

ABSTRACT

Utami, R. A. (2026). The Effect of Shadowing Technique on Improving Young Learners' English Speaking Fluency. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study investigated the use of shadowing technique to improve the English speaking fluency of fifth-grade young learners, who showed frequent hesitation, pauses, and interrupted utterances during classroom speaking activities. It aimed to examine students' speaking fluency before and after the implementation of shadowing technique and its effect on their fluency.

A quantitative approach with a pre-experimental one-group pre-test and post-test design was used. The participants were 30 fifth-grade students from one class at a public elementary school in Bandung, selected through purposive sampling. Data were collected through a speaking test, a structured oral interview on familiar topics, given before and after four sessions of video-based shadowing, and scored with a fluency-based rubric.

The mean score increased from 1.25 in the pre-test to 1.83 in the post-test, with a mean N-Gain score of 0.17 (low category). The Wilcoxon Signed Rank Test showed a significant difference between the pre-test and post-test scores ($p < .001$), so the null hypothesis was rejected. Twelve of the 30 students showed no change, and none declined.

It is concluded that shadowing technique had a statistically significant but relatively limited effect on young learners' speaking fluency, particularly in EFL classrooms. Teachers are recommended to use short video-based shadowing activities regularly, with simple materials and sufficient teacher support. Future researchers are suggested to use a longer treatment, include a control group, and analyze each fluency indicator separately.

Keywords: *shadowing technique, speaking fluency, young learners, pre-experimental design*