IMPROVING JUNIOR HIGH SCHOOLSTUDENTS' SPEAKING CLARITY THROUGH THE SHADOWING METHOD USING 'TOY STORY': A PROCESS ORIENTED STUDY

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Abstract

Mastering English at the Junior High School (JHS) level is a critical foundation for students' future development, yet many EFL students in Indonesia face significant challenges in speaking clarity due to performance anxiety and lack of authentic language exposure. Traditional teaching methods often prioritize grammar over active speaking, leading to gap in students' ability to produce intelligible speech with proper articulation, intonation, and word stress. This research proposes the integration of the Shadowing Method which mean the technique where students repeat audio instantly with a short time lag, using the animated film Toy Story as a pedagogical tool. Toy Story was selected for its high-quality visual audio clarity, relatable character and, authentic everyday dialogue that provide students with clear model of prosodic language feature. Adopting a qualitative descriptive design with a process oriented approach, this study investigates how JHS students in campus-based English Club develop their speaking clarity over time. Data are collected through periodic voice recordings, participant observations, and reflective interviews to track phonetic improvement and psychological growth. The study emphasizes the "process" of improvement, aiming to lower studentss' "Affective Filter" and enhance their communicative competence through consistent interaction with animated media.

Keywords: Shadowing Method, Toy Story, Junior High School Student, Affective Filter, Process Oriented Study, EFL

INTRODUCTION

The crisis of speaking clarity in Junior High School (JHS) in the current global educational landscape, mastering English at the Junior High School level serve as critical foundation for students' future academic and professional development. However, the challenges faced by English as Foreign Language (EFL) students' in Indonesia remains consistence: a wide gap between a passive grammatical understanding and active speaking ability. JHS students' often suffer for performance anxiety, where they feel hesitant to speak due to lack of confident in their pronunciation. The primary issue that arises is a lack of speaking clarity. Without sharp articulation, natural word stress, and proper intonation, a students' oralarticulation become difficult to for listeners to comprehend, even if the sentence is grammatically correct. The lack of clarity is rooted in traditional teaching methods that still dominate classroom, which tend toprioritize written exercise and memorization of vocabulary lists. Suddenly, rarely receive

exposure to English used in real-world context; consequently; they lose the model of imitating how native speaker emphasize word or adjust their rtone in various communicative situation.

To overcome the stagenation, the integration of multimedia, particulary animated films, over a more dynamic and effective approach. Animated movie like *Toy Story* process unique pedagogical advantage for JHS-age student with relatable character, engaging story lines, and most importantly, high-quality visual audio with exceptionally clarity of articulations. The dialogue in *Toy Story* reflect everyday social interactions, such as giving opinion, expressing feeling and resolving conflict, it can providing a students' with real life model of how language is used functionally. Through this films, a students' learn prosidic aspect of language, especially intonation, and word stress which are very crucial for speaking clarity.

This paper propoe the Shadowing Method as as the core technique for to bridge the gap in speaking practice. Shadowing is a language training technique where the students repeat the audio their hear instantly with a very short time lag, acting as "shadow" of the voice. For JHS students, this technique is highly effective, because it minimize the cognitive load, of constructing their own sentence, allowing them to focus entirely on improving articulation and speech of rhythm. By imitating character in *Toy Story*, students subconsciously train their speech organs to adapt authentic English phonetics, significantly improving their speakin clarity.

This research adopt a qualitative descriptive design with a process-oriented approach to investigate the development of students speaking clarity. Unlike product-oriented that research that focuse sorely on pre and post-intervention scores, this tudy emphasize the intricate stage of how JHS improve their articulation and intonation through consistence interaction with animated media. The subject of this study are student from a campus based English Club, chosen to provide a controlled yet naturalistic environment for language acquisition.

This research procedure is devided into several systematic phases. In the initial phase, a preliminary observation is conducted to identify a specific phonological barrier faced by the students, such as hesitation and unclar word stress. This is followed by the implementation of guide shadowing session using selected clip from the movie *Toy Story*. During this session, students progressfrom intensive listening to repeating dialogue in real life acting as a "shadow" to their original voice actors to mirror their natural prosody. Data collection is carried out to periodic voice recording and participant observation, allowing for detailed tracking of phonetic improvement over time. Finally, reflective interviews are conducted to gain deeper insight into students psychological experience and their perceived growth their speaking confidence throughout the process.

LITERATURE REVIEW

Speaking clarity in an EFL context is the ability of a learner ton produce language sounds that are identifiable and understandable to a listener without extra effort (intelligibility). For JHS

students, clarity includes three main pillars: accurate phenome articulation, the use of intonation to distinguish sentence types, and correct word stress. Research indicate that clarity of voice is often more vital than grammatical accuracy in pratical daily communication. (Mayer, n.d.) states that human have two separate channels for processing information: visual auditory. By using movie like *Toy Story*, JHS students receive input from both channel simultaneously. Visual cues from character movements help student understand the emotional and situational meaning behind the dialogue, which then makes it easier for them to imitate those expressions during shadowing exercise. This strengthens the information is "dual codes" in the brain.

Krashen emphasize that language acquisition occurs most effectively through "comprehensible input" that slightly above the student current level ($i+1$)(Krashen, 1984). Movie serve as authentic materials because the dialogue are not created spesifically for teaching, but for real communication. *Toy Story* provides authentic input that is simple enough to be comprehensible yet challenging emough to improve their skills. The shadowing method has been scientifically proven to increase the phonological awareness of second language learners. By imitating voice instantly, JHS students are force to pay attention to small details in pronunciation that are often missed in standard reading exercise (Win, n.d.-a). This process help reduce "L1 interference" (mother rongue influence0 and replaces it with more accurate target language rhythm patterns. Students in early adolescenes (JHS) are having influenced by affective factor in learning. Using a popular animated film like *Toy Story* helps lower the "Affective Filter"(Krashen, 1984), when which represent emotional barriers such as shame or fear of making mistake. A fun learning environment through movie increase student engagement and their motivation to practice speaking clarity without feeling pressured.

METHOD

Research Design

This study employs a qualitative descriptive design with a process-oriented approach. Unlike product-oriented research that focuses solely on pre- and post-intervention scores, this study emphasizes the intricate stages of how Junior High School (JHS) students develop their speaking clarity through consistent interaction with animated media. The process-oriented nature of this research allows for an in-depth investigation into the phonetic improvement and psychological growth of the students over time.

Data and Data Source

The data in this research consist of both verbal and no-verbal information regarding students' speaking clarity in specifically articulation, intonation, and word stress as well as their psychological responses to the shadowing method. The data source for this study include:

- Primarry Source: The students of a campus-based English Club who serve as the research subjects.

- Secondary Souce: The animated film Toy Story, which is used as the pedagogical tool and the primary model for authentic everyday dialogue.

Technique of Collecting Data

To ensure a comprehensive analysis of the “process” of improvement, data are collected trough the following techniques:

- Periodic Voice Recording: These are used to track and document improvements and changes in speaking clarity at different stage of the study.
- Participant Observation: The research directly observe the students during the guided shadowing session to identify specific phonological barriers and monitor their engagement with the media.

Technique of Data Analysis

The data collected in this study are analyzed using a qualitative flow model, which involves an iterative process of organizing, describing, and interpreting the findings. The analysis is conducted through the following steps:

- Data Reduction: The researcher selects, focuses, and simplifies the raw data obtained from the periodic voice recordings, observation notes, and interview transcripts. Irrelevant information is discarded, while data specifically related to speaking clarity such as articulation, intonation, and word stress are highlighted.
- Data Display: The reduced data are organized and presented in a descriptive narrative or systematic matrices. This allows the researcher to track the "process" of improvement over time and visualize the development of the students' communicative competence.

FINDINGS AND DISCUSSION

The findings of thesis research, conducted with students from the campus-based English Club highlight a significant transformation in speaking clarity through the systematic application of the Shadowing Method. The results are organized into the following development phases:

- Initial Phonological Barriers and Performance Anxiety: During the preliminary observation phase, it was found that students struggled with sharp articulation and natural word stress. Most students exhibited high “Affective Filter” levels, characterized by hesitation and a lack of confidence. Their speech was heavily influenced by “L1 interference,” making their Eglish sound monotonous and difficult to comprehend.
- The Progression of the Shadowing Process: As the implementation of guided shadowing session using *Toy Story* progressed, students moved from a stage of intensive listening to active repetition. Initially, students experienced difficulty matching the speed of the original voice actors; however, by using the film’s high-quality audio-visual clarity as a guide, they began to mirror prosodic features such as intonation and rhythm.

- Observable Phonetic and Psychological Growth: Periodic voice recordings documented a clear shift in how students produced sounds. There was a noticeable improvement in the three main pillars of clarity: accurate phoneme articulation, the use of intonation to distinguish sentence types, and correct word stress. Furthermore, reflective interbiews revealed that the relatable characters and engaging storyline of *Toy Story* made the students feel less pressured, effectively increasing their speaking engagement

DISCUSSION

The result of this study demonstrate that the integration of the Shadowng Method using *Toy Story* effectively bridges the gap between passive grammatical understanding and active speaking ability among Junior High School students. A primary factor in this improvement is the significant reduction of the "Affective Filter". By utilizing a popular and relatable animated film, the learning environment becomes less formal and more engaging, which effectively lowers emotional barriers such as performance anxiety and the fear of making mistake. When students feel less pressured, they are more willing to participate in active speaking, allowing fore a natural acquisition of language sounds. This supports the idea that fun and supportive atmosphere is crucialfor students in their early adolescene to develop communicative competence without the psychological weight of traditional, grammar-heavy methods.

Furthermore, the success of Shadowing Method in this context is deeply rooted in the efficiency of dual channel information processing. As students engage with *Toy Story*, they receive simultaneous visual and auditory input, which strengthens the information through the "dual codes" in the brain. The visual cused provided by the character movements help students decoded the emotionaland situational meaning behind the dialogue, making it significantly easier for them to imitate authentic expression and intonation patterns. Auditionally, the Shadowing Methods minimize the cognitive load for JHS students; because they do not have to focus of constructing their own sentences, they can dedicate their entire cognitive effort to mastering articulation and rhythm of speech. "L1 interference" and replace it with more accurate target language rhythm patterns.

Ultimately, the use of *Toy Story* provide the "comprehensible input" (i+1) necessary for genuine phonetic growth. Because the films dialogue reflect daily social interactions such as reflecting feeling and resolving the conflict, so the students are exposed to the real world models of how is English use functionally. This exposure is vital for mastering the three pillars of speaking clarity: accurate phoneme articulation, intonation, and word stress. By cosistenly acting as "shadow" to high-quality audio-visual models, students subsconsiously train their speech organs to adapt to authentic English phonetics. This process-oriented study confirm that consistent interaction with animated media not only sharpens students' oral communication but also builds the necessary confidence for future academic and professional development.

CONCLUSION

The findings of this research lead to the definitive conclusion that the integration of the Shadowing Method using the animated film *Toy Story* serves as a highly effective pedagogical intervention for improving the speaking clarity of Junior High School (JHS) students. By shifting the focus from traditional product-oriented outcomes to a process-oriented approach, this study has demonstrated that students can systematically overcome deeply ingrained phonological barriers, such as "L1 interference" and flat intonation patterns. Through the act of mirroring authentic everyday dialogues, students successfully developed the three primary pillars of speech intelligibility: accurate phoneme articulation, expressive intonation, and correct word stress. Furthermore, this study highlights the critical role of multimedia-based learning in addressing the psychological dimensions of language acquisition. The use of relatable characters and high-quality audio-visual cues from *Toy Story* provided a unique dual-channel processing advantage that allowed students to link situational meanings with specific vocal expressions. This approach was instrumental in lowering the "Affective Filter," effectively reducing performance anxiety and the fear of making mistakes that often characterize EFL learners in Indonesia. By minimizing the cognitive load associated with original sentence construction, shadowing allowed students to dedicate their entire mental effort to perfecting the rhythm and clarity of their speech.

Ultimately, this research confirms that providing "comprehensible input" through authentic animated media bridges the significant gap between passive grammatical knowledge and active communicative competence. The observed improvement in phonetic accuracy and the growth in students' perceived confidence underscore the necessity of moving beyond traditional rote memorization. For educators and practitioners, these results suggest that incorporating dynamic shadowing techniques is essential for equipping students with the vocal clarity required for success in both future academic pursuits and professional global interactions.

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