R., Sister, L. K., Labor, C. L., Lagat, G. M., ... & Saldivar, J. M. N. (2025). Suprasegmental features of pronunciation. *International Journal of Education and Social Science Research (IJESSR)*, 8(1), 76-98.
- Sihombing, S. R., & Napitupulu, S. (2026). Word stress in English two-syllable words among poesis seminary students. *Indonesian Journal Education*, 5(1), 24-29.
- Sitopu, J. W., Purba, I. R., & Sipayung, T. (2021). Pelatihan Pengolahan Data Statistik Dengan Menggunakan Aplikasi SPSS. *Dedikasi Sains Dan Teknologi (DST)*, 1(2), 82-87.
- Suciati, S., & Diyanti, Y. (2021). Suprasegmental Features of Indonesian Students' English Pronunciation and the Pedagogical Implication. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 2(1), 9-18.
- Sugiarto, R., Prihantoro, P., & Edy, S. (2020). The Impact of Shadowing Technique on Tertiary Students' English Pronunciation. *Linguists: Journal of Linguistics and Language Teaching*, 6(1), 114-125.
- Syarifah, S., Warsono, W., & Fitriati, S. W. (2020). English Word Stress Production of Male and Female Madurese Students. *English Education Journal*, 10(1), 102-109.
- Utami, H. S., & Morganna, R. (2022). Improving Students' English Pronunciation Competence by Using Shadowing Technique. *English Franca: Academic Journal of English Language and Education*, 6(1), 127-150.