

**IMPROVING SPEAKING SKILL BY USING SHADOWING TECHNIQUE
TO THE ELEVENTH GRADE STUDENTS OF SMAN 9 PALEMBANG**

A Thesis by :

Siti Nurul Azizah

Student's Number 2104410010

English Education Study Program



Faculty of Teacher Training and Education

University of Tridinanti

2026

**IMPROVING SPEAKING SKILL BY USING SHADOWING TECHNIQUE
TO THE ELEVENTH GRADE STUDENTS OF SMAN 9 PALEMBANG**

By

Name : Siti Nurul Azizah

NPM : 2204410010

Study Program : English Education

Faculty : Teacher Training and Education

Approved by

Palembang,

Advisor 1

Dr. Hj. Gaya Tridinanti, M.Ed

NIDN. 0219016201

Advisor II

Nita Ria, M.Pd

NIDN. 0208108402

Certified

Dean of Faculty of Teacher Training and Education




Nwayu Lulu Nadya, M.Pd

NIDN. 0209058702

**IMPROVING SPEAKING SKILL BY USING SHADOWING TECHNIQUE
TO THE ELEVENTH GRADE STUDENTS OF SMAN 9 PALEMBANG**

Name : Siti Nurul Azizah

Student's Number : 2104410010

**This thesis was defended by the writer in the Final Program Examination
and was approved by the examination committees on:**

Day : Friday

Date : July, 16th 2026

Examination Committee

Signature/Date

1. Chair Person : Dr. Hj. Gaya Tridinanti, M.Ed.



2. Member : Nita Ria, M.Pd.



3. Member : Dr. Darmawan Budiyanto, M.Pd.



Palembang,

Dean of Faculty of Teacher

Training and Education,



Nyayu Lulu Nadya, M.Pd

NIDN. 0209058702

LETTER STATEMENT

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini terdapat plagiarism, maka saya bersedia skripsi ini dibatalkan dan gelar akademik (S-1) yang telah saya peroleh dibatalkan, serta di proses sesuai dengan peraturan perundang-undangan (UU) Nomor 20 Tahun 2003 Pasal 25 ayat 2 dan Pasal 70 ayat (1).

Palembang, 16 July 2026



Siti Nurul Azizah

ABSTRACT

Speaking was one of the most essential yet challenging skills for English as a Foreign Language (EFL) learners because it required learners to integrate linguistic knowledge and communicative competence simultaneously. This study aimed to examine whether the Shadowing Technique significantly improved the speaking skills of eleventh-grade students at SMAN 9 Palembang and whether there was a significant difference in speaking skills between students taught using the Shadowing Technique and those receiving conventional instruction. A quantitative approach with a quasi-experimental design was employed. The participants were 60 eleventh-grade students selected through purposive sampling and assigned to an experimental group ($n = 30$) and a control group ($n = 30$). Data were collected through pre-test and post-test speaking assessments and were analyzed using paired samples and independent samples t -tests. The findings revealed that the experimental group's mean speaking score increased from 59.87 in the pre-test to 69.73 in the post-test, whereas the control group's mean score increased only from 53.87 to 55.30. The paired samples t -test showed a significant improvement in the experimental group ($p = .003$), while the independent samples t -test confirmed a significant difference between the experimental and control groups ($p < .001$). These findings indicated that the Shadowing Technique was an effective instructional strategy for improving EFL students' speaking skills, particularly in promoting more active and meaningful oral communication.

Keywords: *Shadowing Technique, speaking skills, EFL learners, quasi-experimental research, English language teaching.*

TABLE OF CONTENT

	Pages
COVER	i
APPROVAL PAGE	ii
EXAMINER’S LEGITIMACY	iii
DEDICATION AND MOTTO	iv
ACKNOWLEDGEMENT.....	x
ABSTRACT	xi
LIST OF TABLES	xiv
CHAPTER 1	1
INTRODUCTION.....	1
1.1 The Background of study	1
1.2 The Limitation of the Problem	15
1.3 The Formulation of the Problem	15
1.4 The Objective of the Study.....	16
1.5 The Significances of the Study.....	16
CHAPTER II	18
LITERATURE REVIEW.....	18
2.1 The Concept of Speaking Skill.....	18
2.2 The Aspect of Speaking Performance.....	19
2.3 Types of Speaking Performance.....	21
2.4 The concept of Shadowing	23
2.5 Types of Shadowing Technique	25
2. 6 The Teaching Steps of Using Shadowing Technique in Teaching Speaking Skill	26
2. 7 The Advantages and Disadvantages of Shadowing Technique.....	27
2. 8 Previous Related Studies	30
2. 9 Hyphotesis	33
CHAPTER III	34
RESEARCH METHODOLOGY	34
3.1 The Research Design.....	34
3.2 The Research Variable	36

3.2.1 Independent Variable	36
3.2.2 Dependent Variable.....	36
3.3 Operational Definition.....	36
3.4 Population and sample.....	37
3.4.1 Population	37
3.4.2 Sample.....	39
3.5 The Technique of data collection	40
3.5.1 Test.....	40
3.5.2 Validity of the test.....	44
3.5.3 Realibility of the test	46
3.6 Teaching procedure	47
3.6.1 Teaching procedure for experimental group	47
3.6.2 Teaching procedure for control group.....	48
3.7 Technique For Analyzing Data	50
3.7.1 Descriptive Statistics.....	50
3.7.2 Normality test.....	51
3.7.3 Homogeneity test	51
3.7.4 Paired sample t-test	52
3.7.5 Independent sample t-test.....	53
CHAPTER IV.....	54
FINDINGS AND INTERPRETATION	54
4. 1 Findings	54
4.1.1 Descriptive Analysis	54
4.1.2 Inferential Statistic Analysis	58
4.2 Interpretation	61
CONCLUSION AND SUGESTION.....	65
5.1 Conclusion.....	65
5.2 Suggestions.....	65

LIST OF TABLES

<i>Table 1 Nonequivalent (Pretest and Posttest) Control-Experimental Design</i>	<i>34</i>
<i>Table 2 Population of the Research</i>	<i>37</i>
<i>Table 3 Sample of the Research</i>	<i>40</i>
<i>Table 4 English Speaking Assesment Rubrik</i>	<i>41</i>
<i>Table 5 The Standard Assesment of Performance</i>	<i>43</i>
<i>Table 6 Test of Specification</i>	<i>45</i>
<i>Table 7 The Classification of Reliability.....</i>	<i>47</i>
<i>Table 8 Learning Materias</i>	<i>49</i>
<i>Table 9 The Descriptive Analysis for Experimental Group and Control Group ..</i>	<i>55</i>
<i>Table 10 The Score Distribution for Experimental Group</i>	<i>56</i>
<i>Table 11 The Score Distribution for Control Group</i>	<i>57</i>
<i>Table 12 The Normality Test</i>	<i>58</i>
<i>Table 13 The Homogeneity Test.....</i>	<i>59</i>
<i>Table 14 The Paired Sample T-Test.....</i>	<i>59</i>
<i>Table 15 The Independent Sample T-Test.....</i>	<i>61</i>

CHAPTER 1

INTRODUCTION

In this chapter, the writer presents: (1) the background of study, (2) the limitation of problem, (3) the formulation of problem, (4) the objectives of study and (5) the significances of study

1.1 The Background of study

The rapid advancement of globalization, digital transformation, and international collaboration has substantially reshaped the way individuals communicate, learn, and work across national boundaries. In this increasingly interconnected world, English had become the principal language for international communication, serving as the dominant medium in education, scientific research, technology, business, diplomacy, and intercultural interaction. According to David (2012), English are achieved the status of a global language because it functions as a common means of communication among people from diverse linguistic and cultural backgrounds. Similarly, Ricards (2022) emphasizes that English language education should enable learners to communicate effectively in authentic situations rather than merely acquire grammatical knowledge.

These perspectives remained highly relevant in contemporary educational contexts. Recent international reports have highlighted that English proficiency was increasingly associated with students' academic mobility, digital literacy, employability, and participation in the global knowledge economy (OECD, 2023; British Council, 2023). Furthermore, recent empirical studies indicated that

English communication skills have become essential for accessing international educational resources, engaging in cross-cultural collaboration, and developing the competencies required for twenty-first-century learning (Derakhshan et al., 2022; Sato & McDonough, 2023 & Teng, 2024). Consequently, English is no longer viewed solely as a foreign language subject but as a fundamental competence that supports lifelong learning and professional development in an increasingly globalized society.

Therefore, English language education should not only emphasize the acquisition of linguistic knowledge but also equip learners with the communicative competence necessary to participate confidently and effectively in academic, professional, and intercultural communication.

In Indonesia, English was taught as a foreign language (EFL), where opportunities for authentic communication outside the classroom remained relatively limited. Consequently, English language education carries the important responsibility of equipping learners not only with linguistic knowledge but also with the ability to communicate effectively in real-life situations. According to Richards (2022), the ultimate goal of English language teaching was to develop learners' communicative competence, enabling them to use English meaningfully and appropriately across various social and academic contexts. Likewise, Brown et al. (2019) emphasize that successful language instruction should facilitate learners' ability to apply language knowledge in authentic communication rather than merely mastering grammatical rules or memorizing vocabulary.

These theoretical perspectives have been reinforced by recent educational reforms and empirical research. The implementation of the Merdeka Curriculum in Indonesia emphasizes competency-based learning that encourages students to become active communicators, critical thinkers, and collaborative learners. Within this framework, English instruction was expected to promote meaningful communication through authentic learning experiences rather than teacher-centred knowledge transmission. Recent studies have consistently demonstrated that communicative language teaching enhances students' interaction, engagement, and language performance when learners were provided with meaningful opportunities to use English in classroom communication (Derakhshan et al., 2022; Sato & McDonough, 2023; Teng, 2024). Furthermore, research conducted in Indonesian EFL classrooms indicated that communicative-oriented instruction positively influences students' motivation, classroom participation, and confidence in using English, although its implementation continued to encounter pedagogical and contextual challenges (Ambawani et al., 2025; Abrar et al., 2024).

Taken together, these findings suggest that the primary objective of English language education was no longer limited to developing students' grammatical competence but rather to fostering communicative competence that enables learners to use English confidently and effectively in authentic contexts. However, communicative competence cannot be achieved without adequate speaking ability, as speaking represents the most direct manifestation of learners' capacity to apply their linguistic knowledge in meaningful communication.

Speaking was widely recognized as the core indicator of communicative competence because it demonstrates learners' ability to use language meaningfully and spontaneously in authentic communication. Unlike receptive skills, speaking requires learners to integrate various linguistic components, including pronunciation, vocabulary, grammar, fluency, and comprehension, while simultaneously processing ideas and responding appropriately during real-time interaction. Brown and Abeywickrama (2019), argue that speaking was a productive skill that reflects learners' capacity to communicate effectively rather than merely possessing knowledge of linguistic rules. Similarly, Nunan (2015), emphasizes that speaking was one of the most demanding language skills because learners must generate ideas, organize messages, and express them coherently within limited processing time. Thornbury (2005), further explains that successful speaking involves not only linguistic competence but also cognitive processing and interactional competence, enabling learners to negotiate meaning and maintain effective communication.

These theoretical perspectives have been consistently supported by recent empirical research. Studies conducted in diverse EFL contexts have demonstrated that speaking competence was closely associated with students' academic achievement, classroom engagement, and future employability. Learners who possess strong speaking skills tend to participate more actively in collaborative learning, demonstrate greater confidence during classroom interaction, and communicate more effectively in academic presentations and professional settings (Derakhshan et al., 2022; Resnik & Dewaele, 2023). Furthermore, Teng (2024),

reported that oral communication had become one of the essential competencies required for twenty-first-century learning because it facilitates critical thinking, collaborative problem-solving, and intercultural communication. Likewise, recent studies in Indonesian EFL classrooms indicated that students' speaking competence significantly contributes to their learning motivation, willingness to communicate, and overall English language achievement (Abrar et al., 2024; Ambawani et al., 2025).

Taken together, these findings indicated that speaking was not merely one of the four language skills but represents the most observable manifestation of learners' communicative competence. Students' ability to speak English effectively reflects the extent to which they can transform their linguistic knowledge into meaningful communication in authentic situations. However, despite its recognized importance in English language learning, numerous studies continued to report that many EFL learners experience considerable difficulties in developing effective speaking skills, suggesting that communicative competence remained a significant challenge in foreign language classrooms.

Despite its fundamental role in developing communicative competence, speaking continued to be recognized as one of the most challenging language skills for English as a Foreign Language (EFL) learners. Unlike reading or listening, speaking requires learners to produce language spontaneously while simultaneously integrating pronunciation, vocabulary, grammatical accuracy, fluency, and interactional competence in real-time communication. Brown and Abeywickrama (2019) argue that successful speaking performance requires

learners not only to possess linguistic knowledge but also to apply that knowledge accurately and fluently in authentic communicative situations. Likewise, Thornbury (2005) explains that speaking was cognitively demanding because learners must process ideas, formulate appropriate language, and respond immediately during interaction. Nation and Newton (2020), further emphasize that regular opportunities for meaningful oral practice were essential for developing speaking fluency, accuracy, and automaticity.

Recent empirical evidence indicated that EFL learners continued to encounter a wide range of obstacles that hinder the development of effective speaking competence. From a linguistic perspective, limited vocabulary, inaccurate pronunciation, grammatical errors, and insufficient fluency remained the most frequently reported barriers to successful oral communication (Abrar et al., 2024; Ambawani et al., 2025). These linguistic limitations often prevent learners from expressing ideas clearly, maintaining conversations, and responding confidently during classroom interaction. In addition, inadequate exposure to authentic spoken English and limited opportunities for meaningful speaking practice reduce learners' ability to develop automaticity in language production, resulting in hesitant and fragmented speech.

Beyond linguistic challenges, affective factors also play a crucial role in influencing students' speaking performance. Numerous studies have reported that communication anxiety, fear of making mistakes, low self-confidence, and fear of negative evaluation significantly reduce learners' willingness to communicate in English (Resnik & Dewaele, 2023; Sun & Zhang, 2024). Furthermore, recent

classroom-based research has highlighted the influence of pedagogical factors, including teacher-centred instruction, limited interactional activities, and insufficient communicative practice, which restrict students' opportunities to develop oral proficiency in meaningful contexts (Sato & McDonough, 2023; Teng, 2024). These findings suggest that speaking difficulties cannot be attributed solely to learners' linguistic deficiencies but were also shaped by psychological readiness and the quality of instructional practices implemented in EFL classrooms.

Taken together, the literature demonstrates that speaking difficulties were multidimensional, encompassing linguistic, affective, and pedagogical factors that interact to influence learners' communicative performance. Consequently, improving students' speaking ability requires instructional approaches that not only strengthen language knowledge but also create supportive learning environments, increase learners' confidence, and provide frequent opportunities for meaningful oral communication. These problems were also evident in Indonesian EFL classrooms, where many students continued to experience considerable difficulties in expressing their ideas orally despite years of formal English instruction. The convergence of linguistic, affective, and pedagogical barriers suggested that improving speaking competence requires instructional approaches that simultaneously address language development, learners' psychological readiness, and meaningful communicative practice.

The speaking difficulties identified in previous studies were also evident in the Indonesian EFL context, particularly at SMAN 9 Palembang, where this study

was conducted. Preliminary classroom observations revealed that many eleventh-grade students encountered considerable difficulties in expressing their ideas orally in English. Although they had learned English for several years, many students were still reluctant to participate actively in speaking activities and classroom discussions. Most students tended to produce short and incomplete responses, relied heavily on Indonesian during classroom interaction, or remained silent when asked to express their opinions in English. These observations indicated that many learners had not yet developed sufficient communicative competence to use English confidently and effectively in authentic classroom situations.

To obtain a deeper understanding of these problems, the researcher conducted a preliminary interview with an English teacher who taught the eleventh grade at SMAN 9 Palembang on July 17, 2025. The interview revealed several persistent challenges that hindered students' speaking performance. According to the teacher, many students lacked confidence and frequently hesitated to speak English because they were afraid of making mistakes. Students generally spoke only when they were assigned speaking tasks by the teacher, and even then, many relied on memorized sentences rather than producing spontaneous oral responses. Furthermore, students with lower speaking proficiency often felt intimidated by classmates who were more fluent, resulting in limited participation during classroom interaction. Only a small number of students actively engaged in speaking activities, whereas the majority remained passive or preferred to use Indonesian instead of English. The teacher also

reported that students possessed limited vocabulary, experienced pronunciation difficulties, struggled to construct grammatically appropriate sentences, and lacked fluency when expressing their ideas orally. Consequently, these linguistic and affective challenges contributed to low participation in classroom speaking activities and prevented students from communicating confidently.

The preliminary findings also indicated that classroom instruction was still predominantly conducted through conventional teaching approaches, such as lectures and question-and-answer sessions. Although these methods facilitated the delivery of instructional content, they provided relatively limited opportunities for students to engage in meaningful oral communication and repeated speaking practice. As a result, students' speaking performance remained below the expected learning outcomes, as reflected in their limited vocabulary, inaccurate pronunciation, frequent hesitation, low self-confidence, and minimal participation during speaking activities. These findings were consistent with previous studies, suggesting that speaking difficulties were influenced not only by linguistic limitations but also by affective and pedagogical factors. Therefore, there was a clear need for instructional techniques that provide intensive speaking practice, improve learners' pronunciation and fluency, enhance their confidence, and encourage active participation in meaningful communicative interaction. One instructional approach that has demonstrated considerable potential in addressing these challenges was the Shadowing Technique.

In response to the multidimensional challenges encountered by EFL learners in developing speaking competence, researchers have increasingly

explored instructional techniques that provide intensive oral practice while simultaneously enhancing learners' confidence and communicative performance. One instructional approach that has recently gained considerable attention was the Shadowing Technique, which was widely recognized as an effective strategy for improving learners' listening and speaking abilities through repeated oral imitation. According to Kadota (2019), shadowing was a language learning technique in which learners immediately repeat spoken language as accurately and quickly as possible after hearing it. Similarly, Hamada (2018) explains that shadowing promotes language acquisition by strengthening the cognitive connection between listening comprehension and spoken language production, enabling learners to develop greater automaticity in oral communication.

The effectiveness of the Shadowing Technique lies in its sequential learning process. During shadowing activities, learners first listen carefully to authentic spoken input, then imitate the pronunciation, rhythm, stress, and intonation of the speaker in real time. Through continuous repetition, learners gradually improve pronunciation accuracy, expand vocabulary retention, strengthen grammatical awareness, and develop greater fluency in oral production. More importantly, repeated speaking practice helps reduce hesitation and speaking anxiety while increasing learners' confidence in using English for authentic communication. Therefore, shadowing does not merely improve pronunciation but also facilitates the development of automatic language processing, which was essential for spontaneous speaking performance.

Recent empirical studies have consistently demonstrated the positive effects of the Shadowing Technique in EFL classrooms. Studies published between 2022 and 2025 reported that students who participated in shadowing-based instruction showed significant improvements in pronunciation accuracy, speaking fluency, listening comprehension, vocabulary acquisition, and self-confidence compared with those receiving conventional instruction. Furthermore, repeated exposure to authentic spoken input was found to enhance learners' willingness to communicate and encourage more active participation during classroom interaction. These findings indicated that shadowing provides meaningful opportunities for learners to practice speaking intensively while simultaneously addressing linguistic and affective barriers commonly experienced by EFL students.

Taken together, both theoretical perspectives and recent empirical evidence suggest that the Shadowing Technique was pedagogically well suited to improving speaking competence because it integrates listening, imitation, pronunciation, fluency development, and communicative practice into a single instructional process. Nevertheless, although previous studies have confirmed the effectiveness of the Shadowing Technique, several important issues remained insufficiently explored, particularly regarding its implementation in Indonesian senior high school EFL classrooms and its effectiveness in addressing students' specific speaking difficulties.

Several previous studies have consistently demonstrated the effectiveness of the Shadowing Technique in improving EFL learners' speaking performance.

Putri et al. (2024) reported that students who were taught using the Shadowing Technique showed a substantial improvement in their speaking ability, with the experimental group's mean score increasing from 51.00 in the pre-test to 67.43 in the post-test. Similarly, Adromi et al. (2023) found that the Shadowing Technique had a significant positive effect on students' speaking skills. The experimental group's mean score increased from 71.17 to 75.33, whereas the control group showed only a slight improvement from 51.33 to 52.83, indicating a statistically meaningful difference between the two groups. Likewise, Rosyidi et al. (2022) revealed that students' speaking performance improved significantly after receiving shadowing instruction, as reflected in the increase of the experimental group's average score from 69.03 in the pre-test to 77.50 in the post-test. Furthermore, Sari et al. (2025) reported a remarkable improvement in students' speaking achievement, with the average score increasing from 5.06 in the pre-test to 8.81 in the post-test. The statistical analysis also yielded a significance value of 0.000 ($p < .05$), confirming that the improvement was statistically significant. In addition, Sugiarto et al. (2020) emphasized that the Shadowing Technique effectively enhances learners' listening and speaking abilities simultaneously and reported significant differences between students' pre-test and post-test performance following the implementation of shadowing-based instruction.

Taken together, these previous studies consistently indicated that the Shadowing Technique was an effective instructional approach for improving various dimensions of speaking competence, including pronunciation, fluency, listening comprehension, speaking accuracy, classroom participation, and learners'

self-confidence. Despite these consistent positive findings, several important differences can be identified across previous investigations. First, the studies were conducted in different educational contexts, involving students from various educational levels and institutional settings, making it difficult to generalize the findings to all Indonesian EFL classrooms. Second, most studies primarily focused on measuring the overall improvement in speaking scores without comprehensively examining the multidimensional aspects of speaking competence, such as pronunciation, vocabulary, grammatical accuracy, fluency, and communicative confidence. Third, although previous studies confirmed the effectiveness of the Shadowing Technique, relatively limited empirical evidence has been reported from Indonesian public senior high schools, particularly within the implementation of the Merdeka Curriculum, where students were expected to actively develop communicative competence through meaningful classroom interaction.

These limitations suggest that several important research gaps remain. There was still a need for empirical evidence regarding the effectiveness of the Shadowing Technique in improving the overall speaking competence of Indonesian senior high school students within authentic EFL classroom settings. Moreover, few studies have investigated how the technique addresses the linguistic, affective, and pedagogical challenges simultaneously, particularly among eleventh-grade students in public senior high schools. Therefore, the present study aimed to fill these gaps by investigating the effectiveness of the Shadowing Technique in improving the speaking skills of eleventh-grade students

at SMAN 9 Palembang. Unlike previous studies that mainly reported general improvements in speaking achievement, this study provides evidence from an Indonesian public senior high school context and evaluates speaking competence more comprehensively through students' pronunciation, vocabulary, fluency, grammatical accuracy, and speaking confidence.

Therefore, considering the importance of developing students' speaking competence, the multidimensional speaking difficulties experienced by EFL learners, and the research gaps identified in previous studies, this study aimed to investigate the effectiveness of the Shadowing Technique in improving the speaking skills of eleventh-grade students at SMAN 9 Palembang. Specifically, the study sought to examine whether the implementation of the Shadowing Technique significantly enhances students' speaking competence, particularly in terms of pronunciation, vocabulary, grammatical accuracy, fluency, and speaking confidence.

The findings of this study were expected to contribute both theoretically and practically to the field of English language teaching. Pedagogically, the study was expected to provide English teachers with empirical evidence regarding the effectiveness of the Shadowing Technique as an interactive instructional strategy for creating more communicative, student-centred, and engaging speaking classrooms. The findings might also serve as a practical reference for teachers in selecting appropriate instructional techniques to improve students' oral communication skills and encourage greater classroom participation.

Academically, this study was expected to enrich the existing body of knowledge on the implementation of the Shadowing Technique in Indonesian EFL classrooms, particularly at the senior high school level. Furthermore, it was anticipated that the findings will provide valuable insights for future researchers interested in investigating innovative approaches to speaking instruction and contribute to the continued development of communicative English language teaching in Indonesia.

1.2 The Limitation of the Problem

This study was limited to investigating the effectiveness of the Shadowing Technique in improving the speaking skills of the eleventh-grade students at SMAN 9 Palembang during the 2025/2026 academic year. The study focused on students' speaking competence, particularly pronunciation, vocabulary, grammatical accuracy, fluency, and speaking confidence. Other English language skills, such as listening, reading, and writing, as well as external factors that might have influenced students' speaking performance, were beyond the scope of this study.

1.3 The Formulation of the Problem

Dealing with the limitations of the problem above, the problems of the study were formulated into the following questions :

1. Was there any significant improvement of speaking skill by using shadowing technique to the eleventh grade students of SMAN 9 palembang?

2. Was there any significant difference in speaking skill between the Eleventh-Grade Students at SMAN 9 Palembang who are taught by using shadowing technique and those who are not?

1.4 The Objective of the Study

Dealing with the formulations of the problem, the objectives of study were follows :

1. To find out whether or not there is a significant improvement of speaking skill by using shadowing technique to the eleventh grade students of SMAN 9 Palembang.
2. To find out whether or not there is a significant difference in speaking skills between Eleventh grade students at SMAN 9 Palembang who are taught using shadowing techniques and those who are not

1.5 The Significances of the Study

The findings of this study were expected to contribute both theoretically and practically to the field of English language teaching, particularly in the teaching of speaking through the Shadowing Technique. The expected contributions were presented as follows.

1. For Students

The implementation of the Shadowing Technique was expected to improve students' speaking competence, particularly in pronunciation, vocabulary, grammatical accuracy, fluency, and speaking confidence. The technique was also expected to increase students' participation in classroom interaction and encourage

them to develop independent speaking practice through repeated exposure to authentic English audio materials.

2. For English Teachers

The findings of this study were expected to provide English teachers with empirical evidence regarding the effectiveness of the Shadowing Technique as an alternative instructional strategy for teaching speaking. Furthermore, the study was expected to assist teachers in designing more interactive, communicative, and student-centered speaking activities that promoted learners' confidence and active classroom participation.

3. For the School

The findings were expected to support the improvement of English language instruction at SMAN 9 Palembang by providing an evidence-based instructional approach that could be incorporated into classroom teaching to enhance students' speaking competence.

4. For Future Researchers

The findings were expected to serve as a valuable reference for future researchers interested in investigating the implementation of the Shadowing Technique or other innovative instructional approaches in different educational contexts, participant groups, or language skills.

REFERENCES

- Adromi (2023), The Effect of Using Shadowing Technique Towards Students' Speaking Skill at The Eleventh Grade Student of SMAN 10 Pandeglang, *Journal Of English Education Studies* <http://jees.ejournal.id/index.php/english/article/view/114>
- Al-Rawi, I. (2013). Teaching methodology and its effects on quality learning. *Journal of Education and Practice*, 4(6), 100-105.
- Astriyani, M., Miliha, L., & Fatmawati, W. O. (2019). the Effect of Shadowing Technique on Students' Speaking Ability of Eight Grade at SMP Negeri 1 Parigi. *Journal of Teaching English*, 4(3), 363.
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/I.1.1>
- Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson Education.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. San Francisco State University
- Campoverde, M., & Argudo, J. (2023). Shadowing technique to teach listening to A1 level EFL students. *Journal Education & Culture*, 4(7), 1-16.
- Cassilas, J. (2020). *Phonetic Category Formation is Perceptually Driven During the Early Stages of Adult L2 Development*. Diambil kembali dari Language and Speech
- Cohen, L., Lawrence M., & Keith M. (2018). *Research Methods in Education*. New York: Taylor and Francis e-library.
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment—Companion volume*. Council of Europe Publishing.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Fatimah., Wahyuni, S., & Qamariah, H. (2021). An Analysis of Students Difficulties in Speaking A Descriptive Study at Second Grade Year Students of SMPN 1. *Jurnal Ilmiah Mahasiswa*, Vol.2, No.1 <https://jim.bbg.ac.id/pendidikan/article/view/336/173>

- Field, A. (2024). *Discovering statistics using IBM SPSS statistics*. Sage publications limited.
- Foote, J. A., McDonough, K. (2017). Using shadowing with mobile technology to improve L2 pronunciation. University of Alberta / Concordia University. doi:10.1075/jslp.3.1.02foo.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2023). *How to design and evaluate research in education*. New york: McGraw Hal.
- Giang, H. (2022). Research on training basic listening and speaking skills of English language students by shadowing method. *International Journal Mechanical Engineering*, 7(1) 23-80.
- Haerazi, H., May Vikasari, R., & Prayati, Z. (2019). The Use of Scientific-Based Approach in ELT Class to Improve Students' Achievement and Classroom Interaction. *Register Journal*, 12(2), 157–180. <https://doi.org/10.18326/rgt.v12i2.157-180>
- Hamada, Y. (2018). Shadowing: what is it? how to use it. where will it go? *RELC Journal*, 1-8. doi:DOI: 10.1177/0033688218771380
- Hamada, Y. (2022). Shadowing for second language learning: Recent developments and classroom implications. *Language Teaching Research*, 26(4), 735–754.
- Hamzar. (2014). The Implementation of Shadowing Technique To Improve Students Speaking Performance Penerapan Teknik Membayangi Dalam Meningkatkan Graduate Program 103-230
- Junipisa, N., & Aristana, I. (2021). Shadowing technique to improve student's listening skill. *Journal Pendidikan Bahasa Inggris Undiksha*, 9(2), 134 139.
- Kadota, S. (2019). *Shadowing as a practice in second language acquisition*. Springer.
- Kamal, M. (2025). *THE EFFECT OF QUIZ-QUIZ TRADE TECHNIQUE TO ENHANCE SPEAKING ABILITY TO THE TENTH GRADERS AT SMA PGRI 1 PALEMBANG* (Doctoral dissertation, 021008 Universitas Tridinanti).
- Kim, H., & Lee, J. (2023). The effects of shadowing practice on EFL learners' pronunciation accuracy, speaking fluency, and confidence. *TESOL Quarterly*, 57(3), 915–937.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Kurniati, A., & Eliwarti, N. (2015). Harris, David. 1974. in A Study On The Speaking Ability. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 1–13.

- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41.
- Leonisa, E. (2020). The Effectiveness of Shadowing Technique on Students Pronunciation at the Tenth Grade Students Of SMAN 1 Jetis Ponorogo. *Thesis*, 24.
- Lestari, F. (2020). Improving students' listening comprehension ability through shadowing technique. *JETAL: Journal of English Teaching & Applied Linguistics*, 1(2), 69-73.
- Maduwu, B. (2016). Pentingnya pembelajaran bahasa Inggris di sekolah. *Warta Dharmawangsa*, (50)
- Mandaniyati, R., & Sophya, I. V. (2020). The Application of Question and Answer Method to Improve the Ability of Student's Achievement. *BRITANIA Journal of English Teaching*, 1(2).
- McMillan, J. H. (2021). *Educational research: Fundamentals for the consumer* (8th ed.). Pearson.
- Mills, G. E. (2021). *Action research: A guide for the teacher researcher* (6th ed.). Pearson.
- Ministry of Education Malaysia. (2018). Kerangka standard Bahasa Melayu: Panduan penggunaan [Malay standard framework: Guide of use]. Putrajaya: Ministry of Education Malaysia.
- Mualiyah, S. (2017) *Teaching Speaking (An Expository Study at Speaking Class of Training Class at Basic English Course in Kampung Inggris Pare)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Muhammad, A., Jasmi, K. A., Mustari, M. I., Nasbon, R., & Awang, N. F. (2012). Kemahiran membaca dalam pengajaran dan pembelajaran Bahasa Arab [Reading skills in teaching and learning Arabic language]. Seminar Antarabangsa Perguruan dan Pendidikan Islam [International Seminar on Islamic Teaching and Education] [SEAPPI2012], 901–910. Retrieved <http://eprints.utm>
- Muliadi, M., & Rosyidi, A. Z. (2021). Analisis Implementasi English Area dalam Meningkatkan Speaking Skill dan Self-Regulated Mahasiswa Pendidikan Bahasa Inggris Institut Pendidikan Nusantara Global. *Jurnal Ilmiah Wahana Pendidikan*, 7(7), 281-287.
- Pakula, H. M. (2019). Teaching speaking. *Apples-Journal of Applied Language Studies*, 13(1), 95- 111.

- Pratama, R., & Suryani, E. (2025). Improving senior high school students' speaking performance through the Shadowing Technique. *Journal of English Education Research*, 10(1), 45–60.
- Putri, N. A., Girsang, S. E. E., & Damanik, I. J. (2024). The Use Of Shadowing Technique To Improve Students' Speaking Skills In SMA YPK Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 6(2), 130–141.
- Qian, B., & Diana Deris, F. (2023). A Corpus-based Pronunciation Teaching Model: A Conceptual Paper. *Arab World English Journal*, 14(1), 71-88. doi:10.24093/awej/vol14no1.5
- Rahmawati, E. (2016). Getting EFL Learners to Speak: Obstacles and Solutions. *Liquid: English Studies Journal*, 10(1), 21-32.
- Richards, J. C. (2022). Teaching English through communicative language teaching. Cambridge University Press.
- Rosyidi, A. Z., Masyudi, M., & Paris, A. S. (2022). The Effect of Shadowing Technique in Teaching Speaking at A University. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 4(3), 281-292.
- Salim, A., Terasne, T., & Narasima, L. (2020). Enhancing the Students' Pronunciation Using Shadowing Technique At Senior High School Students. *Journal of Languages and Language Teaching*, 8(1), 20
- Sari, D. K., & Jaya, A. (2025). THE EFFECT OF SHADOWING TECHNIQUE ON STUDENTS' SPEAKING FLUENCY AND PRONUNCIATION ACCURACY. *English Community Journal*, 9(1), 23-31.
- Setyonegoro, A. (2013). Hakikat, alasan, dan tujuan berbicara (dasar pembangunan kemampuan berbicara mahasiswa). *Pena : Jurnal Pendidikan Bahasa dan Sastra*. 2(2)
- Sindi, S., Darmawan, D., Wahyudin, W., & Marhum, M. (2025). ENHANCING SPEAKING SKILLS THROUGH THE USE OF SHADOWING TECHNIQUE: AN EXPERIMENTAL STUDY. *TELL-US JOURNAL*, 11(2), 588-600.
- Sugiarto, A., Prasetyo, B., & Wulandari, D. (2020). The effectiveness of shadowing technique in improving students' listening and speaking skills. *Journal of English Language Studies*, 5(2), 110–118.
- Sumarsih. (2017). The impact of shadowing technique on tertiary efl learners' listening skill achievements. *International Journal of English Linguistics*, 7(5), 184-189.
- Tamai, K. 1997. The Effectiveness of Shadowing and Listening Process. *Current English Studies*, 36, 105-116.

- Tarigan, H.G (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung. Angkasa.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- Ulfa, S. T., & Fatimah, S. (2019). "Shadowing As a Technique To Practice English Pronunciation During Classroom Oral Activities in Senior High School". *Jurnal of English Language Teaching*
- Wahid, L.A., Ishak, I., Zain, W. N. W.M., Ismail, K., Harun, K. , Ibarahim, Z ... Ismail, I. (2018). *Kerangka standard Bahasa Melayu [Malay standard framework]*. Putrajaya: Ministry of Education Malaysia. (gak ada di gscholar)
- William, M., Bull, S., Hook, P., Sandford, R., & Frostman-Clarke, E. (2012). *Effective communication skills*. United Kingdom: Venture Publishing.
- Win, P. Y. (2020) An investigation of the shadowing technique in teaching speaking to English as a Foreign Language students.
- Yin, R. K. (2023). *Case study research and applications: Design and methods* (7th ed.). Sage.
- Yulistia, B., Gumelar, R. E., & Riandi, R. (2025). The Effect of Shadowing Technique Towards Students' Speaking Skill at the Eleventh Grade Students of SMAN 1 Cihara in Academic Year 2023/2024. *Journal of English Education Studies*, 8(1), 49-56.
- Zafarova, M. (2025). Shadowing as an effective method in language learning: theory, practice, and implementation. *Academic Journal of Science, Technology and Education*, 1(3), 7-11.
- Zakeri, E. (2014). The effect of shadowing on EFL learners' oral performance in terms of fluency. *International Journal of English Language Teaching*, 2(1), 21-26.
- Zuhriyah, M. (2017). "Storytelling to Improve Students' Speaking Skill". *Jurnal Tadris Bahasa Inggris*, 210(1), 119-134
<https://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/879/753>