

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF DIGITAL SHADOWING IN
ENHANCING UNIVERSITY STUDENTS' PRONUNCIATION
AT STATE ISLAMIC UNIVERSITY OF JURAI SIWO
LAMPUNG**

By:
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Student Number: 2201051003



ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

2025 M / 1447 H

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AT STATE ISLAMIC UNIVERSITY OF JURAI SIWO
LAMPUNG**

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING**

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

2025 M / 1447



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APPROVAL PAGE

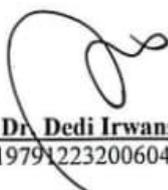
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.



Assalamu'alaikum Wr. Wb
Mengetahui,
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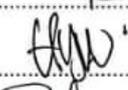
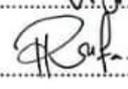
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**THE EFFECTIVENESS OF DIGITAL SHADOWING IN ENHANCING
UNIVERSITY STUDENTS' PRONUNCIATION AT STATE ISLAMIC
UNIVERSITY OF JURAI SIWO LAMPUNG**

ABSTRACT

By:

AULIYA AVIVATUS SHOLIKHAH

This study aimed to examine the effectiveness of the Digital Shadowing technique in enhancing university students' pronunciation at State Islamic University of Jurai Siwo Lampung. This research employed a quasi-experimental design with a pre-test and post-test control group. The population consisted of 31 third-semester students of the English Education Study Program in the 2025/2026 academic year. All students were taken as the sample using a saturated sampling technique. Class A (15 students) was assigned as the experimental group and Class B (16 students) as the control group.

The research instrument was a pronunciation test administered as a pre-test and post-test. The experimental class received treatment using the Digital Shadowing technique, while the control class was taught using conventional methods. The mean score of the experimental group increased from 67.00 in the pre-test to 77.50 in the post-test.

The data were analyzed using SPSS version 26. The results of the Shapiro-Wilk normality test and Levene's homogeneity test show that the data were normally distributed and homogeneous (Sig. > 0.05). The Independent Samples t-test reveals that the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05. The findings indicate that the Digital Shadowing technique had a positive and significant effect on students' pronunciation. Therefore, it can be concluded that this technique is effective in improving students' pronunciation ability.

Keywords: Digital Shadowing, Pronunciation, Quasi-Experimental Design

**EFEKTIVITAS DIGITAL SHADOWING DALAM MENINGKATKAN
PENGUCAPAN MAHASISWA DI UNIVERSITAS ISLAM NEGERI
JURAI SIWO LAMPUNG**

ABSTRAK

Oleh:

AULIYA AVIVATUS SHOLIKHAH

Penelitian ini bertujuan untuk mengetahui efektivitas teknik Digital Shadowing dalam meningkatkan kemampuan pengucapan (pronunciation) mahasiswa di Universitas Islam Negeri Jurai Siwo Lampung. Penelitian ini menggunakan desain kuasi-eksperimen dengan model pre-test dan post-test kelompok kontrol. Populasi dalam penelitian ini adalah 31 mahasiswa semester III Program Studi Pendidikan Bahasa Inggris tahun akademik 2025/2026. Seluruh populasi dijadikan sampel dengan menggunakan teknik sampling jenuh (saturated sampling). Kelas A (15 mahasiswa) ditetapkan sebagai kelas eksperimen dan Kelas B (16 mahasiswa) sebagai kelas kontrol.

Instrumen penelitian berupa tes pelafalan yang diberikan dalam bentuk pre-test dan post-test. Kelas eksperimen diberikan perlakuan menggunakan teknik Digital Shadowing, sedangkan kelas kontrol diajar menggunakan metode konvensional. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 67.00 pada pre-test menjadi 77.50 pada post-test.

Data dianalisis menggunakan SPSS versi 26. Hasil uji normalitas Shapiro-Wilk dan uji homogenitas Levene menunjukkan bahwa data berdistribusi normal dan homogen (Sig. > 0.05). Uji Independent Samples t-test menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0.000, yang lebih kecil dari 0.05. Hasil penelitian menunjukkan bahwa teknik Digital Shadowing berpengaruh positif dan signifikan terhadap peningkatan kemampuan pengucapan mahasiswa. Oleh karena itu, teknik ini efektif digunakan dalam pembelajaran pronunciation.

Kata kunci: Digital Shadowing, Pronunciation, Kuasi-Eksperimen

MOTTO

سَعَىٰ مَا إِلَّا لِلْإِنْسَانِ لَيْسَ وَأَنْ

And that a person shall have nothing except what he has striven for.
(QS. AN-Najm: 39)

Hidup bukan saling mendahului, bermimpilah sendiri-sendiri
(Besok Mungkin Kita Sampai-Hindia)

DEDICATION PAGE

All praise is due to Allah SWT, who has continuously bestowed His mercy and guidance. Peace and blessings be upon Prophet Muhammad SAW, the best role model of all time. With deep gratitude and sincerity, this work is dedicated as an expression of heartfelt thanks to all those who have given their prayers, support, and affection throughout the process of completing this work.

1. To my beloved father Mr. Dariman who has passed away, may Allah SWT grant him ease and place him in the best place by His side.
2. To my beloved mother, Mrs. Umi Nurul Basiroh, thank you for your prayers, love, patience, and sincerity that have continuously strengthened my steps.
3. To my academic supervisor, Prof. Dedi Irwansyah, M.Hum. Thank you for the guidance, direction, patience, and time given throughout the process of preparing this work.
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6. To my best friends, Riska, Syifa and Melsi, my deepest gratitude goes to you for the priceless togetherness, sincere support, and endless help you have given me throughout this journey. Your presence, encouragement, and understanding have been a constant source of strength, making every challenge feel lighter and every moment more meaningful. I am truly grateful to have you by my side.

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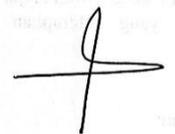
Alhamdulillah, all praise and gratitude be to Allah SWT for His mercy, guidance, and blessings, which enable the researcher to complete this Under Graduate Thesis entitled “The Effectiveness of Digital Shadowing in Enhancing University Students’ Pronunciation at State Islamic University of Jurai Siwo Lampung.”

Peace and blessings are also upon Prophet Muhammad (peace be upon him), his family, companions and followers. The researcher extends sincere gratitude to all parties who have provided support and assistance throughout the completion of this Thesis.

1. Prof. Dr. Ida Umami, M.Pd. Kons., Rector of State Islamic University of Jurai Siwo Lampung
2. Dr. Siti Anisah, M.Pd., Dean of Tarbiyah and Teacher Training Faculty State Islamic University of Jurai Siwo Lampung
3. Dr. Much. Deiniatur, M.Pd. BI., Head of the English Education Study Program, Tarbiyah and Teacher Training Faculty State Islamic University of Jurai Siwo Lampung
4. Prof. Dedi Irwansyah, M.Hum., the undergraduate thesis advisor, for his guidance, valuable suggestions and continuous support throughout the preparation of this undergraduate thesis.

Metro, December 14, 2025

The researcher



Auliya Avivatus Sholikhah

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CHAPTER I

INTRODUCTION

A. Background of Study

Pronunciation is one of the most important aspects of mastering English speaking skills. Good pronunciation not only helps to make the message clearer but also affects how effectively communication can take place.¹ Learning a foreign language, especially English, may have several kinds of learning problems.² In higher education, especially in the English Education Study Program at the State Islamic University of Jurai Siwo Lampung, mastering pronunciation is one of the key competencies that students must develop, particularly because they are being prepared to become future English teachers. In the previous semester (third semester), students had already learned the basics of phonology and speaking, so this phase is the right time to strengthen their pronunciation skills. However, in reality, many students still face difficulties in pronouncing English words or phrases accurately. This happens mainly due to a lack of practice, limited exposure to native speakers' pronunciation and the strong influence of their mother tongue, which often shapes incorrect pronunciation patterns.³

So far, pronunciation learning in the classroom has tended to be conducted in a conventional way, such as word repetition (drilling) with limited learning

¹ Nur Azima, *Students' Problem in Learning English Speaking Skill at Madrasah Aliyah Ddi Kanang*, (Thesis, IAIN Parepare, 2024), p.2.

² Much Deiniatur, "An Analysis Of Students' Errors In Pronouncing English Diphthongs At The First Semester Of Stain Jurai Siwo Metro," 2020, 114–19.

³ The result of the pre-survey (on Tuesday, October 14,2025)

time. This approach is not always effective because of the lack of variation in voice sources and limited face-to-face time. As a result, students only receive a few pronunciation models and do not have enough space for independent practice in the classroom. In addition, the lack of opportunities to practice intensively and repeatedly makes many students still feel hesitant when speaking in English.⁴ Along with the development of technology, various innovative learning methods have emerged that can be used to improve pronunciation skills. One of the methods that has been developing and is considered quite effective in helping to enhance pronunciation ability is digital shadowing.⁵ Digital shadowing is a learning technique that involves actively and repeatedly listening to and imitating native speakers' speech, where students follow every word, phrase and sentence from the audio material directly with the aim of accurately imitating the pronunciation, intonation and rhythm.⁶

The digital shadowing method involves the activity of actively listening and immediately repeating what is heard almost at the same time. This practice not only trains articulation skills but also helps students understand the rhythm, word stress and intonation used by native speakers.⁷ Students can take advantage of various online sources such as YouTube, which provide educational English

⁴ The result of the pre-survey (on Tuesday, October 14,2025)

⁵ Andi Alyfia Petalolo dkk., "Using Shadowing Technique In Improving Students' Pronunciation Ability," *EXPOSURE : Jurnal Pendidikan Bahasa Inggris*, Vol. 13, No. 2 (2024), p.253, <https://doi.org/10.26618/exposure.v13i2.14530>.

⁶ Rio Sugiarto dkk., "The Impact of Shadowing Technique on Tertiary Students' English Pronunciation," *Linguists : Journal Of Linguistics and Language Teaching*, Vol. 6, No. 1 (2020), p.114–15, <https://doi.org/10.29300/ling.v6i1.3298>.

⁷ Dewi Kartika Sari, "The Impact of Shadowing Technique on Tertiary Students' English Pronunciation," *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (2023): 201–6, <https://doi.org/10.30605/jsgp.5.2.2022.1542>.

content.⁸ Through the use of digital shadowing, students can practice independently and flexibly, without depending on class learning time. This is certainly very beneficial for students who are in the transition phase from basic to intermediate learners, where improving pronunciation quality is essential to support more complex speaking skills. Therefore, digital shadowing has great potential to become an innovative solution in developing students' pronunciation ability. However, the extent to which this method is effective in improving students' pronunciation skills has not been widely and systematically researched in higher education settings, especially at the State Islamic University of Jurai Siwo Lampung.

Based on the background above, it is important to conduct a study on the effectiveness of using digital shadowing in improving the English pronunciation skills of students in the English Education Study Program at the State Islamic University of Jurai Siwo Lampung. This research aims to find out whether the use of this method can have a significant effect on improving students' pronunciation quality. In addition, the results of this study are expected to contribute to the development of more effective pronunciation learning methods, particularly those that are technology-based. With the findings obtained, this research is also expected to serve as a reference for lecturers and program managers in designing learning strategies that support students' speaking skill mastery more optimally.

⁸ Thamer Binmahboob, "YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School," *International Journal of Applied Linguistics and English Literature* 9, no. 6 (20 20): 13, <https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13>.

In today's digital era, the proper use of technology in language learning not only enriches teaching methods but also strengthens overall learning outcomes.

B. Problem Identification

Based on the background of the problem described above, several issues can be identified as follows:

1. Students of the English Education Study Program at the State Islamic University of Jurai Siwo Lampung still experience difficulties in pronouncing English words or phrases accurately.
2. The pronunciation learning methods used in the classroom are less varied.
3. Students do not receive sufficient exposure to native speakers' pronunciation in an intensive and structured manner.
4. Learning technology that supports the improvement of pronunciation skills, such as digital shadowing, has not been utilized optimally.

C. Problem Limitation

To make the discussion in this study more focused and well directed, the following limitations are determined:

1. This study focuses on the effectiveness of using the digital shadowing method on students' pronunciation skills.
2. The research subjects are limited to second-year students of the English Education Study Program at the State Islamic University of Jurai Siwo Lampung.

D. Problem Formulation

Based on the identification and limitation of the problems described above, the research question in this study is “Is the use of digital shadowing effective in enhancing the English pronunciation skills of the students in the English Education Study Program at the State Islamic University of Jurai Siwo Lampung?”.

E. Objective and Benefits of the Study

1. Objective of the Study

The purpose of this study is to determine the effectiveness of using digital shadowing in enhancing the English pronunciation skills of students in the English Education Study Program at the State Islamic University of Jurai Siwo Lampung.

2. Benefit of the Study

The expected benefits of this research are as follows:

a. Theoretical Benefits

This study is expected to contribute to the development of speaking skills in the field of pronunciation learning, particularly related to the use of digital shadowing in improving the pronunciation of English sounds.

b. Practical Benefits

The results of this study are expected to serve as a reference for lecturers, students and program administrators in selecting more effective and technology-based pronunciation learning strategies that can be applied flexibly in the teaching and learning process.

F. Prior Research

This research is supported by several previous studies which show that the shadowing method, particularly in its digital form, has been proven effective in improving English pronunciation. Although it shares similarities in using the shadowing technique as a pronunciation learning strategy, this study still has its own characteristics that distinguish it from previous research.

1. Amila (2023) conducted a study at SMA Negeri 1 Seputih Agung to investigate the effect of the shadowing technique on eleventh-grade students' mastery of consonant pronunciation. The study employed a quasi-experimental design involving two groups: an experimental group taught using the shadowing technique and a control group taught using the reading aloud technique. The findings revealed that the shadowing technique had a significant effect on improving students' consonant pronunciation skills.⁹

The similarity between the two studies lies in their focus on examining the effectiveness of the shadowing technique in enhancing students' pronunciation, it was limited to high school students and focused only on consonant sounds. In addition, the implementation of the technique was conducted through a conventional classroom-based approach without the integration of digital media. Therefore, further research is required to examine the effectiveness of shadowing at the university level with a broader focus on pronunciation and the use of digital-based learning media.

⁹ Amila Tazkiatun Nafs, "The Effectiveness of Using Shadowing Technique towards Students' Consonant Pronunciation Mastery," 2023, 1–75.

2. Petalolo et al. (2024) conducted a study to examine the effectiveness of the shadowing technique in improving seventh-grade students' pronunciation skills at SMP Negeri 3 Palu. The study employed a quasi-experimental design involving an experimental group and a control group. A pronunciation test was used as the research instrument, and the results indicated that the shadowing technique was effective in enhancing students' pronunciation performance.¹⁰

However, the study was limited to junior high school students and implemented the shadowing technique through conventional audio-based materials in a structured classroom setting. In addition, the focus of the study was restricted to basic pronunciation skills appropriate for lower-level learners. Therefore, further research is needed to investigate the application of shadowing for higher-level learners, particularly university students, by integrating digital media and more complex pronunciation materials.

3. Sugiarto et al. (2020) examined the impact of the shadowing technique on university students' English pronunciation at IAIN Curup. The study employed an experimental design involving two groups, namely a shadowing group and a conventional group. The results demonstrated that the shadowing technique had a positive and significant effect on improving students' pronunciation, including vowels, consonants, intonation, rhythm, and pitch. The researchers also suggested

¹⁰ Andi Alyfia Petalolo, Sudarkam R. Mertosono, and Anjar Kusuma Dewi, "Using Shadowing Technique in Improving Students' Pronunciation Ability," *Exposure: Jurnal Pendidikan Bahasa Inggris* 13, no. 2 (2024): 522–31, <https://doi.org/10.26618/exposure.v13i2.14530>.

that future studies involve a larger sample size and examine additional variables related to pronunciation learning.¹¹

However, the study implemented the shadowing technique through conventional face-to-face instruction without the integration of digital technology. In addition, the focus was limited to phonological aspects of pronunciation without exploring the potential role of digital media in supporting independent and flexible learning. Therefore, further research is required to investigate the effectiveness of shadowing by incorporating digital-based media in pronunciation instruction at the university level.

4. Zhara (2024) examined the effectiveness of the shadowing technique on the pronunciation skills of eighth-grade students at MTsN 1 South Tangerang. The study employed a quantitative method with a quasi-experimental design involving an experimental group and a control group. An oral pronunciation test was used as the research instrument. The findings indicated that students taught using the shadowing technique achieved higher pronunciation scores than those in the control group, suggesting that the technique was effective in improving students' pronunciation.¹²

However, the study was limited to junior high school students and implemented the shadowing technique through a conventional, classroom-based approach without the integration of digital media. In addition, the focus of the

¹¹ rio Sugiarto, Prihantoro Prihantoro, and Sarwo Edy, "The Impact of Shadowing Technique on Tertiary Students' English Pronunciation," *Linguists : Journal of Linguistics and Language Teaching* 6, no. 1 (2020): 114, <https://doi.org/10.29300/ling.v6i1.3944>.

¹² Zhara Nur Azmi Laila, *The Effectiveness of the Shadowing Technique on Students' Pronunciation (A Quasi-Experimental Study at 8 Grade Students of MTsN 1 Tangerang Selatan)*, (Jakarta: UIN Syarif Hidayatullah), p.25–41.

study was restricted to basic pronunciation skills suitable for lower-level learners. Therefore, further research is needed to explore the effectiveness of shadowing at the university level by incorporating digital-based learning media and addressing more complex pronunciation aspects.

Based on the review of several relevant studies, it can be concluded that the shadowing technique has proven effective in improving English pronunciation skills across various educational levels, ranging from junior high school and senior high school to higher education. All of the studies indicate that this technique helps learners enhance phonological aspects such as vowels, consonants, intonation, rhythm and word stress. Although sharing the same objective, these studies differ in terms of implementation, media, and participant levels. Most previous research employed conventional shadowing techniques in classroom settings using simple audio materials, whereas the present study focuses on *digital shadowing*, which utilizes modern technologies such as instructional videos, applications, and online media. The use of digital approaches offers more flexible and engaging learning opportunities, aligning with the characteristics of university students who are familiar with technology. Furthermore, this study has the potential to make a broader contribution to the development of technology based pronunciation learning strategies and to support autonomous learning in the digital era.

CHAPTER II

THEORETICAL REVIEW

A. PRONUNCIATION

1. Definition of Pronunciation

Pronunciation can be defined as the production of significant sounds in two sentences: first, the sounds are significant because they function as part of the code of a particular language. Second, they are significant because they are used to convey meaning in specific contexts of use.¹ According to Andini and Zaitun, pronunciation is the way a person pronounces words in a language, which includes phonological aspects such as vowel and consonant sounds, word stress, intonation, and rhythm.² Meanwhile, according to Yani et al., pronunciation is the production of sounds in English using the speech organs in such a way that it can be understood by native speakers. In other words, pronunciation is not only about producing sounds correctly but also about conveying meaning with clarity and fluency.³

Based on these definitions, it can be concluded that pronunciation is the way a person correctly and clearly pronounces words in a language so that they can be easily understood by others. It involves how someone articulates letters or

¹ Dalton, C. & Seidlhofer, B. *Pronunciation*. (Oxford: Oxford University Press, 1994), p.3.

² Putri Andini dan Zaitun, "The Effectiveness of Learning Pronunciation Through English Content by English With Lucy on YouTube," *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (2023), p.201, <https://doi.org/10.30605/jsgp.5.2.2022.1542>.

³ Yani Lubis dkk., "The Role of Learning Organs of Speech," *Sintaksis : Publikasi Para Ahli Bahasa dan Sastra Inggris* 3, no.1 (2025), p.325–26, <https://doi.org/10.61132/sintaksis.v3i1.1456>.

words, places stress on certain parts, and uses appropriate tone and rhythm. The goal is not only to sound correct but also to ensure that the intended meaning is effectively conveyed in communication.

2. Elements of Pronunciation

Understanding the elements of pronunciation is essential because this technique directly involves the imitation of native speakers' sounds. Through clear and repeated audio exposure, students can improve the accuracy of sounds and speech patterns. To fully understand the contribution of digital shadowing, it is important to recognize that pronunciation consists of two main elements: segmental features and suprasegmental features. Segmental features refer to individual sounds such as vowels and consonants, while suprasegmental features include stress, intonation, and sound length.⁴

a. **Segmental Features:** It is a component of pronunciation that relates to

individual sounds in English, such as vowels and consonants. In this study, segmental features are very important because digital shadowing helps students imitate native speakers' pronunciation directly and repeatedly, enabling them to improve the accuracy of articulation of each sound. Accuracy in producing segmental sounds has a significant impact on speech intelligibility; therefore, this ability becomes one of the key aspects assessed in this research can be improved through the digital shadowing technique. These sound units are usually analyzed at the phonemic level and represented using phonetic symbols.

⁴ Febronia Lasi, "A Study on the Ability of Supra-Segmental and Segmental Aspects in English Pronunciation," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 2 (2020): 426–37, <https://doi.org/10.30605/25409190.222>.

1) Vowel, a They are produced by voiced air passing through the oral cavity, with variations determined by the position of the tongue and lips. Vowels are classified into two types: long vowels and short vowels.

(1) Long vowels are marked by a colon symbol (/:/), for example:

(1) /i:/ = feel	(4) /ɔ:/ = all
(2) /a:/ = park	(5) /ɜ:/ = dirty
(3) /u:/ = true	

(2) Short vowels in English consist of five sounds, namely:

(1) /ɪ/ = kill	(4) /ʌ/ = enough
(2) /ə/ = about	(5) /ʊ/ = push
(3) /ɒ/ = stop	

2) Consonant, are sounds that are not vowels, produced when the airflow is obstructed by the speech organs in the mouth cavity. O'Connor emphasizes two important reasons why consonants matter: (1) they play a major role in the intelligibility of speech, and (2) they are easier to describe because the differences in their articulatory obstructions are more distinct. According to Ramelan, consonants are divided into several types:

a) Plosive Consonants: Plosive consonants are produced by a complete closure of the vocal tract at a specific place of articulation, followed by a sudden release of air that creates a burst of sound. Based on their place of articulation, English plosive sounds include bilabial plosives /p/ and /b/, alveolar plosives /t/ and /d/, and velar plosives /k/ and /g/.

- b) **Fricative Consonant:** Fricative consonants are formed when air passes through a narrow constriction in the vocal tract at a particular place of articulation, producing friction. English fricative sounds include labiodental fricatives /f/ and /v/, dental fricatives /θ/ and /ð/, alveolar fricatives /s/ and /z/, palato-alveolar fricatives /ʃ/ and /ʒ/, and the glottal fricative /h/.
- c) **Affricative Consonant:** Affricative consonants are a combination of plosive and fricative sounds produced at the same place of articulation. In English, affricative sounds are produced at the palato-alveolar place of articulation, namely /tʃ/ and /dʒ/.
- d) **Nasal Consonant:** Nasal consonants are produced when the airflow is directed through the nasal cavity as the velum is lowered. Based on their place of articulation, English nasal sounds include the bilabial nasal /m/, the alveolar nasal /n/, and the velar nasal /ŋ/.
- e) **Lateral Consonant:** Lateral consonants are formed when the airstream flows along the sides of the tongue while the tip of the tongue touches the alveolar ridge. In English, the lateral consonant is produced at the alveolar place of articulation, represented by the sound /l/, for example in the word *middle*.
- f) **Glide Consonant:** Glide consonants are sounds that lie between vowels and consonants but are classified as consonants due to their relatively weak airflow. Based on their place of articulation, English glide sounds include the palatal glide /j/ and the bilabial-velar glide /w/.

b. Suprasegmental Features

Suprasegmental features include aspects of pronunciation that affect speech as a whole and are very important in digital shadowing, because this technique emphasizes the imitation of native speakers' rhythmic patterns, stress, and intonation. When students listen to and repeatedly imitate the audio model, they not only reproduce segmental sounds but also internalize prosodic patterns that make their speech more natural, clear, and intelligible.

- 1) Stress: Stress refers to the emphasis placed on a particular syllable in a word or phrase. Ramelan adds that stress arises from the degree of force applied to a syllable when it is pronounced, which can affect meaning and speech clarity. Wahyukti classifies stress into three types: primary stress, secondary stress, and weak stress.

In digital shadowing, students hear consistent stress placement from native speakers, enabling them to adjust their speech production more accurately.

Examples:

- a) `Present (noun) means a gift or something that is given to someone else.
- b) Pre`sent (verb) means to give, to offer or to introduce something to someone else.

Differences in the use of stress can change the meaning of words or utterances, which is why stress plays a very important role in the English language.

2) Pitch: Pitch refers to the highness or lowness of the voice when speaking.

Roach explains that pitch does not change the lexical meaning of a word but functions to give emphasis, convey emotion, and express the speaker's attitude. Varied pitch makes speech sound more lively and natural. Through digital shadowing, students can follow native speakers' pitch patterns, allowing them to learn how to control tonal variation appropriately.

Examples:

- a) You know what I mean. (neutral or falling pitch → a statement or general remark)
- b) You know what I mean? (rising pitch → seeking agreement or confirmation)

3) Intonation: Intonation is the pattern of rising and falling pitch in a sentence. Wahyukti emphasizes that intonation is formed through a sequence of different pitch contours within an utterance. Intonation plays a key role in conveying communicative intentions such as asking questions, emphasizing information, expressing agreement, or showing hesitation. Digital shadowing is highly effective for training intonation because students imitate complete sentence patterns rather than individual words.

Examples:

- a) You're coming today? (rising intonation → confirmation question)
- b) You're coming today. (falling intonation → statement)

3. The Purpose of Mastering Pronunciation

Mastering pronunciation is not only important from a technical perspective but also plays a strategic role in ensuring smooth communication and effective message delivery.⁵ According to Hetch, learning pronunciation has two main goals. The first is to develop the ability to produce speech sounds that closely resemble those of native speakers, and the second is to produce language that can be easily and accurately understood, even if the accent is not perfectly native like.⁶ As stated by Kelly, the main goal of learning pronunciation is for learners to produce second or foreign language sounds without hindering the fluency of communication, both for the speaker and the listener.⁷

Therefore, it can be concluded that mastering pronunciation is a crucial component of language skills. The goal of good pronunciation is not only to technically produce sounds correctly but also to ensure smooth and effective communication. Without adequate pronunciation mastery, the messages conveyed are often unclear or may even lead to misunderstandings.

Thus, learning pronunciation is not merely about imitating foreign sounds, but about ensuring that the message can be easily understood by the listener. This demonstrates that pronunciation plays a significant role in supporting

⁵ Rizdki Elang Gumelar dan Riandi, "Pengaruh Teknik Drama Voice Terhadap Penguasaan Pronunciation Pada Mahasiswa Semester Satu Pendidikan Bahasa Inggris Universitas Mathla'ul Anwar Banten Tahun Akademik 2019/2020," *MENDIDIK: Jurnal Kajian Pendidikan dan Pengajaran* 7, no. 1 (2021), p.101, <https://doi.org/10.30653/003.202171.168>.

⁶ Barbara Frant Hecht, *The Acquisition of Second Language Phonology: Interaction of Transfer and Development Factors* (Cambridge: Newbury House Publisher, 2007), p.77.

⁷ Gerald Kelly, *How to Teach Pronunciation* (England: Longman Pearson Education Limited, 2000), p.82.

comprehensibility, clarity, and communicative effectiveness. With proper pronunciation skills, students can speak more confidently and convey their ideas accurately. In short, mastering pronunciation strengthens overall communication abilities and enhances the quality of interaction in various situations.

4. Challenges in learning pronunciation

In the process of learning pronunciation, students often face various obstacles that hinder the development of their pronunciation skills. Some common factors causing these difficulties include: (1) Interference from the mother tongue, (2) Limited exposure to native speakers, (3) Insufficient explicit phonetic instruction, and (4) Irregularities in the English sound system. According to Sulaiman, difficulties in learning pronunciation involve the articulation of English words and sentences, which are influenced by regional dialects, making it challenging for students to pronounce English accurately and understandably.⁸ This finding is further supported by studies identifying eight factors that hinder students in learning English: (1) limited vocabulary, (2) lack of topics for speaking in English, (3) weak mastery of English grammar, (4) influence of the mother tongue, (5) English word stress, (6) learning motivation, (7) teaching methods used by teachers/lecturers, and (8) cultural interference between Indonesian and English.⁹

Based on these perspectives, it can be concluded that students' difficulties in learning pronunciation are influenced by a variety of internal and external

⁸ Sulaiman Ahmad, "Analysis of Students' Difficulties in Speaking English at Mas Mulia Sei Balai," *Jurnal Ilmu Pendidikan* 1, no. 6 (2023): 1044–50.

⁹ Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, "Students' _ Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)," *Sosied* 5, no. 1 (2022): 95–109.

factors. The main obstacles include interference from the mother tongue, limited exposure to native speakers, insufficient understanding of phonetics, restricted vocabulary, weak grammar mastery, and differences between the sound systems of English and regional languages. Additionally, learning motivation, teaching methods, and cross-cultural aspects also contribute to students' low pronunciation skills.

Therefore, innovative and practical learning strategies that provide intensive exposure to accurate English pronunciation models are needed. One relevant alternative is digital shadowing, as this method allows students to directly imitate native speakers' pronunciation through digital media, effectively addressing these obstacles and improving students' pronunciation skills.

B. DIGITAL SHADOWING

1. Definition of Digital Shadowing

Digital learning refers to the use of electronic technology and computer-based devices to support and facilitate the teaching and learning process. Digital learning utilizes various media, such as audio, video, applications, and online platforms, which allow learning materials to be presented in a more engaging and easily understood manner. Through digital technology, learners can access learning resources anytime and anywhere, practice repeatedly, and learn independently or with guidance. In addition, digital learning encourages active

learner participation, making the learning process more effective and aligned with the development of the modern era.¹⁰

Shadowing is a language learning technique conducted by listening to native speakers' utterances and immediately and repeatedly imitating them with intonation and pronunciation that closely resemble the original. Through consistent practice, shadowing helps learners train their listening skills, improve speaking fluency, and develop phonological abilities, such as achieving more natural accents and intonation. This technique balances language input and output because learners not only listen but also actively reproduce the utterances they hear, allowing vocabulary and expressions to be stored naturally in memory. Therefore, shadowing is effective in increasing learners' confidence and accuracy in speaking the target language.

Based on the explanation above, it can be concluded that digital shadowing is a learning technique that utilizes digital technology as a training medium through audio or video materials featuring native speakers' utterances. Through the activities of listening to and directly and repeatedly imitating these utterances, learners can practice pronunciation, intonation, and speaking fluency in the target language. The use of digital media makes this technique more flexible because it can be carried out anytime and anywhere, there by helping learners improve their confidence and speaking ability gradually and continuously.

¹⁰ Alisia Zahroatul Baroroh, Diyah Andini Kusumastuti, and Rahmat Kamal, "Pemanfaatan Teknologi Dalam Pembelajaran" 2 (2024): 296–286, <https://doi.org/https://doi.org/10.59/perspektif.v2i4.1952>.

2. The Working Principle of Digital Shadowing

Prinsip The working principle of digital shadowing is based on the idea that speaking skills, particularly pronunciation, can develop through imitation and intensive repetition of authentic language models. According to Murphey, shadowing essentially involves listening to target language speech and simultaneously or as soon as possible repeating it, so that learners become familiar with natural sound patterns, rhythm, and intonation. In the digital context, this principle is enhanced with the support of media such as videos, podcasts, language learning applications, and YouTube platforms that provide native speaker pronunciation materials.¹¹ Digital shadowing requires learners' active engagement to adjust speed, intonation, and word stress to match the model they hear.¹² Meanwhile, Sevik explains that the main principle of this technique is listen-repeat-adjust, which involves listening to the sounds, repeating them as quickly as possible, and then adjusting to approximate native speaker pronunciation more closely.¹³ Thus, digital shadowing operates through three core stages: (1) intensive exposure to authentic language input, (2) immediate oral production by directly imitating the model, and (3) repeated refinement until clarity and fluency are achieved. This principle makes digital shadowing effective

¹¹ Yunita Kurnia Aliffia and Yudhi Arifani, "The Utilization of Using YouTube Videos to Improve Students Speaking Skills During Online Learning at Ban Kaengsriphoom School, Thailand," *Jurnal of English Development* 4, no. 01 (2024): 2776–088, <https://doi.org/10.25217/jed.v3i01.3766>.

¹² Reima Al-Jarf, "YouTube Videos as a Resource for Self-Regulated Pronunciation Practice in EFL Distance Learning Environments," *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (2022): 44–52, <https://doi.org/10.32996/jeltal.2022.4.2.4>.

¹³ Khusnul Khatimah, Djuwairiah Ahmad, and St Azisah, "Using Youtube Music Video to Improve Transactional Speaking Skills at the Second Grade Students of SMA Negeri 3 Sinjai," *English Language Teaching for English Foreign Language (EFL) Learners (ELTIES)* 5, no. 01 (2023): 53–66, <https://doi.org/10.24252/elties.v5i1.25851>.

for training pronunciation, as it provides learners with hands-on practice that closely simulates real communication situations.

3. Advantages of Digital Shadowing

The main advantage of digital shadowing lies in its ability to provide pronunciation practice that is practical, flexible, and closely resembles direct learning from native speakers. According to Chien, digital shadowing allows learners to practice anytime and anywhere through digital media, making learning time more efficient.¹⁴ Moreover, this technique trains listening and speaking skills simultaneously, enabling students not only to understand English sounds but also to become accustomed to pronouncing them with correct rhythm, intonation, and stress. Sevik adds that digital shadowing helps boost learners' confidence, as they can repeatedly imitate the model until their pronunciation approaches the correct standard without the fear of making mistakes in front of others.¹⁵ In other words, digital shadowing excels because it effectively combines technology with oral practice, strongly supporting the improvement of pronunciation skills in a way that is easy, enjoyable, and accessible to all learners.

4. Disadvantages of Digital Shadowing

Despite its effectiveness, Digital Shadowing also has several limitations. First, this technique places a high cognitive load on learners because they must listen and speak at the same time, which can be challenging for those with lower

¹⁴ Ida Ayu Putu Anugrah Widiyanti and Ni Luh Putu Eka Sulistia Dewi, "YouTube as an Alternative Learning Media for Independent Bilingual Young Learners: A Review," *JET (Journal of English Teaching)* 9, no. 1 (2023): 83–97, <https://doi.org/10.33541/jet.v9i1.4611>.

¹⁵ Khatimah, Ahmad, and Azisah, "Using Youtube Music Video to Improve Transactional Speaking Skills at the Second Grade Students of SMA Negeri 3 Sinjai."

proficiency.¹⁶ Additionally, it relies heavily on technological resources such as stable internet access and good-quality audio materials; without these, learners may struggle to follow the model accurately. Furthermore, the effectiveness of Digital Shadowing can be limited when audio materials are too fast or of poor quality, making it difficult for learners to imitate pronunciation correctly.

5. Relevance to Pronunciation

Digital shadowing Digital shadowing is closely related to pronunciation learning because it emphasizes authentic and direct pronunciation practice. Students can imitate native speaker sounds from various digital media, allowing them to become accustomed to hearing and producing correct language sounds simultaneously. This type of practice helps train clarity of sounds, intonation, rhythm, and word stress all essential aspects of pronunciation. In this way, learning is not merely theoretical but encourages students to actively practice speaking skills in a practical manner.

Moreover, digital shadowing makes pronunciation learning more enjoyable and accessible. Through repetition, students can reduce mispronunciation habits and gradually develop fluency in speaking. These skills strongly support the primary goal of pronunciation learning: enabling students to express English fluently, clearly, and comprehensibly in daily communication. Thus, digital shadowing can be considered a relevant and effective method for improving students' pronunciation skills.

¹⁶ Fikri Alamsyah et al., "Students' Perception On The Use Of Shadowing Technique Using Text-To-Speech" 7, no. 2 (2024), <https://doi.org/10.21776/ub.educafl.2024.007.02.06>.

CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is a structured plan prepared by the researcher before conducting the study. It outlines the steps to be taken, including the research methods, data collection techniques, and sampling procedures. Having a research design enables the researcher to organize the research activities in a systematic and logical manner, allowing potential problems to be anticipated and addressed effectively.¹ Based on the explanation above, it can be concluded that a research design serves as a systematic guide that helps the researcher direct the entire research process, from planning and data collection to data analysis. A well-structured design ensures that the research proceeds in an organized, logical and efficient manner, producing data that is valid, reliable, and capable of accurately answering the research questions. This design also forms the foundation for determining the methods, instruments and research procedures, which will be detailed in the following sections.

This study uses a quantitative approach with a quasi-experimental research design. A quasi-experimental design aims to determine the effect of a treatment on a particular variable by comparing two groups: the experimental group and the control group. In this design, the researcher does not perform randomization because the groups are pre-existing. Nevertheless, this design still allows the

¹ Rukminingsih, Gunawan Adnan, and Mohammad Adnan Latief, *Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas, Journal of Chemical Information and Modeling*, vol. 53, 2020.

researcher to measure differences in outcomes before and after the treatment (pre-test and post-test) to assess the effectiveness of the treatment provided.

This design was chosen because it allows the researcher to measure the effectiveness of a treatment on a specific variable in real-world conditions, where participants are not randomly assigned. Through a quasi-experimental approach, the researcher can compare the outcomes of two groups receiving different treatments: one group using the digital shadowing method and the other using conventional learning methods. The main objective of this design is to determine the extent to which the implementation of the digital shadowing method affects the improvement of students' pronunciation skills.² This design is considered appropriate because it provides an empirical picture of the effectiveness of the teaching method in a natural classroom setting without altering the structure of the existing groups.

According to Rukminingsih, a quasi-experimental study is a type of research conducted to determine the effect of a treatment on a specific variable, but the researcher cannot fully control external variables that might influence the results. In this design, research subjects are not randomly assigned but are divided into pre-existing groups. Quasi-experimental research still involves administering a treatment, using a control group, and conducting pre-tests and post-tests to observe differences in outcomes after the treatment. Thus, quasi-experimental

² Andi Putrawansyah, Nunung Anugrahwati, and Eka Prabawati Rum, "Effectiveness of Using Youtube Video in Improving Students' Speaking Skill Through Asking and Answer Questions," *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)* 7, no. 1 (2020): 93–103, <https://jurnal.fkip.unismuh.ac.id/index.php/jkip/article/view/353>.

research allows the researcher to obtain objective data on the effectiveness of a treatment in real-world conditions, particularly in educational settings where random assignment of participants is difficult.³

In this study, the treatment refers to the use of the digital shadowing method in pronunciation learning. The design employed is the Nonequivalent Control Group Design, which involves two groups: an experimental class and a control class. Both groups are given pre-tests and post-tests to measure pronunciation skills before and after the treatment. However, only the experimental group receives the treatment in the form of learning through the digital shadowing method, while the control group continues with conventional learning methods such as drilling or regular repetition. The research design can be illustrated as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Explanation:

1. **O₁ and O₃**: Pre-test to assess students' pronunciation skills before the treatment.
2. **X**: The treatment, which involves learning using the digital shadowing method.

³ Rukminingsih, Gunawan Adnan and Mohammad Adnan Latief, *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*, (Yogyakarta: Erhaka Utama, 2020), p.50–51.

3. **O₂ and O₄**: Post-tests to measure students' pronunciation skills after the treatment.

Through this design, the researcher can compare the learning outcomes between the group using the digital shadowing method and the group using conventional methods. Comparing the pre-test and post-test scores of both groups will indicate the extent to which the digital shadowing method is effective in improving students' pronunciation skills.

Thus, this research design is considered the most suitable for achieving the study's objective, which is to determine the effectiveness of the digital shadowing method in improving the pronunciation skills of students in the English Education Study Program at State Islamic University of Jurai Siwo Lampung. Moreover, this design allows the study to be conducted in a natural classroom setting without altering the existing group structures, making the results more realistic and relevant to actual learning conditions in a higher education environment.

A. Operational Definition of Variables

The operational definition of variables is a set of guidelines that explains in detail what should be observed and how a research variable or concept should be measured. Through operational definitions, researchers can determine the indicators used to measure changes or effects between research variables. By having operational definitions, each variable can be measured objectively and consistently in accordance with the research objectives. In this study, there are two variables: the independent variable and the dependent variable.

1. Independent Variabel (X)

The independent variable is the variable that functions as the factor causing changes in another variable.⁴ In other words, the independent variable influences or determines the direction of change in the dependent variable.

In this study, the independent variable is the digital shadowing method, an audio-visual-based learning strategy in which students imitate the pronunciation model of native English speakers delivered through digital media such as videos or audio recordings. This method aims to improve students' pronunciation, particularly in terms of sound accuracy, stress placement, and intonation through guided imitation activities. Operationally, the implementation of the digital shadowing method is carried out through the following steps:

- a. Students listen to pronunciation models produce by native speakers through digital platforms.
- b. Students imitate the speech immediately, focusing on sound accuracy, word stress, and sentence intonation.
- c. Students practice independently to reinforce the pronunciation patterns they have learned.

The digital shadowing technique is applied only in the experimental class, while the control class receives instruction through conventional pronunciation practice without the use of digital media. The effectiveness of this treatment is

⁴ Abdullah Karimuddin et al., *Metodologi Penelitian Kuantitatif*, (Aceh: Yayasan Penerbit Muhammad Zaini, 2022), p.53 , <http://penerbitzaini.com>.

evaluated by comparing the pre-test and post-test results of both groups, which are analyzed using SPSS version 26 through an Independent Samples t-Test to determine whether the digital shadowing method has a significant impact on students' pronunciation ability.

2. Dependent Variabel (Y)

The dependent variable is the variable that is influenced by the independent variable.⁵ In other words, the dependent variable represents the outcome or effect that arises in response to changes in the independent variable.

Variabel The dependent variable in this study is the students' pronunciation ability, which refers to their capability to pronounce English words correctly in terms of sound accuracy, stress placement and intonation. Operationally, pronunciation ability is measured through an oral test administered twice: a pre-test before the treatment and a post-test after the treatment. The test includes several types of activities:

- a. Reading Aloud Test: Students read aloud a series of English words and sentences prepared by the researcher to assess overall sound accuracy, stress placement, and intonation.
- b. Word Pronunciation Test: Students pronounce approximately 20 English words selected based on their syllable patterns and common usage to measure sound accuracy and word-level stress.

⁵ Imam Machali, *Metode Penelitian Kuantitatif Panduan Praktis Merencanakan, Melaksanakan dan Analisis Dalam Penelitian Kuantitatif*, (Yogyakarta:FTIK UIN Sunan Kalijaga,2021).p.63, <http://tarbiyah.uin-suka.ac.id/>

c. Sentence Pronunciation Test: Students read aloud 10 English sentences containing statements, questions, and commands to evaluate sentence stress and intonation patterns.

The assessment is carried out using a pronunciation rubric that covers the following aspects: 1) *Sound Accuracy*, 2) *Stress Placement* and 3) *Intonation*

The pre-test and post-test scores of both groups were analyzed using SPSS version 26 through the Independent Sample t-Test to determine whether there was a significant difference between the experimental and control groups after the treatment.

B. Population, Sample and Sample Technique

1. Population

In this study, the population consists of all third-semester students of the English Education Study Program at State Islamic University of Jurai Siwo Lampung in the 2025/ 2026 academic year, totaling 31 students. The population is divided into two classes: Class A with 15 students and Class B with 16 students. All students in this population have taken Speaking and Phonology courses, thus possessing a sufficient foundational ability in pronunciation to participate in this study.

2. Sample and Sampling Technique

According to Arikuntoro, if the population is fewer than 100 individuals, the sample should ideally include the entire population; if the population exceeds 100, a sample of 10%–15% or 20%–25% can be taken. Based on this guideline,

this study employs a census method, meaning the entire population is used as the research sample since the total number of students is fewer than 100.⁶

In the census method, there is no process of selecting only a portion of respondents; instead, all individuals within the population are directly involved in the study. This method is used when the population size is relatively small, allowing the researcher to obtain more accurate, comprehensive and representative results, as all characteristics of the population are captured in the analysis.

Thus, all 31 third-semester students of the English Education Study Program at State Islamic University of Jurai Siwo Lampung in the 2025/ 2026 academic year were selected as the research sample. The population is divided into two classes: Class A with 15 students and Class B with 16 students. Class A was assigned as the experimental group, receiving treatment through the digital shadowing method in pronunciation learning, while Class B served as the control group, following conventional learning methods.

The use of the census method in this study aims to obtain more accurate and representative results, as the entire population is directly involved in the research process. Therefore, the comparison of results between the two groups can reflect the actual effect of implementing the digital shadowing method on students' pronunciation skills. Sampling technique refers to the method used to

⁶ Miranti Eka Ilyas, Muhammad; Putri, "J-SHMIC : Journal of English for Academic," *J-SHMIC : Journal of English for Academic* 7, no. 1 (2020): 66–76, <https://journal.uir.ac.id/index.php/jshmic/article/view/3905>.

determine a representative portion of the population as the research sample.⁷ In this study, the saturated sampling technique also known as the census method was applied, meaning that all members of the population were included as research subjects. This technique was chosen because the population is relatively small, consisting of only 31 students, allowing the researcher to involve the entire population without the need for selection or randomization.

The use of saturated sampling is considered the most appropriate technique for this study because every member of the population shares relevant and homogeneous characteristics that is, all are third-semester students of the English Education Study Program at State Islamic University of Jurai Siwo Lampung who have completed courses in Speaking and Phonology. By involving the entire population, the researcher can obtain more comprehensive data and reduce potential bias that might occur if only a portion of the population were sampled. In addition, this technique allows the researcher to gain a complete picture of the effectiveness of the digital shadowing method on students' pronunciation skills without significant differences in respondent characteristics. Therefore, the research results are expected to have high internal validity and accurately reflect the actual conditions within the learning environment.

C. Data Collection Technique

Data collection techniques are the methods used by researchers to obtain the necessary data to address the research questions and test the hypotheses. The

⁷ Jumari Ustiawaty Hardani, Helmina Andriani et al., *Buku Metode Penelitian Kualitatif*, *Revista Brasileira de Linguística Aplicada*, vol. 5, 2020.

selection of data collection techniques should align with the research approach and type to ensure that the data obtained are valid, reliable, and accountable.⁸

In this study, data collection was carried out by providing a specific treatment to the experimental group and then comparing it with the control group, which did not receive the treatment. To obtain data on the effect of the digital shadowing method on students' pronunciation skills, the researcher employed two main techniques: tests and documentation.

1. Tes (Pre-test and Post-test)

The primary data collection technique in this study was a pronunciation test administered to both the experimental and control groups. The test was conducted twice: a pre-test (before the treatment) and a post-test (after the treatment).

a. Pre-test: The pre-test was administered before the experimental group received the treatment using the digital shadowing method. Its purpose was to assess the students' initial ability to pronounce English words and sentences.

b. Post-test: The post-test was administered after the entire treatment had been completed for the experimental group. Its purpose was to determine the extent to which the students' pronunciation skills improved after participating in learning using the digital shadowing method.

⁸ Marinu Waruwu et al., "Metode Penelitian Kuantitatif: Konsep, Jenis, Tahapan Dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 1 (2025): 917–32, <https://doi.org/10.29303/jipp.v10i1.3057>.

1) Test Format: The pronunciation assessment in this study employed an oral test, consisting of the following three activities:

a) Reading Aloud Test

Students are asked to read aloud a set of 30 English items consisting of 20 words and 10 sentences. The items include various multisyllabic words and everyday expressions commonly used in English communication. This activity aims to assess three pronunciation aspects: sound accuracy, stress placement, and sentence intonation.

b) Word Pronunciation Test

Students are asked to pronounce a list of 20 English words that have been prepared by the researcher. The selected words include various syllable patterns and commonly used vocabulary that allow the evaluator to assess the students' sound accuracy and word-level stress placement.

c) Sentence Pronunciation Test

In this section, students are asked to read aloud a set of English sentences prepared by the researcher. The sentences include various types, such as statements, questions, and commands, allowing the evaluator to assess sentence-level stress placement and intonation. This test measures how accurately students produce natural English stress and intonation patterns.

2) Assessment Aspects of the Test: The pronunciation test is evaluated using a rubric that covers three main aspects:

a) Sound Accuracy: the accuracy of vowel and consonant pronunciation.

b) Stress Placement: accuracy in placing word and sentence stress.

c) Intonation: the fluency and accuracy of intonation patterns.

Each aspect is scored on a scale of 1–3 ranging from poor to very good. The final score is calculated as the average across all aspects, then compared between pre-test and post-test results to assess improvements in students' pronunciation skills. Data analysis is conducted using SPSS version 26 Independent Sample t-Test to compare results between the experimental and control groups.

2. Documentation

The documentation technique was used to collect supplementary data, such as student lists, previous academic scores, audio recordings during the learning process, and photos of digital shadowing activities. This documentation helps strengthen the analysis results and provides empirical evidence of the treatment implementation in the field.

By combining these two data collection techniques tests and documentation the researcher can obtain complete, accurate and accountable data.

Quantitative data from tests and documentation complement each other to provide a comprehensive picture of the effectiveness of the digital shadowing method in improving the pronunciation skills of third semester students in the English Study Program at State Islamic University of Jurai Siwo Lampung for the 2025/ 2026 Academic Year.

D. Research Instrument

Research instruments are tools used by researchers to systematically collect data so that the research results can be measured objectively and reliably. Instruments serve as a means to transform conceptual variables into empirical data that can be analyzed quantitatively. The selection and design of instruments must align with the type of variables and research objectives to ensure that the data obtained are valid and accurately reflect real conditions in the field.

In this study, the instruments used consist of a pronunciation ability test, and a documentation sheet. These two instruments are designed to complement each other to produce more comprehensive and accurate research results.

1. Pronunciation Ability Test

The pronunciation ability test is the primary instrument used to measure the dependent variable (students' pronunciation skills). This test takes the form of an oral test, administered twice: a pre-test before the treatment and a post-test after the treatment.

a. Test Format: The test consists of three main activities:

- 1) Reading Aloud Test: Students are asked to read aloud a set of English words and sentences prepared by the researcher. This activity is used to assess sound accuracy, stress placement, and sentence intonation.
 - 2) Word Pronunciation Test: Students pronounce approximately 20 English words selected based on their syllable patterns and common use in daily communication. This task allows the evaluator to assess sound accuracy and word-level stress placement.
 - 3) Sentence Pronunciation Test: Students read aloud a list of 10 English sentences that represent various sentence patterns, including statements, questions, and commands. This activity is intended to evaluate sentence stress and intonation.
- b. Assesment Rubric: The assessment is based on a rubric adapted from the English Pronunciation Assessment Rubric, covering three evaluation aspects: Sound Accuracy, Stress Placement and Intonation. Each aspect is scored on a scale of 1–3, with criteria ranging from good, fair and poor.⁹

⁹ Zainuddin Iba and Aditya Wardhana, *Operasionalisasi Variabel, Skala Pengukuran & Instrumen Penelitian Kuantitatif*, (Jawa Tengah: Eureka Media Aksara, 2024), p.74.

Score	Categories	General Description
3	Good	Pronunciation is clear and accurate, with appropriate intonation and stress patterns. The speech is easily understood with only very minor or no errors.
2	Fair	Pronunciation shows some errors in sounds, word stress, and intonation, but the speech is still understandable..
1	Poor	Pronunciation is unclear, with frequent errors in sounds, stress, and intonation, making it difficult for listeners to understand the speech.

The final score is obtained from the average of the three assessment aspects. The pre-test and post-test scores are then compared to measure the improvement in students' pronunciation skills after applying the digital shadowing method.

2. Documentation Sheet

The documentation instrument is used to collect supporting data, including:

- a. The list of students who are the research subjects.
- b. Previous academic scores (as additional data to assess homogeneity).
- c. Audio recordings of students during the pre-test and post-test.
- d. Photos of learning activities using the digital shadowing method.

This documentation data serves as evidence of the research implementation and as verification material for the data obtained from tests.

E. Data Analysis Technique

According to Creswell, quantitative data analysis involves processing numerical data using statistical tools to answer research questions and test hypotheses.¹⁰ According to Creswell, quantitative data analysis involves processing numerical data using statistical software to answer research questions and test hypotheses. In this study, all statistical analysis were conducted using SPSS version 26 to ensure accuracy and objectivity. The data analysis consisted of the following stages:

1. Prerequisite Tests

The prerequisite tests were conducted to ensure that the data met the assumptions for parametric testing before applying the Independent Sample t-Test.

a. Normality Test: The normality test was conducted using the Shapiro Wilk test in SPSS version 26, since the sample size was fewer than 50 respondents.

Decision criteria:

- 1) If Sig. (p) > 0.05 → the data are normally distributed.
- 2) If Sig. (p) < 0.05 → the data are not normally distributed.

¹⁰ Ambrose Agbetorwoka et al., "Selected Pilot Inclusive Schools in South Tongu District," *World Journal of Social Sciences and Humanities* 5, no. 2 (2019): 101–10, <https://doi.org/10.12691/wjssh-5-2-6>.

b. Homogeneity Test: The homogeneity test was performed using Levene's Test for Equality of Variances in SPSS version 26.

Decision criteria:

- 1) If Sig. (p) > 0.05 → the data are homogeneous.
- 2) If Sig. (p) < 0.05 → the data are not homogeneous.

2. Hypothesis Testing

After the data were found to be normal and homogeneous, hypothesis testing was conducted to determine whether there was a significant effect of the digital shadowing method on students' pronunciation ability.

The hypothesis testing used the Independent Sample t-test in SPSS version 26. This test was used to compare the mean post-test scores between the experimental group (taught using the digital shadowing method) and the control group (taught using conventional methods).

Decision criteria:

- a. If Sig. (p) < 0.05 → there is a significant difference between the two groups, meaning that the digital shadowing method significantly improves students' pronunciation skills.
- b. If Sig. (p) > 0.05 → there is no significant difference between the two groups, meaning that the digital shadowing method does not significantly affect pronunciation skills.

3. Interpretation of Results

The results of the Independent Sample t-Test were interpreted to determine whether the null hypothesis (H_0) was rejected or accepted. If the analysis showed a significant difference between the experimental and control groups, it was concluded that the digital shadowing method had a significant effect on improving students' pronunciation ability. Conversely, if no significant difference was found, it indicated that the method did not produce a notable improvement. All analyses were performed using SPSS version 26, without applying any manual statistical formulas, ensuring that the data processing was accurate, objective, and replicable.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Setting Description

This This research was conducted at Universitas Islam Negeri (UIN) Jurai Siwo Lampung, which is located at Jl. Ki Hajar Dewantara No. 15A, Iringmulyo, East Metro District, Metro City, Lampung Province. UIN Jurai Siwo Lampung is the only state Islamic university in Metro City and is recognized as one of the reputable Islamic higher education institutions that plays an important role in developing human resources in the region.

UIN Jurai Siwo Lampung was established as a higher education institution that integrates scientific knowledge, Islamic values, and Indonesian culture. Since its establishment, the university has been committed to producing graduates who are academically excellent, have strong Islamic character, and are able to adapt to the development of science and technology. The university continuously develops and improves the quality of education, research, and community service.

The vision of UIN Jurai Siwo Lampung is to become an innovative Islamic higher education institution in the development of knowledge based on socio-eco-techno-preneurship, grounded in Islamic values and Indonesian cultural identity. To achieve this vision, the university has formulated several missions, including strengthening Islamic values in education, research, and community service; improving the quality of learning and scientific research; and developing professional, efficient, and technology-based institutional governance.

In terms of infrastructure, UIN Jurai Siwo Lampung is equipped with facilities that support academic and non-academic activities. These facilities include lecture buildings, the rectorate building, a campus mosque, a library, a postgraduate building, a multipurpose hall (Gedung Serba Guna/GSG), an Academic Center (GAC) building, language laboratories, computer laboratories, biology laboratories, PIAUD laboratories, sports fields, a canteen, parking areas, public restrooms, secretariat rooms for student activity units (UKM) and special activity units (UKK), photocopying/printing services, and security posts.

The English Education Study Program is one of the study programs at UIN Jurai Siwo Lampung and is under the Faculty of Tarbiyah and Teacher Training. The study program officially received its operational license based on the Decree of the Director General of Islamic Education Number Dj.I/220.C/2007 dated May 28, 2007, after previously originating from a Diploma Three (D3) program established in 2002.

The English Education Study Program aims to produce professional graduates who are competent as future English teachers and who possess pedagogical, professional, personal, and social competencies based on Islamic values. The curriculum is designed to develop integrated language skills, teaching methodology, and the mastery of educational technology.

In terms of human resources, the English Education Study Program is supported by professional and competent permanent lecturers. Currently, there are 19 lecturers who are actively involved in teaching and supervising students. This support ensures the quality of the learning process, research activities, and

scientific development within the study program.

B. The Effectiveness of Digital Shadowing

1. The Student Pre-Test Result

At the initial stage of the research, the researcher administered a pre-test to the students to determine their initial ability before the treatment was given. The pre-test aimed to measure the students' mastery of pronunciation before the learning activities using the digital shadowing technique were conducted.

Based on the results of the measurement, it was found that the students' pre-test scores ranged from a minimum score of 63 to a maximum score of 72. The average pre-test score obtained by the students was 67.00. These data indicate that the students' initial pronunciation ability was still at a moderate level; therefore, improvement efforts through the designed treatment were necessary. The complete results of the pre-test are presented in Table 4.1

Table 4. 1
Students' Score of Pre-Test and Post-Test
At the Experimental Class

No.	Name	Pre-Test Scores	Post-Test Scores
1	OR	64	78
2	ITU	64	80
3	RR	66	79
4	NS	63	77
5	DSW	67	81
6	NK	65	79
7	DCS	64	78
8	HA	66	82
9	KUL	65	78
10	INR	63	79
11	NF	65	77
12	SF	67	80
13	RI	66	81
14	MS	65	79
15	FA	64	78

Table 4. 2
Students' Scores of Pre-Test and Post-Test
At the Control Class

No.	Name	Pre-Test Score	Post-Test Score
1	NM	68	69
2	RV	70	72
3	SSB	71	75
4	NA	69	73
5	CDS	72	74
6	AUA	70	76
7	AZ	69	73
8	KAS	71	72
9	MTH	72	74
10	MKA	70	75
11	MNA	69	73
12	LH	71	71
13	MN	72	74
14	MZM	68	72
15	NDA	70	76
16	NA	70	69

2. Treatment

In this study, the researcher applied the Digital Shadowing technique as an instructional approach during the learning sessions at State Islamic University of Jurai Siwo Lampung. The treatment was conducted in the experimental class according to the scheduled meetings.

The first treatment, the researcher introduced the Digital Shadowing technique to the students and explained the definition, objectives, and procedures of the technique. The students were guided to understand how to listen actively and repeat the speaker's voice simultaneously or immediately after hearing it.

The second treatment, the researcher introduced the learning media used in this study, namely YouTube as a digital platform. One of the English learning channels (Rachels' English) that provides pronunciation materials from native speakers was selected and introduced to the students. The researcher then played a video in which a native speaker explained and demonstrated correct English pronunciation.

During the treatment, the students were instructed to practice the shadowing technique by imitating the pronunciation of words, phrases, and sentences from the video. The students were asked to focus on articulation, word stress, intonation, and rhythm while practicing. The researcher supervised and guided the students during the practice to ensure that the technique was applied correctly.

Based on the researcher's observation, most of the students showed positive responses and active participation during the learning process using the

Digital Shadowing technique. A post-test was then administered to measure the effectiveness of the treatment in improving students' pronunciation ability.

3. The Student Post-Test Result

After the treatment was completed, the researcher administered a post-test to determine the changes in the students' abilities after participating in the learning process. The post-test was conducted using an instrument equivalent to the pre-test so that the results could be compared objectively.

Based on the post-test results, it was found that the students' scores ranged from a minimum score of 69 to a maximum score of 82. The average post-test score obtained by the students was 77.50. The increase in the minimum, maximum, and average scores indicates that the treatment given had a positive effect on improving the students' pronunciation ability. The complete results of the post-test are presented in Table 4.2

4. Normality Test

A normality test was conducted to determine whether the data of university students' pronunciation scores obtained through the Digital Shadowing technique were normally distributed. The results of the normality test were analyzed using SPSS version 26 and are presented as follows:

Table 4.3
Test of Normality in Pre-Test and Post-Test

Tests of Normality							
KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
HASIL	1	.163	15	.200*	.918	15	.179
	2	.172	15	.200*	.945	15	.449
	3	.167	15	.200*	.929	15	.266
	4	.185	15	.180	.936	15	.333

The normality test was conducted using the Shapiro-Wilk method because the sample size was less than 50. Based on the results analyzed using SPSS version 26, all significance values (Sig.) were greater than 0.05. Therefore, it can be concluded that the data were normally distributed and met the requirements for conducting parametric statistical tests

5. Homogeneity Test

A homogeneity test is a statistical method used to assess whether the distribution of categorical data shows similarity across various groups or categories. The outcome of the homogeneity test conducted using SPSS version 25 is as follows:

Table 4.4
Test of Homogeneity of Variances

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
NILA I	Based on Mean	.068	1	28	.796
	Based on Median	.036	1	28	.851
	Based on Median and with adjusted df	.036	1	27.711	.851
	Based on trimmed mean	.096	1	28	.759

Based on the homogeneity analysis, it was found that the significance value (Sig.) obtained was 0.796. This indicates that the Sig. value is greater than 0.05, which means that the research data are homogeneous. According to statistical criteria, when the Sig. value is greater than 0.05, the variance between groups is considered equal. Therefore, it can be concluded that the data in this study are homogeneous.

The researcher also confirmed that the research data were normally distributed and homogeneous. Therefore, parametric statistical testing was carried out. In this study, the hypothesis testing was conducted using the Independent Samples t-test to determine the effectiveness of the Digital Shadowing technique in enhancing students' pronunciation.

6. Hypothesis Testing

In implementing the Digital Shadowing technique, the researcher conducted statistical analysis using the Independent Samples t-test to determine whether there was a significant difference in students' pronunciation achievement

between the experimental class and the control class. This test was used to compare the pronunciation scores of students who were taught using the Digital Shadowing technique and those who were taught using the conventional method.

The null hypothesis (Ho) in this study stated that there was no significant difference in students' pronunciation achievement between the students taught using the Digital Shadowing technique and those taught using the conventional method. Meanwhile, the alternative hypothesis (Ha) stated that there was a significant difference in students' pronunciation achievement between the two groups.

After conducting data processing using SPSS version 26, computations for testing variable X (Digital Shadowing) against variable Y (Students' Pronunciation), the researcher obtained the following outcomes:

Table 4.5

The Results of Independent Samples t-test on the Effectiveness of Digital Shadowing in Enhancing Students' Pronunciation

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.068	.796	-10.129	28	.000	-5.533	.546	-6.652	-4.414

Equal variances not assumed			- 10. 129	27. 995	.000	-5.533	.546	-6.652	- 4.414
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Based on the results of the Independent Samples t-test analyzed using SPSS version 26, it was found that the significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). This result indicates that there is a statistically significant difference between the pronunciation scores of the experimental class and the control class.

The Levene's Test for Equality of Variances showed a significance value of 0.796, which is greater than 0.05 ($0.796 > 0.05$). This means that the data are homogeneous, and the assumption of equal variances is accepted. Therefore, the analysis used the row "Equal variances assumed."

Furthermore, the t-test results showed a t-value of -10.129 with $df = 28$, and a mean difference of -5.533. This indicates that the students' post-test scores were higher than their pre-test scores, showing a positive improvement after the application of the Digital Shadowing technique.

Based on these findings, it can be concluded that the Digital Shadowing technique is effective in enhancing students' pronunciation ability.

7. Discussion

This discussion presents the interpretation of the research findings regarding the effectiveness of the Digital Shadowing technique in enhancing

university students' pronunciation at State Islamic University of Jurai Siwo Lampung.

Based on the results of statistical analysis using the Independent Samples t-test, it was found that the significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). This indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, there is a positive and significant effect of the Digital Shadowing technique on students' pronunciation ability.

Furthermore, the SPSS output showed that the t-observed value was -10.129. This value is higher than the t-table value at the 5% significance level. This result confirms that there is a statistically significant difference in pronunciation achievement between students who were taught using the Digital Shadowing technique and those who were taught using conventional methods. The experimental group showed a higher improvement in pronunciation accuracy, stress, intonation, and rhythm compared to the control group.

The improvement in students' pronunciation skills can be explained by the nature of the Digital Shadowing technique itself. Digital Shadowing is a learning technique that requires students to listen actively and repeat native speakers' speech in real time. Through this process, students are trained to develop better articulation, word stress, intonation, and fluency. The repeated exposure to native speaker models helps students internalize correct pronunciation patterns and reduce fossilized pronunciation errors.

This study was conducted at the English Education Study Program of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Jurai Siwo Lampung, involving second-year students as research participants. The results indicate that Digital Shadowing is not only effective in improving technical aspects of pronunciation but also increases students' confidence and motivation in speaking English.

The findings of this study are consistent with previous research conducted by Petalolo, Mertosono and Dewi (Tadulako University, 2024).¹ who found that the shadowing technique significantly improves learners' pronunciation, and speech fluency. Similarly, research by Sugiarto, Prihantoro, and Edy (State Institute for Islamic Studies IAIN Curup, 2020).² Reported that repeated oral imitation of native speaker models has a strong impact on learners' phonological awareness and pronunciation development. These findings support the conclusion that Digital Shadowing is a pedagogically effective method in pronunciation teaching.

Therefore, it can be concluded that the Digital Shadowing technique has a positive and significant influence on enhancing university students' pronunciation at State Islamic University of Jurai Siwo Lampung. This technique can be recommended as an effective instructional strategy for teaching pronunciation in higher education settings, particularly in English education programs.

¹ Petalolo, Mertosono, and Dewi, "Using Shadowing Technique in Improving Students' Pronunciation Ability."

² Sugiarto, Prihantoro, And Edy, "The Impact of Shadowing Technique on Tertiary Students' English Pronunciation."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Digital Shadowing technique is a learning method in which students actively listen to native speakers and immediately imitate the pronunciation in near real-time. The purpose of this technique is to train students' accuracy in pronunciation by focusing on articulation, word stress, intonation, and rhythm. Because it emphasizes active listening and immediate repetition, this technique encourages students to become more confident and engaged in practicing their pronunciation.

Based on the analysis and results of the research, the researcher concludes that the Digital Shadowing technique has a positive and significant effect on students' pronunciation ability at State Islamic University of Jurai Siwo Lampung. This can be seen in the SPSS output table which shows that the t-observed value was >10 , while the t-table value at the 5% significance level ($df = 28$) was 2.048 and at the 1% significance level was $>2,7$. This indicates that the t-observed value is higher (in absolute value) than the t-table values.

There is a positive and significant effect of the Digital Shadowing technique on students' pronunciation at the 5% significance level. This means that students who were taught using the Digital Shadowing technique showed better improvement in their pronunciation ability compared to those who were taught using conventional methods. The findings of this study confirm that the

Digital Shadowing technique is an effective method to enhance students' pronunciation skills.

Therefore, it can be concluded that the Digital Shadowing technique has a positive and significant influence on improving students' pronunciation ability in this research context.

B. Suggestion

Based on the conclusions of the research, the following suggestions are proposed:

1. For the Lecturers:

English lecturers are encouraged to use the Digital Shadowing technique as an alternative instructional strategy in teaching pronunciation. This technique can help students improve their listening and speaking skills, especially in achieving more accurate pronunciation

2. For the Students:

Students lecturers are encouraged to use the Digital Shadowing technique as an alternative instructional strategy in teaching pronunciation. This technique can help students improve their listening and speaking skills, especially in achieving more accurate pronunciation

3. For the Future Resercher

Future researchers are suggested to conduct further studies on the use of Digital Shadowing by involving larger samples, different educational levels, or

combining it with other learning techniques. This will help enrich the findings and expand the scope of research related to pronunciation teaching.

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APPENDICES

PRE-TEST OF PRONUNCIATION

At this stage, the researcher administered a test sheet consisting of a list of 20 words and 10 sentences to measure the students' initial pronunciation ability in the control class and the experimental class.

PRE-TEST

A. Direction:

1. Please read the provided words and sentences clearly and naturally.
 2. Pronounce each item accurately.
 3. This test focuses on your pronunciation skills.
 4. Your voice will be recorder for assessment purposes.
-

B. Test Items

(Source: https://youtube.com/@rachelsenglish?si=F-M2S4O_XKq_T1uz)

1. Word List (20 Items)

1. Analysis
2. Comfortable
3. Approach
4. Window
5. Future
6. Exam
7. Culture
8. Education
9. Available
10. Shutdown
11. Slow
12. Area
13. Sound
14. Found
15. Produce
16. Alone
17. Tomorrow
18. About
19. House
20. Sky

A. Sentence List (10 Items)

21. Education can produce many benefits for the future.
22. You know what I mean?
23. See you tomorrow.
24. Are you specifically asking me to help?
25. He hurt her feelings?
26. Please complete the exam before the time is up.
27. Please, close the door.

28. Be careful, the floor is wet.
29. I agree with the idea, but the assessment needs to be clearer.
30. Good. Would you like some coffee before we start?

(Adapted from Rachel's English Channel)

Nilai Pre-Test Experiment Class

PRONUNCIATION TEST SCORING SHEET
(PRE-TEST)

Name: Dika Ramadhan
Class: A

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Analysis	1		
2	Comfortable	2		
3	Approach	2		
4	Window	2		
5	Future	2		
6	Exam	2		
7	Culture	2		
8	Education	2		
9	Available	1		
10	Shutdown	2		
11	Slow	2		
12	Area	1		
13	Sound	2		
14	Found	1		
15	Produce	1		
16	Alone	2		
17	Tomorrow	2		
18	About	2		
19	House	2		
20	Sky	2		
21	Education can produce many benefits for the future.		2	1
22	You know what I mean?		2	2
23	See you tomorrow.		1	1
24	Are you specifically asking me to help?		1	1
25	He hurt her feelings?		1	1
26	Please complete the exam before the time is up.		2	1
27	Please, close the door.		2	2
28	Be careful, the floor is wet.		1	1
29	I agree with the idea, but the assessment needs to be clearer.		1	1
30	Good, would you like some coffee before we start?		1	0
TOTAL		48	11	2

PRONUNCIATION TEST SCORING SHEET
(PRE-TEST)

Name: Khanida Umi Lailifah
Class: A

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Analysis	1		
2	Comfortable	2		
3	Approach	2		
4	Window	2		
5	Future	2		
6	Exam	1		
7	Culture	2		
8	Education	2		
9	Available	1		
10	Shutdown	1		
11	Slow	2		
12	Area	2		
13	Sound	2		
14	Found	2		
15	Produce	2		
16	Alone	2		
17	Tomorrow	2		
18	About	2		
19	House	2		
20	Sky	2		
21	Education can produce many benefits for the future.		0	1
22	You know what I mean?		1	1
23	See you tomorrow.		1	2
24	Are you specifically asking me to help?		1	2
25	He hurt her feelings?		2	2
26	Please complete the exam before the time is up.		2	1
27	Please, close the door.		2	2
28	Be careful, the floor is wet.		2	1
29	I agree with the idea, but the assessment needs to be clearer.		1	1
30	Good, would you like some coffee before we start?		1	2
TOTAL		39	13	13

Nilai Pre-Test Control Class

PRONUNCIATION TEST SCORING SHEET
(PRE-TEST)

Name: Nadhya dani Anasaini
Class: B

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Analysis	1		
2	Comfortable	2		
3	Approach	2		
4	Window	2		
5	Future	2		
6	Exam	1		
7	Culture	2		
8	Education	2		
9	Available	1		
10	Shutdown	2		
11	Slow	1		
12	Area	2		
13	Sound	2		
14	Found	2		
15	Produce	2		
16	Alone	2		
17	Tomorrow	2		
18	About	2		
19	House	2		
20	Sky	2		
21	Education can produce many benefits for the future.		1	1
22	You know what I mean?		2	2
23	See you tomorrow.		2	2
24	Are you specifically asking me to help?		2	2
25	He hurt her feelings?		2	2
26	Please complete the exam before the time is up.		1	1
27	Please, close the door.		2	2
28	Be careful, the floor is wet.		2	2
29	I agree with the idea, but the assessment needs to be clearer.		1	1
30	Good, would you like some coffee before we start?		1	1
TOTAL		40	16	16

PRONUNCIATION TEST SCORING SHEET
(PRE-TEST)

Name: Maryanda Trihasari
Class: B

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Analysis	1		
2	Comfortable	2		
3	Approach	2		
4	Window	2		
5	Future	2		
6	Exam	2		
7	Culture	2		
8	Education	2		
9	Available	1		
10	Shutdown	1		
11	Slow	2		
12	Area	2		
13	Sound	2		
14	Found	2		
15	Produce	2		
16	Alone	2		
17	Tomorrow	2		
18	About	2		
19	House	2		
20	Sky	2		
21	Education can produce many benefits for the future.		2	1
22	You know what I mean?		1	2
23	See you tomorrow.		2	2
24	Are you specifically asking me to help?		1	1
25	He hurt her feelings?		1	2
26	Please complete the exam before the time is up.		1	2
27	Please, close the door.		2	2
28	Be careful, the floor is wet.		1	2
29	I agree with the idea, but the assessment needs to be clearer.		1	1
30	Good, would you like some coffee before we start?		1	2
TOTAL		40	13	18

TREATMENT

A. Teaching Steps Using Digital Shadowing Technique

1. Introduction

The researcher introduced the digital shadowing technique by explaining its objectives, procedures, and rules to ensure students understood how to use the technique to improve their pronunciation.

2. Preparation of Learning Media

The researcher prepared digital learning media by selecting pronunciation videos from the YouTube channel “Rachel’s English”, which provides native-speaker pronunciation models.

3. Video Observation

The selected video was played, and students listened carefully to the native speaker’s pronunciation, focusing, on articulation word stress, intonation and rhythm.

4. Implementation of Digital Shadowing

Students practiced the Digital Shadowing technique by repeating words, phrases, and sentences simultaneously or immediately after the speaker, actively participating throughout the activity.

5. Post-Test Administration

At the end of the treatment, a post-test was administered to measure the effectiveness of the Digital Shadowing technique in improving students’ pronunciation ability.

POST-TEST OF PRONUNCIATION

A. Direction:

1. Please read the provided words and sentences clearly and naturally.
 2. Pronounce each item accurately.
 3. This test focuses on your pronunciation skills.
 4. Your voice will be recorded for assessment purposes.
-

B. Test Items

(Source: https://youtu.be/JbP4wcNyv3o?si=yAWMd5IK42S_v9Rw)

1. Word list (20 Items)

- 1) Bright
- 2) Research
- 3) Coin
- 4) Joyful
- 5) Could
- 6) Sugar
- 7) Ability
- 8) Father
- 9) Allow
- 10) Data
- 11) Again
- 12) Visa
- 13) About
- 14) Hurt
- 15) Circle
- 16) Return
- 17) Play
- 18) Pain
- 19) Exercise
- 20) Flower

2. Sentence list (10 Items)

- 21) Can you explain the solution you found?
- 22) Example words, repeat with me.
- 23) Have you seen marry?
- 24) You know what I mean.
- 25) Are they asking me?
- 26) Tell me a little bit about yourself.
- 27) Please speak more slowly.
- 28) Can you say that again, please.
- 29) I didn't hear what you say.
- 30) Where do you see yourself in 5 years?

(Adapted from Rachel's English Channel)

Nilai Post-Test Experiment Class

PRONUNCIATION TEST SCORING SHEET (POST-TEST)

Name: Khanika Umi Lutfah
Class: A

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Bright	2		
2	Research	2		
3	Coin	2		
4	Joyful	2		
5	Could	2		
6	Sugar	2		
7	Ability	2		
8	Father	2		
9	Allow	2		
10	Data	2		
11	Again	2		
12	Visa	2		
13	About	2		
14	Hurt	2		
15	Circle	2		
16	Return	2		
17	Play	2		
18	Pain	2		
19	Exercise	2		
20	Flower	2		
21	Can you explain the solution you found?		1	2
22	Example words, repeat after me.		2	2
23	Have you seen marry?		2	2
24	You know what I mean.		1	1
25	Are they asking me?		2	2
26	Tell me a little bit about yourself.		2	2
27	Please speak more slowly		2	2
28	Can you say that again, please		1	2
29	I didn't hear what you say		2	2
30	Where do you see yourself in 5 years?		1	2
TOTAL		40/47	16	19

PRONUNCIATION TEST SCORING SHEET (POST-TEST)

Name: Dika Ramadhan
Class: A

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Bright	2		
2	Research	2		
3	Coin	2		
4	Joyful	2		
5	Could	1		
6	Sugar	2		
7	Ability	2		
8	Father	2		
9	Allow	2		
10	Data	2		
11	Again	2		
12	Visa	2		
13	About	2		
14	Hurt	2		
15	Circle	2		
16	Return	2		
17	Play	2		
18	Pain	2		
19	Exercise	2		
20	Flower	2		
21	Can you explain the solution you found?		1	2
22	Example words, repeat after me.		2	2
23	Have you seen marry?		2	2
24	You know what I mean.		1	2
25	Are they asking me?		1	2
26	Tell me a little bit about yourself.		1	2
27	Please speak more slowly		2	1
28	Can you say that again, please		2	2
29	I didn't hear what you say		2	1
30	Where do you see yourself in 5 years?		1	1
TOTAL		40	15	19

Nilai Post-Test Control Class

PRONUNCIATION TEST SCORING SHEET (POST-TEST)

Name: Nadva Ovi Anggraini
Class: B

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Bright	2		
2	Research	2		
3	Coin	2		
4	Joyful	2		
5	Could	2		
6	Sugar	2		
7	Ability	1		
8	Father	2		
9	Allow	2		
10	Data	2		
11	Again	2		
12	Visa	2		
13	About	2		
14	Hurt	2		
15	Circle	2		
16	Return	2		
17	Play	2		
18	Pain	2		
19	Exercise	2		
20	Flower	2		
21	Can you explain the solution you found?		2	2
22	Example words, repeat after me.		1	2
23	Have you seen marry?		2	2
24	You know what I mean.		1	1
25	Are they asking me?		2	2
26	Tell me a little bit about yourself.		1	1
27	Please speak more slowly		1	1
28	Can you say that again, please		2	2
29	I didn't hear what you say		2	1
30	Where do you see yourself in 5 years?		2	1
TOTAL		41/45	16	18

PRONUNCIATION TEST SCORING SHEET (POST-TEST)

Name: Malynda Tri Harbani
Class: B

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Bright	2		
2	Research	2		
3	Coin	2		
4	Joyful	2		
5	Could	2		
6	Sugar	2		
7	Ability	2		
8	Father	2		
9	Allow	2		
10	Data	1		
11	Again	1		
12	Visa	2		
13	About	2		
14	Hurt	2		
15	Circle	2		
16	Return	2		
17	Play	2		
18	Pain	2		
19	Exercise	2		
20	Flower	2		
21	Can you explain the solution you found?		1	2
22	Example words, repeat after me.		2	2
23	Have you seen marry?		2	2
24	You know what I mean.		1	2
25	Are they asking me?		2	2
26	Tell me a little bit about yourself.		2	2
27	Please speak more slowly		1	2
28	Can you say that again, please		1	2
29	I didn't hear what you say		1	1
30	Where do you see yourself in 5 years?		1	1
TOTAL		42	14	18

Answer Keys of the Pre-Test

No	Word List	Phonetic Transcription
1	Analysis	/ə'næləsis/
2	Comfortable	/'kʌmfətəbl/, /'kʌmfərtəbl/
3	Approach	/ə'prəʊtʃ/
4	Window	/'wɪndəʊ/
5	Future	/'fju:tʃər/
6	Exam	/ɪg'zæm/
7	Culture	/'kʌltʃər/
8	Education	/,edʒu'keɪʃn/
9	Available	/ə'veɪləbl/
10	Shutdown	/'ʃʌtdaʊn/
11	Slow	/sləʊ/
12	Area	/'erɪə/
13	Sound	/saʊnd/
14	Found	/faʊnd/
15	Produce	/prə'du:s/
16	Alone	/ə'ləʊn/
17	Tomorrow	/tə'mɑ:rəʊ/
18	About	/ə'baʊt/
19	House	/haʊs/
20	Sky	/skaɪ/

No	Sentence List	Phonetic Transcription
21	Education can produce many benefits for the future.	/,edʒu'keɪʃn kən prə'du:s meni 'benɪfɪts fər ðə 'fju:tʃər/
22	You know what I mean?	/ju: nəʊ wʌt aɪ mi:n/
23	See you tomorrow	/si: ju: tə'mɑ:rəʊ/
24	Are you specifically asking me to help?	/ɑ:r ju: spə'sɪfɪkli æskɪŋ mi/
25	He hurt her feelings?	/hi: hɜ:rt hɜ:r 'fi:lɪŋ/
26	Please complete the exam before the time is up.	/pli:z kəm'pli:t ðɪ ɪg'zæm bɪ'fɔ:r nðə taɪm ɪz ʌp/
27	Please, close the door.	/pli:z, kləʊz ðə dɔ:r/
28	Be careful, the floor is wet.	/bi: 'kerfl, ðə flɔ:r ɪz wet/
29	I agree with the idea, but the assessment needs to be clearer.	/aɪ ə'gri: wɪð ðɪ: aɪ'di:ə, bʌt ðɪ: ə'sesmənt/
30	Good. Would you like some coffee before we start?	/gʊd. wʊd ju: laɪk sʌm 'kɔ:fi bɪ'fɔ:r wɪ stɑ:rt/

Blue Print of the Pre-Test

Indicators of Pronunciation	Item Numbers	Total Items
Sound Accuracy	1-20	20
Stress Placement	21-30	10
Intonation	21-30	10
TOTAL	-	30

Answer Keys of the Post-Test

No	Word List	Phonetic Transcription
1	Bright	/braɪt/
2	Research	/'ri:sə:rtʃ/
3	Coin	/kɔɪn/
4	Joyful	/'dʒɔɪfl/
5	Could	/kʊd/
6	Sugar	/'ʃʊgə/
7	Ability	/ə'biləti/
8	Father	/'fɑ:ðə/
9	Allow	/ə'laʊ/
10	Data	/'deɪtə/
11	Again	/ə'geɪn/
12	Visa	/'vi:zə/
13	About	/ə'baʊt/
14	Hurt	/hɜ:t/
15	Circle	/'sɜ:kl/
16	Return	/'ri:tɜ:n/
17	Play	/pleɪ/
18	Pain	/peɪn/
19	Exercise	/'eksəsaɪz/
20	Flower	/'flaʊə/

No	Sentence List	Phonetic Transcription
21	Can you explain the solution you found?	/kæn ju ɪk'spleɪn ðə sə'lju:ʃən ju faʊnd/
22	Example words, repeat with me.	/ɪg'zæmpəl wɜ:rdz rɪ'pi:t wɪð mi:/
23	Have you seen marry?	/hæv ju si:n 'mæri/
24	You know what I mean.	/ju nəʊ wɒt aɪ mi:n/
25	Are they asking me?	/ɑ:r ðeɪ 'æskiŋ mi:/
26	Tell me a little bit about yourself.	/tel mi ə 'lɪtəl bɪt ə'baʊt jɔ:r'self/
27	Please speak more slowly.	/pli:z spi:k mɔ:r 'sləʊli/
28	Can you say that again, please.	/kæn ju sei ðæt ə'gen pli:z/
29	I didn't hear what you say.	/aɪ 'dɪdnt hɪr wɒt ju sei/
30	Where do you see yourself in 5 years?	/wɜr du ju si jɔ:r'self ɪn faɪv jɪrz/

Blue Print of the Post-Test

Indicators of pronunciation	Item Numbers	Total Items
Sound Accuracy	1-20	20
Stress Placement	21-30	10
Intonation	21-30	10
TOTAL	-	30

**PRONUNCIATION TEST SCORING SHEET
(POST-TEST)**

Name:

Class:

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Bright			
2	Research			
3	Coin			
4	Joyful			
5	Could			
6	Sugar			
7	Ability			
8	Father			
9	Allow			
10	Data			
11	Again			
12	Visa			
13	About			
14	Hurt			
15	Circle			
16	Return			
17	Play			
18	Pain			
19	Exercise			
20	Flower			
21	Can you explain the solution you found?			
22	Example words, repeat after me.			
23	Have you seen marry?			
24	You know what I mean.			
25	Are they asking me?			
26	Tell me a little bit about yourself.			
27	Please speak more slowly			
28	Can you say that again, please			
29	I didn't hear what you say			
30	Where do you see yourself in 5 years?			

**PRONUNCIATION TEST SCORING SHEET
(PRE-TEST)**

Name:

Class:

No	Item (word/sentence)	Sound Accuracy (1-20)	Stress Placement (21-30)	Intonation (21-30)
1	Analysis			
2	Comfortable			
3	Approach			
4	Window			
5	Future			
6	Exam			
7	Culture			
8	Education			
9	Available			
10	Shutdown			
11	Slow			
12	Area			
13	Sound			
14	Found			
15	Produce			
16	Alone			
17	Tomorrow			
18	About			
19	House			
20	Sky			
21	Education can produce many benefits for the future.			
22	You know what I mean?			
24	See you tomorrow.			
25	Are you specifically asking me to help?			
26	He hurt her feelings?			
27	Please complete the exam before the time is up.			
28	Please, close the door.			
29	Be careful, the floor is wet.			
30	I agree with the idea, but the assessment needs to be clearer.			

SCORING SHEET PRONUNCIATION

Pre-Test and Post-Test

Assessment Criteria:

The assessment is based on three aspects: Sound Accuracy, Stress placement and intonation each aspect has a different score range depending on the type of test item (Word List and Sentence List)

A. Word List Scoring Rubric

Used for 20 words (maximum 60 points)

No	Score	Description
1	3	Excellent= clear vowel and consonant sounds; no significant errors.
2	2	Fair= minor inaccuracies but meaning remains clear.
3	1	Poor= multiple errors, unclear or incorrect sounds.

B. Sentence Stress Placement Rubric (0-2 per item)

Used for 10 sentences (maximum 20 points)

No	Score	Description
1	2	Correct stress placement on all key words; natural sentence rhythm.
2	1	Some misplaced stress; partially correct but inconsistent.
3	0	Incorrect stress throughout; stress patterns do not match English norms.

C. Sentence Intonation Rubric (0–2 per item)
Used for 10 sentences (maximum 20 points)

No	Score	Description
1	2	Accurate intonation pattern; appropriate rising/falling intonation according to sentence type.
2	1	Partially correct intonation; inconsistent or slightly misplaced rises/falls.
3	0	Incorrect or flat intonation; does not follow English intonation patterns.

D. Total Score Calculation (100 Points System)

Component	Maximum Score
Word List (20 items × 3)	60
Stress Placement (10 items × 2)	20
Intonation (10 items × 2)	20
Total	100

The Result of SPSS

4. Normality Test

Tests of Normality							
	KELA S	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASI L	1	.163	15	.200*	.918	15	.179
	2	.172	15	.200*	.945	15	.449
	3	.167	15	.200*	.929	15	.266
	4	.185	15	.180	.936	15	.333

5. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
NILA I	Based on Mean	.068	1	28	.796
	Based on Median	.036	1	28	.851
	Based on Median and with adjusted df	.036	1	27.711	.851
	Based on trimmed mean	.096	1	28	.759

6. Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	.068	.796	-10.129	28	.000	-5.533	.546	-6.652	-4.414
	Equal variances not assumed			-10.129	27.995	.000	-5.533	.546	-6.652	-4.414



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Auliya Avivatus Sholikhah
 NPM : 2201051003

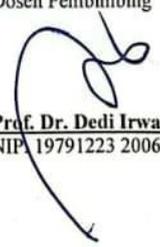
Program Studi : TBI
 Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	24/06 2023	<p>Approved title:</p> <p>The Effectiveness of Digital Shadowing in enhancing University Students' Pronunciation</p> <hr/> <p>- 'kettle kata 'digital shadowing pdf' digital literacy pdf'</p> <p>- cari jurnal tlg 3-5 journal</p>	



Mengetahui,
 Ketua Program Studi TBI
Dr. Much Deliatir, M.Pd.B.I
 NIP. 19880308-201503 1 006

Dosen Pembimbing


Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Auliya Avivatus Sholikhah
 NPM : 2201051003

Program Studi : TBI
 Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa																
2.	7/11/2015	<p>- Coba buat Gap Base</p> <table border="1"> <thead> <tr> <th colspan="2">Judul</th> <th></th> <th></th> </tr> <tr> <th>1</th> <th>Konvensional</th> <th>Res.</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>- Aco Judul - Salakan Survei Bab I</p>	Judul				1	Konvensional	Res.					✓				✓	
Judul																			
1	Konvensional	Res.																	
			✓																
			✓																

Mengesahkan,
 Ketua Program Studi TBI

Dr. Mueli Deimatuz, M.Pd.B.I
 NIP. 19880508 201503 1 006

Dosen Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	10/7/ 2025	<ul style="list-style-type: none"> - Lokasi: Pronunciatan Secara Umum - Tidak perlu disebut mahasiswa Sene, ter Gmpu - Gab Table - Ok Tambdies Keleblh Penelitiannya am. 	



Dr. Much D. Hatur, M.Pd.B.I
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Auliya Avivatus Sholikhah
 NPM : 2201051003

Program Studi : TBI
 Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	16/09 2025	- AD cover - layout 4433	
	16/08 2025	- Participants = Mahasiswa Tahun Kedua - Penelitian relevan 1. last name 3. Research question / <i>tepa</i> 4. Method 5. Findings 2. Settings → Time & place and Participants	



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- Ubah ke Footnote.
 - Bawa Bab 2.

Dosen Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	17/08 2025 17/09 2025	- Di Prodi TBI ada buku phonetic & phonology terbitan Gramedia, Corema merah & Ungu. Tambah sebagai Refrensi bab II, oral. Next meeting - bawa semua bab 1,2,3, & references - English version - ACE -	



Dosen Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Auliya Avivatus Sholikhah
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Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	23/10 2025	<p>Chapter III needs Improvement</p> <ul style="list-style-type: none"> - Use SPSS = No formula - Use Independent-t-test - Use product moment - Pay attention to the references writing <p>(One more meeting before proposal!)</p>	



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

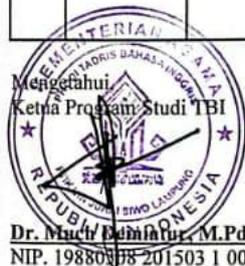
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	31/6 2025	- Paired t-test - SPSS 26 - Data Dinos A@@ Untuk Gurukul	



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Prof. Dr. Ded Lwansyah, M.Hum
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8	25/11 2025	<p>Research instrument</p> <ul style="list-style-type: none"> - observation - Interview - Test. <hr/> <ul style="list-style-type: none"> - Pretest - Post-test - Instrument blue print. <hr/> <p>@@ Chapter I-III for registering Research Permission.</p>	



Mengetahui,
Ketua Program Studi TBI
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9	1/12 2015	<ul style="list-style-type: none"> - Research Instrument Pre-test Post-test - Please include Key answer Consisting, among others, : phonetic transcription - IPA (International Phonetic Alphabet. 	



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VII

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
10	1/12 2025	The research instruments have been revised accordingly <u>ACC APD</u>	



Mengetahui
Ketua Program Studi TBI

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Dosen Pembimbing

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VII

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11	10/12 2025	<p><u>Chapter IV</u></p> <p>- Should provide answers to research questions.</p> <p>A. Research Setting Description (6-7 Paragraphs)</p> <ol style="list-style-type: none"> 1. What, Where, When 2. Why exist 3. Infrastructure 4. Human Resource. <p>B. The Effectiveness of Digital Shadowing</p> <ol style="list-style-type: none"> 1. Pre-test Data [-] Tabel. - Treatment 2. Post-test Data 	

Mengetahui
Ketua Program Studi TBI



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NIP. 19880308 201505 1 006

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Auliya Avivatus Sholikhah
NPM : 2201051003

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
12.	11/12 2019	Chapter 10 has been revised accordingly Chapter V needs revision References Please revise soon	09.08 2019
13	11/12 2019	has been revised accordingly A@@ for Mumpung	

Mengetahui
Ketua Program Studi TBI



Dr. Much Delmiatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-3055/In.28/J/TL.01/07/2025
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
REKTOR UIN JURAI SIWO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu REKTOR UIN JURAI SIWO LAMPUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : AULIYA AVIVATUS SHOLIKHAH
NPM : 2201051003
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF DIGITAL SHADOWING IN
ENHANCING UNIVERSITY STUDENTS' PRONUNCIATION

untuk melakukan prasurvey di UIN JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu REKTOR UIN JURAI SIWO LAMPUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Juli 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296;

SURAT KETERANGAN

Nomor: B-0922/Un.36.1/J/PP.00.9/10/2025

Ketua Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa:

Nama : AULIYA AVIVATUS SHOLIKHAH
NPM : 2201051003
Judul : THE EFFECTIVENESS OF DIGITAL SHADOWING IN ENHANCING
UNIVERSITY STUDENTS' PRONUNCIATION

Telah melaksanakan Pra-Survey pada Program Studi Tadris Bahasa Inggris UIN Jurai Siwo
Lampung dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya
dan dapat dipertanggungjawabkan



Dr. Much. Deniatur, M.Pd.BI
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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Nomor : B-1644/In.28/D.1/TL.00/12/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR UNIVERSITAS ISLAM
NEGERI JURAI SIWO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1643/In.28/D.1/TL.01/12/2025, tanggal 04 Desember 2025 atas nama saudara:

Nama : **AULIYA AVIVATUS SHOLIKHAH**
NPM : 2201051003
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada REKTOR UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DIGITAL SHADOWING IN ENHANCING UNIVERSITY STUDENTS' PRONUNCIATION AT THE STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Desember 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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Telepon (0725) 41507; Faksimili (0725) 47296;

SURAT KETERANGAN

Nomor: B-1799/Un.36.1/J/PP.00.9/12/2025

Ketua Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa:

Nama : Auliya Avivatus Sholikhah

NPM : 2201051003

Judul : The Effectiveness of Digital Shadowing in Enhancing University
Students' Pronunciation at The State Islamic University of Jurai Siwo
Lampung

Telah melaksanakan penelitian pada Program Studi Tadris Bahasa Inggris UIN Jurai Siwo
Lampung dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya
dan dapat dipertanggungjawabkan

Metro, 10 Desember 2025



Dr. Much. Deiniatur, M.Pd.BI
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
UNIT PERPUSTAKAAN
NPP: 1807062F0000001**

Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-920/Un.36/S/U.1/OT.01/12/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri
Jurai Siwo Lampung menerangkan bahwa :

Nama : AULIYA AVIVATUS SHOLIKHAH
NPM : 2201051003
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung
Tahun Akademik 2025/2026 dengan nomor anggota 2201051003.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas
administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Desember 2025
Kepala Perpustakaan,


Aan Gufroji, S.I.Pust.
NIP.19920428 201903 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-1643/In.28/D.1/TL.01/12/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **AULIYA AVIVATUS SHOLIKHAH**
NPM : 2201051003
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DIGITAL SHADOWING IN ENHANCING UNIVERSITY STUDENTS' PRONUNCIATION AT THE STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Desember 2025

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007

DOCUMENTATION

Pre-Test control class



Pre-test Experiment Class



Treatment Experiment Class



Post-Test Control Class





Post-test Experiment Class



CURRICULUM VITAE



The researcher, Auliya Avivatus Sholikhah, was born in Gunung Sugih on December 30, 2003. She is the fourth child of Mr. Dariman and Mrs. Umi Nurul Basiroh. She has two older sisters, Muslimatul Mutmainah and Nur Nisa'i Muslikhah, and one older brother, Muhammad Anshori.

The researcher began her formal education in 2010 at MI An-Nuur GUPPI Majapahit and completed it in 2016. After graduating from elementary school, she continued her studies at the junior high school level at MTs Terpadu Darul Ulum in Lempuyang Bandar, Central Lampung, from 2016 to 2019. In 2019, she continued her senior high school education at MA MA'ARIF 01 Punggur, Central Lampung, where she completed her studies in 2022.

In 2022, the researcher pursued higher education at the State Islamic Institute of Metro (IAIN Metro), which has since transformed into the State Islamic University of Jurai Siwo Lampung (UIN Jurai Siwo Lampung). She enrolled in the Faculty of Tarbiyah and Teacher Training, majoring in English Education Studi Program, and successfully completed her undergraduate studies in 2025.