

**Implementing Shadowing Techniques in Teaching English Consonant
Pronunciation in a Junior High School Context**



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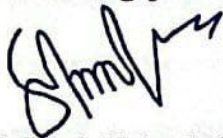
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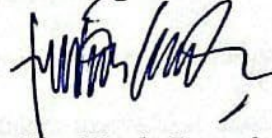
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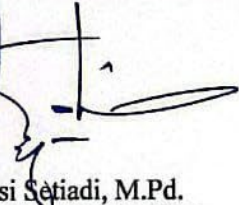


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ABSTRACT

Agrivina Amelin Geviana. 2026. *Implementing Shadowing Techniques in Teaching English Consonant Pronunciation in a Junior High School Context. A Qualitative Case Study.* A Skripsi. The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

This qualitative case study explores how different shadowing techniques were implemented to support students' consonant pronunciation development and examines the teacher's experiences during the implementation process. Drawing on Tamai's (2005) shadowing techniques and articulatory phonetics as the analytical framework, data were collected through classroom observations, students' audio recordings, and semi-structured interviews with an English teacher in a junior high school EFL classroom. Reflexive thematic analysis and descriptive phonetic error analysis were employed to examine classroom experiences and students' pronunciation development throughout the implementation period. The findings indicate that different shadowing techniques supported pronunciation development in various ways by increasing learners' awareness of target consonant sounds, providing opportunities for repeated oral practice, and facilitating exposure to authentic spoken English. The analysis also reveals improvements in students' production of several target consonants, although some pronunciation difficulties remained. In addition, the teacher reported both benefits and challenges during implementation, including increased student participation, varying levels of engagement across techniques, and classroom management considerations. The study highlights the potential of shadowing techniques as a pronunciation-focused instructional practice for Indonesian EFL learners.

Keywords: *articulatory phonetics, consonant pronunciation, EFL learners, shadowing techniques, teacher experiences, qualitative case study*

ABSTRAK

Agrivina Amelin Geviana. 2026. *Penerapan Teknik Shadowing dalam Pengajaran Pelafalan Konsonan Bahasa Inggris di Sekolah Menengah Pertama. Studi Kasus Kualitatif.* Skripsi. Program Studi Pendidikan Bahasa Inggris merupakan bagian dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Studi kasus kualitatif ini mengeksplorasi bagaimana berbagai teknik *shadowing* diterapkan untuk mendukung perkembangan pelafalan konsonan siswa serta mengkaji pengalaman guru selama proses penerapan tersebut. Dengan menggunakan teknik *shadowing* dari Tamai (2005) dan fonetik artikulatoris sebagai kerangka analisis, data dikumpulkan melalui observasi kelas, rekaman audio siswa, dan wawancara semi-terstruktur dengan seorang guru bahasa Inggris di kelas EFL tingkat SMP. Analisis tematik reflektif dan analisis deskriptif kesalahan fonetik digunakan untuk mengkaji pengalaman di kelas serta perkembangan pelafalan siswa selama periode penerapan. Temuan menunjukkan bahwa berbagai teknik *shadowing* mendukung perkembangan pelafalan melalui beberapa cara, yaitu dengan meningkatkan kesadaran pembelajar terhadap bunyi konsonan target, memberikan kesempatan untuk latihan lisan berulang, dan memfasilitasi paparan terhadap bahasa Inggris lisan yang autentik. Analisis juga mengungkapkan adanya peningkatan dalam pelafalan beberapa konsonan target oleh siswa, meskipun beberapa kesulitan pelafalan masih tetap ada. Selain itu, guru melaporkan adanya manfaat maupun tantangan selama penerapan, termasuk peningkatan partisipasi siswa, variasi tingkat keterlibatan pada teknik yang berbeda, serta pertimbangan terkait pengelolaan kelas. Studi ini menyoroti potensi teknik *shadowing* sebagai praktik pembelajaran yang berfokus pada pelafalan bagi pembelajar EFL di Indonesia.

Kata Kunci: *fonetik artikulatoris, pelafalan konsonan, pembelajar EFL, teknik shadowing, pengalaman guru, studi kasus kualitatif*