CHAPTER 3
RESEARCH PROCEDURES

A. Method of the Research

In this study, the researcher employed Classroom Action Research (CAR) as the primary research design. CAR is best described as a reflective process aimed at improving educational practices through systematic inquiry within the classroom environment (Allwright & Bailey, 1991). Unlike experimental research, which typically seeks to test a hypothesis for generalization, CAR is specifically designed to solve practical problems encountered in a specific context (Burns, 2010; Kemmis & McTaggart, 1988). The researcher selected this method because its iterative nature allows for continuous adaptation of the shadowing technique. This means the instruction is not static, it evolves to meet the students' actual needs based on real-time feedback during the process, ensuring the solution is truly effective for the class.

The study is grounded in several key characteristics of CAR that distinguish it from other methodologies. Primarily, it focuses on improvement, aiming to enhance teaching effectiveness and student learning outcomes directly (McNiff & Whitehead, 2011). It is inherently participatory, where students are actively engaged in the research process to provide insights into their own learning experiences (Stringer, 2014). Furthermore, the design relies on a cyclical process of planning, acting, observing, and reflecting, which allows for flexibility in the research design as data is collected (Cohen et al., 2018). This approach ensures contextual relevance by addressing the specific needs of the 11th-grade students (Hopkins, 2008), while simultaneously empowering the educator to take ownership of their professional development through reflective practice (Zuber-Skerritt, 2011).

The researcher conducted the classroom action research in two cycles based on the needs of the study. Each cycle had a different number of sessions: six meetings for Cycle I and two meetings for Cycle II. The researcher determined that a six-session Cycle 1 was necessary to allow students to move past the initial novelty of the technique and establish a baseline of practice before a formal reflection and revision could be meaningfully conducted. This extended first cycle ensured that the results of Post-Test 1 were based on familiar practice rather than just a first-time reaction to the method. Each cycle has four phases as follows (Kemmis & McTaggart, 1988):

1. Planning

   This phase is carried out to identify a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context.

2. Acting

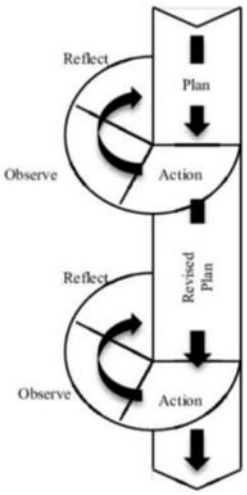
   This phase contains a considered plan involving some deliberate interventions into the teaching situation carried out by the researcher over an agreed period. The interventions are ‘critically informed’ since they involve the process of challenging one’s beliefs and devising new alternative ways of doing things

3. Observing

   It involves the process of systematically observing the impact of the action and documenting the context, actions, and opinions of the people involved.

4. Reflecting

   The researcher reflects on, evaluates, and describes the effects of the action to make sense of what has happened and to understand the issue that the researcher has explored more clearly.



Picture 1. Research Flow Action Research According to Kemmis and McTaggart (1988)

The phase of classroom action research in this study are described in the following table.

Table. 1. Phase of Classroom Action Research

Phases	**Activities**
Planning	- The researcher identified the problem of 11th-grade EFL students' through pre-test and observation sheets. - Clear objectives were set for implementing the shadowing technique, aiming to improve pronunciation, fluency, and overall speaking competence. - The researcher selected appropriate short movie clips featuring natural dialogues and authentic language use. - Detailed lesson plans were created for each session in both cycles, outlining specific activities such as pre-listening exercises, shadowing practice, and post-activity discussions. - Assessment methods including pre-tests and post-tests were incorporated to measure speaking performance before and after the intervention.
Acting	The researcher implemented the shadowing technique following the specific steps outlined in Chapter 2 to ensure consistency:

Phases	Activities
	- **Introduction:** Introduce selected short movie clips that demonstrate natural conversation patterns and authentic language use. - **Pre-listening/ Viewing:** Play the video clips, allowing students to grasp the main idea and observe the speakers' gestures. - **Segmented Practice:** The teacher breaks the clip into short chunks. Students listen and repeat after the audio (listen-and-repeat) to focus on accurate pronunciation on specific words. - **Active Shadowing:** Students speak simultaneously with the audio without pausing. They mimic the speed, the rhytm, and intonation of the native speaker in real-time - **Feedback:** The teacher provides immediare correction on pronunciation and fluency issues observed during the practice. - In cycle 1, students focused on how to used to the technique. The researcher guided the class to shadow simple sentences. - In cycle 2, students focused on connected speech and speed. A key addition in Cycle 2 was structured peer feedback, where students used a simple checklist to critique their partners.
Observing	- The researcher conducted observations during each session using an observation checklist to document student engagement levels, participation rates, and observable improvements in speaking performance. - Specific instances of improved pronunciation, fluency, and confidence in speaking were noted. - Detailed field notes were taken throughout the sessions to capture insights into classroom dynamics, student interactions during shadowing activities, and any challenges faced by students.
Reflecting	- The researcher analyzed data collected from pre- and post-tests to evaluate changes in students' speaking performance regarding fluency, pronunciation accuracy, and overall communicative competence. - Observations and student feedback were reviewed to assess the improvement of students' speaking performace through the shadowing technique. - Based on these reflections, areas for improvement in instructional

Phases	Activities
	practices were identified - Adjustments for the next cycle were planned, including modifications to movie clip selection and teaching strategies to better support student learning outcomes

B. Focus of the Research

The research focuses on investigating the improvement of speaking performance among 11th-grade EFL (English as a Foreign Language) students through the implementation of the shadowing technique. The study aims to adress the identified problems of low speaking performance with observing how the technique helps students overcome hesitation and build confidence in a classroom setting.

C. Setting and Participants

The research was conducted at a private senior high school located in Tasikmalaya, Indonesia. This private high school is known for its commitment to providing quality education, particularly in English language learning, which aligns with the objectives of this study. The school environment is characterized by a supportive atmosphere that encourages student participation and engagement in language activities.

The physical setting for the research was a dedicated classroom equipped with audio-visual facilities, allowing for effective implementation of the shadowing technique with short movie clips as media. The classroom was designed to accommodate interactive learning, with seating arrangements that facilitate group discussions and peer feedback, essential components of the shadowing technique.

The choice of private senior high school as the research setting is significant for several reasons. Firstly, the school has a diverse student that

reflects various socio-economic backgrounds, providing a rich context for exploring language learning dynamics. Secondly, the school's focus on enhancing English proficiency among students makes it an ideal environment for investigating innovative teaching strategies such as the shadowing technique. The setting aligns well with the research objectives, as it allows for direct observation of students' engagement and performance in speaking activities.

The sample was selected using purposive sampling. This class was chosen because preliminary teacher interviews indicated that they had the lowest speaking performance compared to other classes, making them the most suitable group for an intervention aimed at improvement. Their proficiency level (elementary to pre-intermediate) is supported by their previous semester's english grades and the baseline pre-test scores.

The participants in this study was consist of 32 11th-grade students from private senior high school, all of whom were male students aged 16-17 years old. This specific demographic was chosen to maintain consistency in the study's focus on speaking performance within a single gender group, which can help reduce variability in social dynamics during language learning activities.

To select appropriate participants, specific inclusion criteria were established. The study recruited 11th-grade students currently enrolled at the research place, typically aged between 16 and 17 years old. To ensure the intervention was suitable, participants were required to have basic English proficiency (from elementary to pre-intermediate levels) and previous exposure to English speaking activities within their curriculum. Futhermore, eligibility depends on regular attendance in English classes and the voluntary consent to participate in the study.

On the contrary, certain exclusion criteria were apllied to ensure the validity of the data. Students with hearing impairments were excluded, as this condition could significantly hinder their ability to do the required shadowing

activities. Additionaly, the final analysis excluded participants who were absent for more than 20% of the research sessions or those who decided to withdraw their consent at any point during the study.

The 32 male participants shared similar educational backgrounds and experiences, which contributed to the reliability of the data collected. Their English proficiency levels ranged from elementary to pre-intermediate, as determined by their previous academic performance and a pre-study assessment. Most participants had been studying English for approximately 6-8 years but struggled with speaking confidence and pronunciation accuracy.

The homogeneous nature of the participant group (same grade level, similar age range, same gender, and comparable educational background) was advantageous for this study as it reduced variables that might influence the results, allowed for more focused analysis of the shadowing technique's effectiveness, facilitated group dynamics that were conducive to learning and enabled clearer measurement of improvement attributable to the intervention.

D. Data Collection

The data collection process in this study employed a mixed-methods approach, combining both qualitative and quantitative data to provide a comprehensive understanding of the shadowing technique's effectiveness in enhancing speaking performance among 11th-grade EFL students.

1. Qualitative Data

a. Observation Sheets

To track student progress and behavior effectively during the lessons, the researcher developed structured observation sheets. These instruments served as a guide to document how students engaged with the material and how their speaking skills evolved. The guidelines for observation were adapted from Cohen et al. (2018) regarding systematic

classroom observation procedures, while the specific criteria for assessing student engagement were aligned with the framework by Hiver et al. (2021), which emphasizes behavioral participation and focused attention in language learning contexts.The observation sheets included the following components:

1) Speaking performance observations

   The progress was tracked by noting pronunciation accuracy improvements, the development of fluency over time, and the students' growing confidence levels while speaking. Specific attention was paid to their use of appropriate intonation and stress patterns, all of which contributed to their overall communicative effectiveness.

2) Students engagement indicators

   During the observation sessions, student engagement was also assessed. This included monitoring the students' level of attention during watching short movie clips and their subsequent active participation in shadowing activities. Their willingness to repeat and practice was noted, alongside their interaction with peers during group activities and their responsiveness to teacher feedback and corrections.

3) Behavioral patterns

   Throughout this process, overarching behavioral patterns were also documented to capture the learning journey. Observations recorded students' initial hesitation or confidence, charting their gradual improvement patterns across the research cycles. Furthermore, the emergence of peer support and collaboration, the various problem-solving approaches students used when facing difficulties, and their general motivation and enthusiasm levels were carefully observed to gain a broad understanding of the intervention's impact.

Table 2. Observation Sheet

No.	Aspects Observed	Scores					Descriptive Notes
		1	2	3	4	5	
A. Student Engagement Indicators							
1.	Attention: Level of focus during video presentation.						
2.	Participation: Active involvement in shadowing practice.						
3.	Willingness: Eagerness to repeat and practice challenging phrases.						
4.	Interaction: Collaboration and communication with peers.						
5.	Responsiveness: How the student reacts to teacher/peer feedback.						
B. Speaking Performance Observation							
6.	Pronunciation: Accuracy in mimicking sounds and words.						
7.	Fluency: Smoothness of speech, lack of excessive hesitation.						
8.	Intonation & Stress: Use of appropriate rhythm and stress patterns.						
9.	Confidence: Level of self-assurance when speaking.						
C. Behavioral Patterns							
10.	Motivation: General enthusiasm and positive attitude.						

No.	Aspects Observed	Scores					Descriptive Notes
		1	2	3	4	5	
11.	Problem-Solving: Approach to handling difficult words or phrases.						

The observation sheets were completed during each session by the researcher and a trained assistant to ensure inter-rater reliability. Observations were recorded using a 5-point Likert scale (1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent) for quantifiable aspects, supplemented by detailed descriptive notes for qualitative insights

b. Field Notes

In addition to the structured observation sheets, the researcher utilized field notes to capture the nuances of the classroom process that checklist-based instruments might miss. According to Burns (2010), field notes are descriptive accounts and personal reflections that allow the researcher to record unexpected events, classroom atmosphere, and specific student interactions in detail.

The field notes in this study were structured into two parts: a descriptive part, which recorded factual events (e.g., "Students struggled to follow the speed of the Aladdin clip"), and a reflective part, which recorded the researcher's interpretation (e.g., "The struggle seems to stem from a lack of knowledge about linking sounds"). These notes provided crucial context for explaining why certain improvements occurred or failed to occur during the shadowing process. A summary of the field notes is presented in Enclosure 14.

2. Quantitative Data

a. Speaking Test

The quantitative data were collected through speaking tests administered at the end of each cycle (Post-Test 1 and Post-Test 2) compared against the initial Pre-Test. To ensure the validity and reliability of the assessment, the test instruments were adapted from established language assessment frameworks (Brown & Abeywickrama, 2019) and aligned with the learning objectives of the national curriculum (Indonesian Ministry of Education, 2022).

The speaking test consisted of three main tasks designed to measure different aspects of speaking performance:

1) Picture Description Task

   Adapted from the picture-cued storytelling technique proposed by Brown and Abeywickrama (2019), students were presented with a series of images depicting a narrative sequence. They were required to describe the events chronologically within a 5-minute limit. This task specifically targeted the students' ability to produce fluent and coherent monologues.

2) Role-Play Activity

   The role-play scenarios were designed based on the Grade 11 English Syllabus (Indonesian Ministry of Education, Culture, Research, and Technology, 2022) regarding transactional interpersonal texts. Students performed short dialogues in pairs based on specific prompts (e.g., asking for an opinion or making a suggestion). This task assessed interactive communication skills and pragmatic competence.

3) Spontaneous Speaking

   To measure automaticity, a short interview session was conducted where students responded to spontaneous questions related to familiar topics. This format is supported by Brown and Abeywickrama (2019) as an effective method to evaluate responsive speaking skills and the ability to handle unplanned speech.

Considering the practical constraints of the school schedule and the large class size (32 students), a randomized task assignment strategy was employed to ensure administrative feasibility. Each students was randomly assigned to perform one of three tasks above during the assessment session. Regardless of the specific task assigned, all students were evaluated using the same standardized scoring rubric to ensure consistency in measuring their speaking performance.

E. Data Analysis

The data analysis process employed both quantitative and qualitative analytical approaches to provide a comprehensive understanding of the researcher findings.

1. Qualitative Data Analysis

The qualitative data obtained from observation sheets and field notes were analyzed to understand the process of improvement and the students' behavioral changes throughout the cycles. The analysis followed the interactive model proposed by Miles and Huberman (1994), which consists of three concurrent flows of activity. The detailed procedures for each step are presented in Table 3 below.

Table 3. Procedure of Qualitative Data Analysis

Analysis Phase	Description	Specific Procedures in This Research
a. Data Reduction	This is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcriptions. The goal is to sharpen, sort,	1. Identification: The researcher read through the raw field notes and observation sheets to identify recurring keywords or behaviors related to speaking problems (e.g., "silence," "hesitation," "stuttering," "enthusiasm," "peer-correction").

Analysis Phase	Description	Specific Procedures in This Research
	focus, discard, and organize data to verify conclusions.	2. Coding & Categorization: The identified behaviors were grouped into specific themes: - Psychologycal barriers: Avoiding eye contact, low voice volume, fear of making mistakes. - Technical Improvement: Ability to mimic speed, accurate intonation, reduce pausing. 3. Selection: Irrelevant data, such as administrative interruptions or unrelated classroom chats, were filtered out to maintain focus on the impact of the shadowing technique
b. Data Display	This phase involves an organized, compressed assembly of information that permits conclusion drawing and action. It helps the researcher to understand what is happening and to do something—either analyze further or take action based on that understanding.	1. Progress Matrix: The researcher created a comparison matrix to juxtapose student behaviors between Cycle 1 and Cycle 2. This display highlighted the trajectory of change, for example, shifting from teacher-dependent correction in Cycle 1 to student-centered autonomy in Cycle 2. 2. Narrative Summary: Key findings were organized into descriptive narrative text. This narrative explained the chronological evolution of students' skills, supported by specific excerpts from the field notes (e.g., quoting a moment where a student successfully self-corrected a pronunciation error).
c. Conclusion Drawing and Verification	This activity involves deciding what things mean—noting regularities, patterns, explanations, possible	1. Pattern Interpretation: The researcher interpreted the displayed data to find causal links. For instance, analyzing whether the "peer feedback activity" in Cycle 2 was the

Analysis Phase	Description	Specific Procedures in This Research
	configurations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism until they are verified.	direct cause of the "reduction in hesitation markers." 2. Triangulation (Verification): To ensure validity, the qualitative findings were cross-checked against quantitative data: - Qualitative Evidence: Field notes stating "students look more confident and speak louder." - Quantitative Evidence: A significant rise in the "Communicative Effectiveness" score in Post-Test 2. - If both data sources aligned, the conclusion was considered valid and robust.

(Adapted from Miles & Huberman, 1994)

Data from observation sheets were analyzed using Miles and Huberman (1994) and field notes were coded to identify recurring themes related to students' speaking performance.

2. Quantitative Data Analysis

Quantitative data analysis was performed to measure the extent of improvement in students' speaking performance. The data obtained from the Pre-Test, Post-Test 1, and Post-Test 2 were tabulated and analyzed using descriptive statistics.

To evaluate the students' performance in these test, an analytic scoring rubric was employes. This scoring system was adapted from the standardized speaking criteria proposed by Brown and Abeywickrama (2019) and Harris (1974), modified to suit the specific needs of this study. The assessment focused on four key components:

1) Pronunciation (25 points): The ability to produce clear and intelligible sounds, including correct stress and intonation.
2) Fluency (25 points): The flow of speech, speed, and the absence of excessive pauses or hesitation.
3) Grammar and Vocabulary (25 points): The accuracy of grammatical structures and the appropriate use of lexical items.
4) Communicative Effectiveness (25 points): The overall ability to convey the message clearly and maintain interaction.

The final score for each student was calculated by summing the points from the four components above. The total maximum score is 100, while the minimum passing score (Kriteria Ketuntasan Minimal/KKM) is 75. The complete scoring rubric is presented in Table 4.

Table 4. Speaking Scoring Rubric

Assessment Criteria	Description	Minimum Score	Maximum Score
Pronunciation	This criterion evaluates the clarity and intelligibility of speech, including the correct articulation, appropriate word and sentence stress, rhythm, and intonation.	5	25
Fluency	This component refers to the smoothness and flow of speech, assessed by the speaker's rate of speech, appropriate using of pausing, and lack of excessive hesitation or self-correction that disrupts communication.	5	25
Grammar and Vocabulary	This section asses the speaker's ability to use correct grammatical structures and	5	25

Assessment Criteria	Description	Minimum Score	Maximum Score
	select appropriate vocabulary to express ideas clearly. It considers the accurate use of sentence structures and the selection of suitable words for the context.		
Overall Communicative Effectiveness	This is a broad measure of how well the speaker can convey their intended message. It considers clarity, confidence, and the ability to engage the listeners.	5	25
TOTAL			

(Adapted from Brown & Abeywickrama, 2019; Harris, 1974)

First, the researcher tabulated the scores for all 32 students across the four speaking components. An example of the tabulation format used for the analysis is presented in Table 5 below.

After tabulating the data, the researcher calculated the Mean Score $(\bar{X})$ for each test to determine the average performance of the class. The mean score is calculated using the following formula:

$$(\bar{X}) = \frac{\sum(\bar{X})}{N}$$

Where:

- $\bar{X}$: The mean score
- $\sum(\bar{X})$: The sum of all students' score
- N : The total numbers of students

The researcher then compared the mean scores from the Pre-Test, Post-Test 1, and Post-Test 2. The success of the research was determined if the final mean score met or exceeded the School's Minimum Mastery

Criterion (Kriteria Ketuntasan Minimal/KKM) of 75, and if there was a progressive increase in the scores across the cycles. All statistical calculations were verified using SPSS software to ensure accuracy.

Table 5. Speaking Pre-Test Score

Students' Number	Pronunciation	Fluency	Grammar and Vocabulary	Communicative Effextiveness	Speaking Pre-Test Score
S1	16	14	19	17	66
S2	14	15	17	16	62
S3	14	15	18	17	64
S4	13	13	16	15	57
S5	14	14	17	15	60
S6	12	14	16	15	57
S7	13	13	16	17	59
S8	18	17	19	21	75
S9	15	15	18	17	65
S10	14	13	16	15	58
S11	14	14	17	16	61
S12	11	13	15	14	53
S13	17	18	19	17	71
S14	13	13	16	14	56
S15	14	15	19	15	63
S16	10	12	14	13	49
S17	13	14	17	15	59
S18	14	13	15	14	56
S19	17	18	20	18	73
S20	12	14	16	15	57
S21	13	13	16	13	55
S22	12	12	15	14	53
S23	15	16	18	17	66
S24	19	19	20	20	78
S25	14	14	16	14	58
S26	13	14	16	14	57
S27	13	15	17	15	60
S28	13	14	17	14	58
S29	14	14	17	16	61
S30	18	19	20	21	78
S31	13	13	16	15	57

Students' Number	Pronunciation	Fluency	Grammar and Vocabulary	Communicative Effextiveness	Speaking Pre-Test Score
S32	13	14	16	15	58
Total Score	**448**	**464**	**544**	**504**	**1960**
Mean Score	**14.0**	**14.5**	**17.0**	**15.75**	**61.25**

Based on the pre-test results presented in Table 5, the total score obtained by the students was 1960. The mean score of the pre-test was 61.25, indicating that the students' speaking performance before the implementation of the shadowing technique had not yet met the School's Minimum Mastery Criterion (KKM) of 75. Among the four speaking components, Grammar and Vocabulary achieved the highest total score (544), while Pronunciation Accuracy obtained the lowest total score (448). These results indicate that although the students had some basic knowledge of language structure, they faced significant difficulties in producing accurate English sounds, which necessitated the implementation of the shadowing technique.

Table 6. Speaking Post-Test 1 Score

Number	Pronunciation Accuracy	Fluency	Grammar & Vocabulary	Communicative Effectiveness	Speaking Post-Test 1 Score
S1	17	16	14	15	62
S2	16	16	22	14	68
S3	18	17	20	16	71
S4	17	19	20	18	74
S5	19	20	17	13	69
S6	15	18	16	15	64
S7	18	19	17	13	67
S8	18	17	17	20	72
S9	19	21	15	19	74
S10	21	21	19	20	81
S11	20	18	20	14	72
S12	18	20	15	16	69
S13	22	19	20	22	83
S14	17	15	19	15	66

Number	Pronunciation Accuracy	Fluency	Grammar & Vocabulary	Communicative Effectiveness	Speaking Post-Test 1 Score
S15	21	21	21	21	84
S16	22	17	18	18	75
S17	16	21	16	21	74
S18	19	16	14	18	67
S19	19	19	21	18	77
S20	20	17	15	14	66
S21	16	20	16	14	66
S22	16	17	18	15	66
S23	19	15	18	14	66
S24	21	22	20	21	84
S25	16	15	16	16	63
S26	20	18	16	17	71
S27	20	20	14	18	72
S28	21	21	20	13	75
S29	19	20	22	18	79
S30	20	17	18	22	77
S31	15	19	21	15	70
S32	17	21	21	21	80
Total Score	**592**	**592**	**576**	**544**	**2304**
Mean Score	**18.5**	**18.5**	**18**	**17**	**72**

Based on the Post-Test 1 results presented in Table 6, the total score obtained by the students increased to 2304. The mean score rose to 72.0; however, this score was still slightly below the Minimum Mastery Criterion (KKM) of 75. Interestingly, Pronunciation Accuracy and Fluency achieved the highest total scores (592 each), indicating the technique's immediate positive impact on these specific skills. Meanwhile, Communicative Effectiveness obtained the lowest total score (544). Although there was a clear improvement compared to the pre-test, the result indicated that a second cycle was necessary to further enhance the students' confidence and overall performance to fully meet the success criterion.

Table 7. Speaking Post-Test 2 Score

Number	Pronunciation Accuracy	Fluency	Grammar & Vocabulary	Communicative Effectiveness	Speaking Post-Test 2 Score
S1	23	24	19	20	86
S2	22	22	20	19	83
S3	21	23	21	18	83
S4	22	24	21	21	88
S5	23	21	20	21	85
S6	23	23	19	22	87
S7	24	23	19	20	86
S8	21	24	21	23	89
S9	23	23	20	19	85
S10	22	22	19	21	84
S11	22	23	20	20	85
S12	23	23	21	21	88
S13	23	24	19	22	88
S14	22	22	18	20	82
S15	22	23	20	21	86
S16	21	23	21	20	85
S17	23	23	19	22	87
S18	22	24	22	19	87
S19	23	23	21	19	86
S20	22	22	20	20	84
S21	23	24	19	21	87
S22	22	23	20	20	85
S23	24	23	21	21	89
S24	23	24	21	22	90
S25	21	23	18	19	81
S26	22	23	20	20	85
S27	23	23	20	21	87
S28	23	22	19	20	84
S29	22	24	22	22	90
S30	24	23	20	21	88
S31	22	22	19	20	83
S32	23	24	21	21	89
Total Score	**720**	**736**	**640**	**656**	**2752**
Mean Score	**22.5**	**23**	**20**	**20.5**	**86.0**

Based on the Post-Test 2 results presented in Table 7, the total score obtained by the students reached 2752. The mean score significantly improved to 86.0, which successfully surpassed the School's Minimum Mastery Criterion (KKM) of 75. Among the assessed aspects, Fluency achieved the highest total score (736), followed closely by Pronunciation Accuracy (720), while Grammar and Vocabulary obtained the lowest total score (640). These results confirm that the intensive implementation of the shadowing technique in Cycle 2 was highly effective, particularly in boosting students' fluency and pronunciation, thereby resolving the initial problems identified in this study.

F. Time and Place of the Research

This research was conducted at a private senior high school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period as outlined in the form of a table, as follows.

Table 8. Research Timeline

Activities	**Month**							
	Oct 2024	**Nov 2024**	**Oct 2024**	**Dec 2024**	**Sept 2025**	**Oct 2025**	**Nov 2025**	**Dec 2025**
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								