

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research questions, research objectives, research significance, research scope, conceptual framework, and previous studies. It provides the general foundation of the research and explains the reasons for conducting the study on the use of the Shadowing Technique to improve students' speaking ability.

A. Research Background

In English as a Foreign Language (EFL) learning, speaking is considered one of the most important skills, yet it is also one of the most difficult to master. According to Brown (2001), speaking is a complex skill because it involves several components, such as pronunciation, grammar, vocabulary, and fluency. Many students in EFL contexts experience difficulties speaking English fluently and accurately. These difficulties are often caused by limited exposure to English, lack of confidence, limited vocabulary, and anxiety when speaking in a foreign language. Based on Alwasilah (2013), in some Indonesian EFL classrooms, English instruction may still place greater emphasis on grammar and reading than on speaking practice. As a result, many senior high school students have low speaking ability even though they have studied English for several years.

Speaking development involves more than the ability to produce grammatically correct sentences because oral communication requires learners to coordinate several language components at the same time. When students speak, they need to select appropriate vocabulary, organize grammatical structures, produce understandable pronunciation, and maintain the continuity of their speech. These processes often occur simultaneously and within a limited amount of time, which makes speaking more demanding than activities in which learners only recognize language forms. In an EFL context, this difficulty may become greater because students have relatively limited opportunities to use English outside the classroom. As a result, students may understand English materials when they read or listen to them but still experience

hesitation when they are required to express their ideas orally. Therefore, speaking instruction needs to provide students with sufficient opportunities to practice producing English while receiving appropriate spoken language input.

In addition to these challenges, EFL learners often receive limited opportunities to engage in integrated listening and speaking activities that reflect natural language use. Speaking instruction in many classrooms is still dominated by controlled drills and textbook-based exercises, which provide limited exposure to authentic spoken English. As emphasized by Harmer (2007) and Nation and Newton (2009), effective development of speaking requires meaningful interaction and continuous oral practice supported by adequate input. Without sufficient exposure to natural speech models, students tend to experience difficulties in several aspects of speaking ability, including fluency, pronunciation, vocabulary, grammatical accuracy, listening-imitation ability, and confidence (Brown, 2004). Therefore, instructional techniques that integrate listening comprehension and speaking production are strongly needed to support effective oral communication skills.

In addition, speaking practice becomes more meaningful when students are exposed to spoken English that they can hear and reproduce repeatedly. Listening provides learners with models of pronunciation, vocabulary, grammatical patterns, stress, rhythm, and intonation, while speaking practice gives them opportunities to transform the input into oral production. The combination of these processes can help learners become more familiar with the characteristics of spoken English and reduce the gap between understanding English and actually using it. Nation and Newton (2009) emphasize the importance of providing learners with opportunities to connect listening input with speaking output because oral proficiency develops through both exposure and production. Therefore, a speaking technique that integrates listening and immediate oral practice may provide a useful alternative to classroom activities that focus mainly on written exercises or delayed repetition.

To improve students' speaking ability, teachers need to apply teaching techniques that encourage active speaking practice. One technique that can be used is the

shadowing technique. According to Tamai (1997), shadowing is a technique in which learners listen to spoken language and repeat it immediately and continuously. This technique allows students to practice speaking while listening to a model speaker. Based on Hamada (2014), shadowing can help improve students' speaking fluency, pronunciation, vocabulary, and confidence. Through shadowing, students become more familiar with natural English speech, including stress and rhythm, which are rarely emphasized in conventional speaking instruction.

The use of shadowing provides students with an opportunity to connect listening activities with active speaking practice. During the activity, students do not only listen to the language model but also attempt to reproduce the spoken expressions as accurately as possible. This repeated process may help students pay greater attention to the way English words are pronounced, how sentences are connected, and how stress, rhythm, and intonation are used in natural speech. At the same time, students receive opportunities to practice producing English without having to create every sentence independently from the beginning. Such a learning process may reduce hesitation and help students gradually become more comfortable with spoken English. Therefore, shadowing is expected to provide a structured form of speaking practice that can support the development of students' oral communication ability.

The use of shadowing is supported by several language learning theories. Based on Krashen's Input Hypothesis (1985), language acquisition occurs when learners receive comprehensible input that is slightly above their current level of ability. Shadowing provides such input because students listen to authentic spoken English while actively repeating it. In addition, according to Skinner's Behaviorist Theory (1957), repetition and imitation play an important role in language learning. The repetitive practice involved in shadowing helps students form correct speaking habits. Furthermore, Ellis (2008) states that frequent and meaningful speaking practice is essential for developing speaking ability in second language learning.

The theoretical perspectives above provide complementary explanations for why shadowing may contribute to speaking development. Krashen emphasizes the

importance of language input, while Skinner highlights repetition and reinforcement, and Bandura explains the role of observation and imitation in learning. These perspectives can be connected directly to the main characteristics of shadowing because students listen to spoken language, observe or hear a model, repeat the language several times, and gradually attempt to produce the language more independently. Therefore, shadowing can be viewed not simply as a repetition activity but as an instructional process that combines language exposure, imitation, repeated production, and gradual development of oral performance. The combination of these elements provides a theoretical basis for examining whether students who receive shadowing instruction demonstrate greater improvement in speaking ability.

Several previous studies, such as Hamada (2015) and Putri, Girsang, and Damanik (2024), have shown that the shadowing technique is effective in improving students' speaking ability, particularly in terms of fluency and pronunciation. Based on Hamada (2015), shadowing has a positive effect on learners' speaking fluency and pronunciation. Similarly, Putri, Girsang, and Damanik (2024) found that students who were taught using shadowing showed significant improvement in their speaking performance. However, limited research has examined the use of the shadowing technique to improve speaking ability among tenth-grade students in Islamic senior high school contexts. Many teachers continue to use traditional teaching methods that provide limited opportunities for students to practice speaking. This study compares the use of the shadowing technique with conventional teaching methods to determine its effectiveness in improving students' speaking ability.

Although previous studies have reported positive findings concerning the use of shadowing in speaking instruction, there is still a need to investigate the technique in different educational contexts and with different groups of learners. Previous studies have involved learners from various educational levels, while relatively limited attention has been given to tenth-grade students in Islamic senior high school contexts. Differences in educational background, students' English proficiency, classroom conditions, and learning experiences may influence how an instructional technique is

received and implemented. Therefore, findings from previous studies cannot automatically be assumed to apply to every EFL classroom. Research involving tenth-grade students in an Islamic senior high school can provide additional evidence concerning the applicability of shadowing in a different learning environment.

In addition, the present study examines speaking ability through several indicators, including pronunciation, fluency, vocabulary, grammar, confidence, and listening imitation ability. These indicators allow the researcher to consider speaking performance more comprehensively rather than focusing only on pronunciation or fluency. The study also compares an experimental group receiving the Shadowing Technique with a control group receiving conventional instruction. This comparison is important because students may improve their speaking ability simply as a result of participating in regular English learning activities. By examining the development of two groups under different instructional conditions, the study attempts to provide a clearer description of the contribution of the Shadowing Technique to students' speaking performance.

Therefore, this study aims to investigate the effectiveness of the shadowing technique in improving the speaking ability of tenth-grade students at Al-Mutawally Islamic High School. According to Fraenkel and Wallen (2009), a quasi-experimental design with a pre-test and post-test control group is suitable for examining the effect of a teaching technique. Through this research design, this study seeks to determine whether the shadowing technique is more effective than conventional teaching methods in improving students' speaking ability. The results of this study are expected to provide useful information for English teachers in applying more interactive and communicative speaking activities in EFL classrooms.

B. Research Question

1. What is the students speaking ability in the experimental and control groups before the treatment?
2. What is the students speaking ability in the experimental and control groups after the treatment?

3. How significant is the difference in students speaking ability before and after the learning process in the experimental and control groups?

C. Research Purposes

1. To describe the students speaking ability in the experimental and control groups before the treatment.
2. To describe the students speaking ability in the experimental and control groups after the treatment.
3. To determine whether there is a significant difference between students' speaking ability before and after the learning process in the experimental and control groups.

D. Research Significances

1. Theoretical Significance

Theoretically, this study is expected to contribute to the understanding of the use of the shadowing technique in English speaking instruction. The findings may provide additional empirical evidence regarding the use of shadowing to support students' speaking ability, particularly in terms of pronunciation, fluency, vocabulary, grammar, confidence, and listening imitation ability. The findings may also contribute to the development of English language teaching practices related to repeated listening and oral imitation.

2. Practical Significance

Practically, this study is expected to provide benefits for English teachers, students, and future researchers. For English teachers, the findings may provide an alternative technique for developing students' speaking ability. The shadowing technique may be used as an additional classroom activity to provide students with opportunities to listen to and imitate English pronunciation, intonation, rhythm, and spoken expressions. For students, the use of the shadowing technique may provide more opportunities to practice speaking English through repeated listening and imitation. It may also help students become more familiar with English pronunciation and improve their confidence in speaking. For future researchers, this study may serve as a reference for researchers who are interested in investigating the use of shadowing

techniques in English language learning, particularly in relation to students' speaking ability. Future studies may investigate the technique with different participants, learning contexts, or research designs.

3. Pedagogical Significance

This study increases the quality of classroom instruction by promoting a shift from traditional, grammar-focused teaching to more communicative and student-centered approaches. By integrating structured shadowing activities into the curriculum, it supports the development of key speaking abilities such as fluency, pronunciation, vocabulary, grammar, listening, imitation, and confidence. Additionally, the research provides teachers with effective assessment tools and clear rubrics, enabling more objective and consistent evaluation of students' speaking performance.

The practical value of the study is also related to the way speaking activities can be organized in the classroom. Shadowing may provide teachers with an additional technique for increasing the amount of oral practice without requiring every student to perform individually in front of the class at the same time. Students can practice simultaneously while listening to the same model, and the teacher can subsequently provide feedback concerning pronunciation, fluency, vocabulary, grammar, and other aspects of speaking. This classroom arrangement may help create more opportunities for students to produce English and may be particularly useful for learners who are reluctant to speak individually because of limited confidence.

E. Research Scope

This study is grounded in the work of Kadota (2019), Hamada (2014), and Nakanishi and Ueda (2011), who highlight that shadowing is an effective instructional technique for improving key aspects of speaking ability, including fluency, pronunciation, vocabulary, grammar, listening, imitation, and confidence. The aspects of speaking are adapted from Brown (2004) and adjusted to the needs of this study.

Based on this scope, the present research does not investigate all aspects of English language learning. The focus is specifically placed on students' speaking ability after receiving the Shadowing Technique. The independent variable is the Shadowing

Technique, which is operationalized through listening, repetition, and imitation, while the dependent variable is speaking ability as reflected through the selected speaking indicators. The limitation of the scope is intended to make the research manageable and to ensure that the treatment, assessment, and data analysis remain consistent with the research questions. The participants are tenth-grade students at Al-Mutawally Islamic High School, and the study uses an experimental group and a control group to examine changes in speaking performance.

These researchers emphasize that consistent and frequent shadowing practice over several weeks can significantly improve learners' oral proficiency. Therefore, the four-session shadowing intervention and the use of pre-tests and post-tests in this research are based on the shadowing frameworks proposed in their studies. This study uses a quasi-experimental design involving an experimental group and a control group.

F. Conceptual Framework

The conceptual framework of this study is developed based on the assumption that the shadowing technique influences students' speaking ability in an EFL classroom. The independent variable in this study is the shadowing technique, while the dependent variable is students' speaking ability, which is reflected through fluency, pronunciation, vocabulary, grammar, confidence, and listening imitation ability.

Several language learning theories support this framework. Krashen's Input Hypothesis (1985) emphasizes that language acquisition occurs through comprehensible input, which is provided in shadowing through continuous exposure to spoken English. Behaviorist theory (Skinner, 1957) highlights the importance of repetition and reinforcement, which are central elements in shadowing activities. In addition, Bandura's Social Learning Theory (1977) explains that learning occurs through observation and imitation, which aligns with the shadowing process where learners imitate native speaker models. These theories collectively support the role of shadowing in language learning.

Through continuous listening and repetition, learners are expected to develop better pronunciation, improve fluency, and strengthen their oral production skills.

Therefore, the conceptual framework assumes that the implementation of the shadowing technique can contribute to the improvement of students' speaking ability.

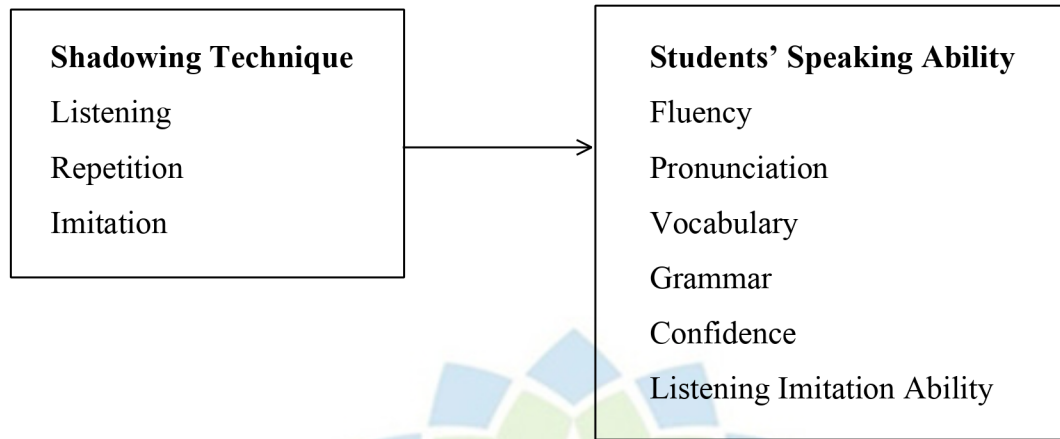
The relationship between the independent and dependent variables can be understood through the learning activities experienced by the students. When students repeatedly listen to spoken English and imitate the model, they receive continuous exposure to the target language while also practicing oral production. The listening component is expected to support students' awareness of pronunciation, rhythm, stress, and intonation, while repetition provides opportunities to strengthen familiarity with vocabulary and sentence patterns. Imitation then allows students to reproduce the model and gradually develop greater control over their own oral production. Therefore, the framework assumes that the three central elements of shadowing, namely listening, repetition, and imitation, may contribute to improvement in the different components of students' speaking ability.

The experimental group receives treatment using the shadowing technique, while the control group receives conventional teaching. Both groups are given a pre-test and post-test to measure differences in speaking performance.

Table 1.1 Variables in the Study

Type	Variable	Indicators
Independent (X)	Shadowing Technique	Listening, repetition, and imitation
Dependent (Y)	Speaking Ability	Fluency, pronunciation, vocabulary, grammar, confidence, and listening imitation ability

Figure 1.1 Conceptual Framework Diagram



Explanation of the Diagram

The conceptual framework illustrates that the shadowing technique influences students' speaking ability through continuous listening, repetition, and imitation. This process helps students improve pronunciation, fluency, vocabulary, grammar, confidence, and listening imitation ability in English speaking performance.

G. Previous Studies

Adromi, Gumelar, and Munawaroh conducted a study at SMAN 10 Pandeglang, Banten, involving eleventh-grade students with a total sample of 60 students selected from a population of 90. The study utilized a quantitative approach with a quasi-experimental design, specifically the pre-test and post-test control group design. Data were collected through oral speaking tests and analyzed using SPSS 22, employing parametric statistical methods including a paired-samples t-test. The hypothesis proposed was that the shadowing technique would significantly affect students' speaking ability. The findings confirmed a significant improvement in the experimental group, as indicated by a p-value of $0.000 \leq 0.05$. Thus, the research concluded that using the shadowing technique had a positive and significant effect on students' speaking ability.

Lestari conducted a study at SMK Muhammadiyah 1 Terbanggi Besar, Lampung, involving 30 eleventh-grade students divided equally into experimental and control

groups. Using a quantitative quasi-experimental pre-test and post-test control group design, data were collected through speaking tests and analyzed using SPSS with an independent-samples t-test. The results showed that the experimental group significantly outperformed the control group, with a sig. (2-tailed) value of $0.000 < \alpha = 0.05$, confirming the positive and significant effect of the shadowing technique on students' speaking ability. This study was completed as an undergraduate thesis at the State Institute for Islamic Studies of Metro in 2022.

Fazriyah, Novari, and Munawaroh conducted the research was carried out at SMAN 6 Pandeglang, Banten with tenth-grade students, involving 70 students as the sample from a total population of 350 students. The researchers employed a quantitative approach with a quasi-experimental design using a pre-test and post-test control group. Data collection was done through speaking tests, and the statistical analysis was performed using IBM SPSS version 29 with parametric statistics, specifically a paired-sample t-test. The hypothesis proposed that using the shadowing application would significantly enhance students' speaking ability. The results showed a significant improvement in the experimental group compared to the control group, confirmed by a sig. value < 0.001 , indicating that the use of the shadowing application had a significant positive effect on students' speaking ability.

Thuong (2024) conducted a study at Thai Nguyen University of Medicine and Pharmacy, Thai Nguyen, Vietnam, entitled "Effectiveness of Using Shadowing Technique on Improving Students' Speaking Ability." The study involved 60 students who were divided into two groups, namely an experimental group and a control group, with 30 students in each group. The experimental group was taught using the Shadowing Technique, while the control group was taught using the traditional method. The study employed an experimental research design using pre-test and post-test to examine the effectiveness of the Shadowing Technique in improving students' speaking ability. The results showed that the students in the experimental group achieved better speaking performance than those in the control group. The improvement was found in four aspects of speaking ability, namely fluency,

pronunciation, vocabulary, and grammar. Therefore, the study demonstrated that the Shadowing Technique had a positive effect on improving students' speaking ability.

Putri, Girsang, and Damanik conducted the research at SMA YPK Pematang Siantar, Sumatera Utara with tenth-grade students, involving 28 students in the experimental group (X IPS 3) and 28 students in the control group (X MIPA 1). The researchers employed a quasi-experimental design using a quantitative approach, with data collected through pre-tests and post-tests to assess speaking ability. The statistical analysis was conducted using SPSS version 26, applying a t-test for hypothesis testing and Kolmogorov-Smirnov for normality. The hypothesis stated that the shadowing technique would significantly improve students' speaking ability. The findings showed that the experimental group achieved significantly better results compared to the control group, as evidenced by a t-value of 2.050 exceeding the t-table value of 1.703, confirming that the shadowing technique effectively enhanced the students' speaking performance.

H. Conclusion of Previous Studies

Based on the previous studies, the shadowing technique has been shown to have potential in improving students' speaking ability, particularly in pronunciation, fluency, and oral performance. However, limited studies have examined the implementation of the shadowing technique among tenth-grade students in an Islamic senior high school context. In addition, previous studies have been conducted in different school settings, grade levels, and research contexts. Therefore, the present study focuses on tenth-grade students at Al-Mutawally Islamic High School and investigates the use of the shadowing technique to improve students' speaking ability through a quasi-experimental pre-test and post-test control group design. This study is expected to provide additional evidence regarding the effectiveness of shadowing in an Islamic senior high school EFL context.