

THE IMPACT OF SHADOWING ON EIGHTH GRADE STUDENTS' SPEAKING AT SMPN 4 KEDIRI IN THE ACADEMIC YEAR 2025/2026

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ABSTRACT

This study focuses on improving speaking of eighth-grade students at SMPN 4 Kediri through the implementation of shadowing technique. Based on preliminary research, many students face difficulties in developing their speaking, particularly in pronunciation, fluency, grammar, and vocabulary. Traditional teaching methods often fail to address these interconnected components effectively. The study objectives were to measure speaking performance before and after shadowing technique application. This study uses a quantitative approach with quasi-experimental design. The researcher conducted a pre-test and post-test on one group of eighth-grade students at SMPN 4 Kediri. This study involved 30 eighth-grade students who participated in shadowing activities during the teaching-learning process. The data were obtained from students' speaking scores from the pre-test and post-test, which measured their speaking across four indicators: pronunciation, fluency, grammar, and vocabulary. The data obtained were analyzed using the SPSS application to measure the impact of shadowing technique on improving students' speaking. The study concluded that shadowing technique is an effective method to improve students' speaking significantly. By combining intensive listening and simultaneous speaking practice, shadowing helps students develop automaticity in speech production and improve their overall communicative competence.

KEYWORDS: *shadowing technique, speaking, EFL learning*

1.1 INTRODUCTION

Speaking is widely recognized as one of the most crucial skills in second language acquisition. Nation (2013) defines speaking as the act of verbally communicating, which includes producing clear sounds, using language correctly in different situations, and expressing thoughts effectively and coherently. For language learners, especially young adolescents, speaking represents both the means and the end of language learning. However, developing speaking proficiency involves mastering several key components that work together to create effective communication.

Students learning English as a foreign language often face significant challenges when developing their speaking. These challenges manifest in several key areas that constitute the fundamental indicators of speaking proficiency. According to Richards (2008), speaking encompasses four main indicators: pronunciation, which involves the accurate production of sounds, stress, and intonation patterns; fluency, which refers to the ability to speak smoothly and naturally without excessive hesitation; grammar, which involves the correct use of grammatical structures in spontaneous speech; and vocabulary, which encompasses the appropriate and varied use of lexical items in different communicative contexts. The integration of these four indicators poses considerable difficulties for EFL learners, who must simultaneously manage multiple aspects of language production while communicating meaningfully. As noted by Kholimah et al. (2024), mastering speaking skills is a top priority for students; however, many still face difficulties speaking English, including issues with vocabulary, accuracy, fluency, and pronouncing words correctly.

In the Indonesian educational context, the implementation of Kurikulum Merdeka through Permendikbudristek Nomor 12 Tahun 2024 has established English as a mandatory subject for junior high school students. However, despite these progressive curriculum changes, the implementation of innovative speaking instruction techniques remains limited, creating a gap between curriculum intentions and classroom practices.

To address these persistent challenges in speaking instruction, educators have explored various innovative techniques, with one promising approach being shadowing. Kadota (2019) defines shadowing as

an act or task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the incoming information. This technique involves real-time mimicry of auditory input, requiring learners to simultaneously listen to and reproduce speech, creating a unique cognitive challenge that engages multiple language processing systems simultaneously.

At SMPN 4 Kediri, eighth-grade students face specific speaking challenges that reflect both general difficulties of language learning and particular constraints of the EFL environment. Preliminary observations revealed that students struggle with pronunciation accuracy, limited vocabulary, grammatical errors in spontaneous speech, and lack of confidence when speaking English. The traditional teaching methods employed in the classroom have shown limited effectiveness in developing students' communicative competence.

Therefore, this study aims to investigate the effectiveness of shadowing technique in improving eighth-grade students' speaking abilities at SMPN 4 Kediri, focusing specifically on the four key indicators of speaking proficiency: pronunciation, fluency, grammar, and vocabulary.

2.0 METHODOLOGY

2.1 Research Design

This study employed a quantitative approach with a quasi-experimental design, specifically using the one-group pre-test post-test design. According to Ary et al. (2009), this design involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a post-test, again measuring the dependent variable. The one-group design was selected due to practical constraints in the educational setting while still allowing for meaningful examination of the shadowing technique's effect.

2.2 Participants

The participants of this study consisted of 30 eighth-grade students at SMPN 4 Kediri during the 2025/2026 academic year. The sample was selected using purposive sampling technique based on specific criteria: eighth-grade students, beginner to lower-intermediate proficiency levels, regular English instruction access, and voluntary participation consent.

2.3 Instruments

The primary instrument used in this study was pre-test and post-test in the form of an oral test measured using Brown's scoring rubric (2003). The rubric assessed four key components of speaking: pronunciation, fluency, vocabulary, and grammar. Each component was scored on a scale of 1-5, where 1 represents poor performance, 2 represents fair performance, 3 represents good performance, 4 represents very good performance, and 5 represents excellent performance. The total possible scores ranged from 4 to 20 points. Additional instruments included audio recording equipment to capture students' speaking performances for objective evaluation and lesson plans specifically designed for implementing shadowing technique during the treatment period.

2.4 Data Analysis

The data obtained from pre-test and post-test were analyzed using IBM SPSS Statistics 31 software to conduct paired samples t-test. The paired samples t-test is particularly suitable for comparing means from the same group measured at different time points, as it accounts for individual variations and provides reliable statistical inference (Field, 2024). The analysis aimed to determine whether there was a statistically significant difference between students' speaking abilities before and after the shadowing technique intervention. The significance level was set at $\alpha = 0.05$, meaning that a p-value less than 0.05 would indicate a statistically significant difference between pre-test and post-test scores.

3.1 FINDING

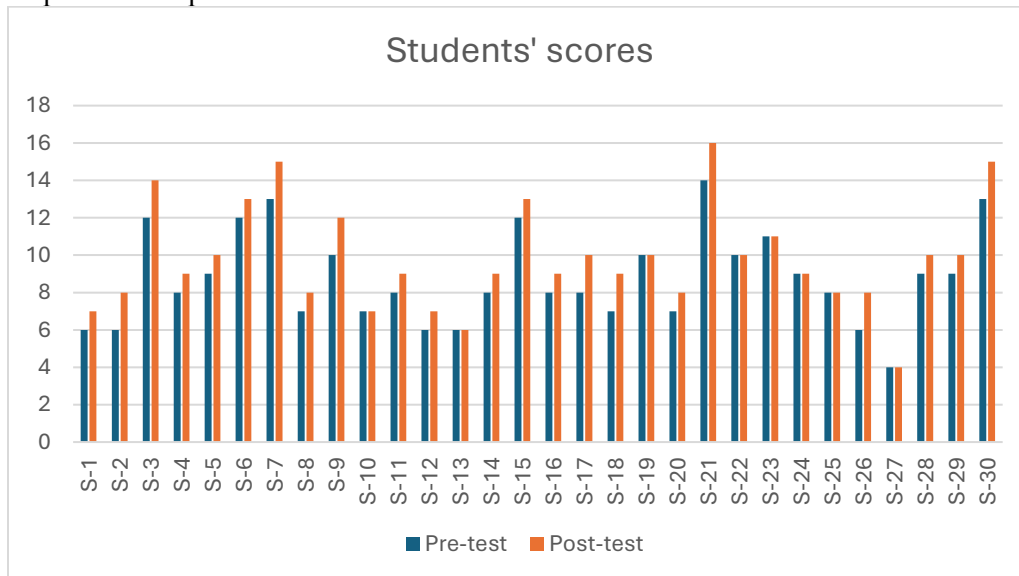
This study demonstrates that shadowing technique can significantly improve the speaking abilities of eighth-grade students at SMPN 4 Kediri. Students' speaking before being taught using shadowing technique were classified as needing improvement due to limited exposure to authentic pronunciation models and insufficient practice in integrated speaking activities that simultaneously address multiple aspects of speaking proficiency.

The total number of participants was 30 students, representing various levels of initial speaking proficiency. The pre-test results showed varied performance levels across the four indicators of speaking. Many students struggled to produce appropriate stress patterns and intonation, frequently hesitated during speech production, and showed limited confidence in expressing themselves in English.

After implementing shadowing technique for two weeks with systematic practice sessions, students' speaking showed notable improvement across all four indicators. This improvement was supported by the post-

test results conducted after students practiced shadowing technique. The post-test scores demonstrated enhancement in pronunciation accuracy, fluency, grammatical accuracy, and vocabulary usage, indicating that the shadowing technique effectively addressed multiple dimensions of speaking proficiency simultaneously.

The students' pre-test and post-test scores are described on the chart below:



The statistical analysis using SPSS revealed the following results:

Table 1
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	8.77	30	2.501	.457
	Posttest	9.80	30	2.809	.513

Based on Table 1, the paired samples statistics show that the mean score of the pre-test was 8.77 with a standard deviation of 2.501 and a standard error mean of .457. After the shadowing technique intervention, the mean of the post-test score increased to 9.80 with a standard deviation of 2.809 and a standard error mean of .513. The number of participants in each test (N) was 30.

Table 2
Paired Samples Correlations

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	30	.965	<.001	<.001

The paired samples correlations table shows that the correlation between students' speaking performance before and after the shadowing technique treatment was .965 with a significance value of less than .001 for both one-sided and two-sided tests. This very high positive correlation (.965) indicates a strong relationship between students' speaking skills before and after receiving the shadowing technique treatment.

Table 3
Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	-1.033	.765	.140	-1.319	-.748	-7.399	29	<.001	<.001

In the Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 31 by pretest minus posttest. The results showed the t-value is -7.399 with the degree of freedom 29 and

the significance level is 5%. The significance value ($p < .001$) is less than .05, which means that t-test is higher than t-table. It can be concluded that t-test is higher than t-table, so H_a is accepted. This indicates that there is a statistically significant difference in students' speaking abilities before and after the implementation of shadowing technique.

4.0 CONCLUSION

The conclusion of this study demonstrates that shadowing technique can significantly improve students' speaking at SMPN 4 Kediri. The statistical analysis revealed a highly significant difference between pre-test and post-test scores ($p < .001$), with the mean score increasing from 8.77 to 9.80. The very high correlation (.965) between pre-test and post-test scores, combined with the significant improvement in means, provides compelling evidence that shadowing technique effectively enhanced students' speaking across pronunciation, fluency, grammar, and vocabulary indicators.

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