

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

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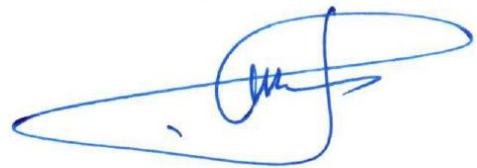
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MOTTO AND DEDICATION

“ I can do all things through Christ who strengthens me.”

(Philipians 4:13)

This thesis is proudly dedicated to:

My Lord Jesus Christ, who has always guided me, stayed by my side, and given me the strength to overcome every challenge throughout this journey.

My beloved parents, who never stop praying, supporting, and reminding me that I am capable of finishing what I started.

My brother and sister, who have given me emotional support in countless ways, even without realizing how much it meant to me.

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Finally, to myself, thank you for not giving up. This journey was far from easy, but every obstacle, every tear, and every moment of doubt has led to this achievement. I am proud of how far I have come, and I hope I will always have the courage to keep moving forward.

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Declare truthfully that in this thesis no work has ever been submitted to obtain a graduate degree at a university, and to the best of my knowledge, no written work or opinion has ever been published by another person, except those that are deliberately and clearly referred to in the text and are mentioned in the bibliography.

Kediri, 15th July 2026
Signed by

A handwritten signature in black ink is written over a portion of a 10,000 Indonesian Rupiah banknote. The banknote is yellow and orange, with the number '10000' clearly visible. The signature is fluid and cursive.

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ABSTRACT

Stephanie Phebe Ezekiella Christy The Impact of Shadowing on Eighth Grade Students' Speaking at SMPN 4 Kediri in The Academic Year 2025/ 2026, Skripsi, FKIP UN PGRI Kediri, 2026.

Keywords: *shadowing technique, speaking skill*

Speaking is one of the most demanding language skills for junior high school EFL learners because it requires the simultaneous mastery of pronunciation, fluency, vocabulary, and grammar in real-time communication. Many eighth grade students at SMPN 4 Kediri still show low confidence and accuracy when speaking English, partly due to limited exposure to natural spoken input and teacher-centered instruction. This study was intended to find out the eighth grade students' speaking before and after being taught using the shadowing technique, and to what extent the technique affects their speaking ability. A quantitative approach was employed using a quasi-experimental one-group pre-test post-test design. The sample consisted of 30 eighth grade students of SMPN 4 Kediri, selected through purposive sampling. Data were collected through a speaking test in which students retold a narrative text orally, scored using a rubric adapted from Brown (2004) covering pronunciation, fluency, vocabulary, and grammar. The treatment was carried out for three weeks, one session per week, in which students practiced complete shadowing using narrative text audio. The pre-test and post-test data were analyzed using a paired sample t-test with the help of IBM SPSS Statistics. The result showed that the mean score increased from 43.83 in the pre-test to 48.83 in the post-test, with a t-value of 6.952 and a significance value of $p < .001$, which is smaller than $\alpha = 0.05$. This means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that shadowing gives a significant positive impact on the eighth grade students' speaking at SMPN 4 Kediri. Based on these findings, English teachers are suggested to consider shadowing as a practical technique to support students' speaking development, particularly in improving pronunciation and fluency.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of the problem, objectives of the research, and significance of the research.

A. Background of the Research

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.

However, speaking instruction in many EFL classrooms continues to rely on traditional approaches that often emphasize rote memorization, grammar-translation, or teacher-centered instruction. These methods have shown limited effectiveness in developing students' communicative competence, as they create learning environments where students become passive recipients rather than active participants (Brown, 2007). This is particularly problematic since speaking skill development requires active language production and meaningful communication opportunities.

Students learning English as a foreign language often face significant challenges when developing their speaking skill. These challenges manifest in several key areas that constitute the fundamental indicators of speaking proficiency. According to Richards (2008), speaking proficiency 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.

These speaking difficulties are further compounded by the conditions commonly found in EFL classrooms. Learning materials often lack authentic audio input that exposes students to natural speech patterns, rhythm, and intonation, focusing instead on written exercises and discrete language points rather than integrated speaking practice. Beyond materials, conventional teaching methods predominantly rely on teacher-centered approaches that provide insufficient opportunities for active student participation, while overemphasizing grammatical accuracy at the expense of fluency — a tendency that, as Harmer (2015) notes, often inhibits students' willingness to speak, particularly at a critical stage of language development.

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. This curriculum emphasizes developing students with Pancasila character while requiring English language learning to be adapted to current market conditions. *Kurikulum Merdeka* focuses on essential materials with flexible learning approaches that can be adjusted to students' learning needs and interests, emphasizing character strengthening. However, despite these progressive curriculum changes, the implementation of innovative speaking instruction techniques like shadowing remains limited, creating a gap between curriculum intentions and classroom practices. The present study therefore confines its focus to eighth grade students at SMPN 4 Kediri during the 2025/2026 academic year, examining four speaking dimensions such as pronunciation, fluency, grammar, and vocabulary through complete shadowing implemented with age-appropriate materials and gradually increasing complexity. These findings are specific to this context and should be generalized to other contexts with caution.

To address these persistent challenges in speaking instruction, educators have explored various innovative techniques, with one of the promising approaches being shadowing. Shadowing is a language learning technique that originated in psycholinguistics and has gradually been adopted in second language pedagogy. 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 the 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.

The cognitive foundation of shadowing is supported by several theoretical frameworks, particularly Baddeley's Human Memory (1997) and theories of automaticity in language learning. During shadowing practice, the phonological loop is heavily engaged as learners must simultaneously process incoming sound information while preparing their own speech output. This process potentially helps learners automate aspects of their speech production, freeing cognitive resources for higher-order language functions while improving prosodic features such as intonation, rhythm, and stress patterns (Hamada, 2018). For EFL learners who are often overwhelmed by the cognitive demands of speaking English, shadowing may offer a pathway to developing fluency by gradually automatizing speech processes.

Research on shadowing has produced generally positive findings regarding its impact on speaking skills development. Shiota (2012) found that students who practiced shadowing for 10 minutes daily over eight weeks showed significant improvements in fluency and pronunciation compared to control groups. Similarly, more recent studies by Hamada, Y., & Suzuki, Y. (2022) demonstrated that shadowing's effectiveness appears to be mediated by learners' proficiency levels, with lower-intermediate learners showing more pronounced benefits across all four indicators of speaking proficiency. These findings suggest that shadowing technique addresses the integrated nature of speaking skills by simultaneously engaging pronunciation, fluency, grammar, and vocabulary development through meaningful listening and speaking practice.

Despite growing interest in shadowing as a language learning technique, several significant gaps remain in the research literature. Most studies have focused primarily on shadowing's impact on listening comprehension rather than speaking production, with limited attention to contextual factors such as age, proficiency level, and educational setting (Hamada, 2018). Additionally, much of the existing research has been conducted in East Asian contexts, particularly Japan and China, with limited studies in Southeast Asian settings like Indonesia, where cultural and linguistic factors may influence the effectiveness of shadowing techniques.

The present research addresses these key gaps by investigating the impact of shadowing technique on eighth grade students' speaking abilities, specifically focusing on the four indicators of speaking proficiency: pronunciation, fluency, grammar, and vocabulary. By examining shadowing's effectiveness in an Indonesian EFL context, this research aims to provide contextually relevant evidence that can inform instructional practices and contribute to the broader theoretical understanding of shadowing as an integrated approach to speaking skill development. The findings will have significant implications for English teachers seeking effective, evidence-based methods to enhance their students' speaking abilities while addressing the interconnected nature of speaking skill indicators.

B. Formulation of the Problem

Based on the background of the research and the identified problems, this study seeks to answer the following research questions:

1. How is the eighth grade students' speaking before being taught using shadowing at SMPN 4 Kediri?
2. How is the eighth grade students' speaking after being taught using shadowing at SMPN 4 Kediri?
3. How far is the impact of shadowing technique to eighth grade students' speaking at SMPN 4 Kediri?

C. Objective of the Research

The objectives of this research are:

1. To find out the eighth grade students' speaking at SMPN 4 Kediri before being taught using shadowing.
2. To find out the eighth grade students' speaking at SMPN 4 Kediri after being taught using shadowing.
3. To find out how far the impact of shadowing technique is to eighth grade students' speaking at SMPN 4 Kediri.

D. Significance of the Research

This research holds significant value for both theoretical and practical aspects of English language education, particularly in the context of speaking skill development through innovative teaching techniques.

1. Theoretical Significance

From a theoretical perspective, this study contributes to expanding body of knowledge regarding shadowing as an effective method for developing speaking in EFL contexts. The research provides empirical evidence about the relationship between shadowing practice and the four key indicators of speaking (pronunciation, fluency, grammar, and vocabulary) thereby enhancing the understanding of how cognitive processes involved in shadowing translate into improved speaking. Furthermore, the research adds to the theoretical framework of automaticity in language learning by examining how repeated shadowing practice can help students automate speech production processes, potentially freeing cognitive resources for higher-order communicative functions. Additionally, this research contributes to the limited body of literature on shadowing effectiveness in southeast Asian EFL contexts, particularly among adolescent learners, thus broadening the theoretical understanding of contextual factors that influence shadowing implementation and outcomes.

2. Practical Significance

From a practical perspective, this research offers important contributions to English language education. First, for English teachers, the research provides

evidence-based guidance on implementing shadowing as an innovative alternative to traditional speaking instruction methods, offering specific strategies for integrating shadowing activities into existing curriculum frameworks while addressing multiple speaking indicators simultaneously. Second, for educational institutions and curriculum developers, the research findings can inform policy decisions regarding the adoption of innovative teaching techniques and the development of speaking-focused instructional materials that incorporate shadowing activities appropriate for junior high school students. Third, for students themselves, the research demonstrates the potential of shadowing to enhance their speaking confidence and competence through structured practice that combines listening and speaking skills, providing them with an effective self-study tool that can be used both inside and outside the classroom to improve their overall English communication skills.

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