THE SHADOWING STRATEGY IN TEACHING SPEAKING TO EFL LEARNERS

Nada Subhiyah Yustika[1], Alan Jaelani[2], R.Muhajir[3s]
Universitas Ibn Khaldun Bogor, Indonesia
nadasubhiyahy@gmail.com

ABSTRAK

Dalam konteks pembelajaran Bahasa Inggris sebagai bahasa asing (EFL), keterampilan berbicara seringkali menjadi tantangan besar bagi siswa karena faktor-faktor seperti kecemasan, kurangnya kepercayaan diri, dan kesulitan dalam aspek fonologis seperti pelafalan, intonasi, dan penekanan kata. Strategi shadowing, yang melibatkan siswa mendengarkan sambil secara bersamaan meniru ucapan dan ekspresi wajah penutur asli, merupakan salah satu metode yang mulai mendapat perhatian signifikan karena relevansinya dengan kebutuhan siswa, terutama dalam konteks berbicara. Penelitian ini mengeksplorasi bagaimana shadowing digunakan dan bagaimana siswa memandang penggunaan strategi shadowing. Menggunakan metode triangulasi seperti observasi, wawancara, dan pertanyaan tertutup di sekolah menengah atas, penelitian ini menunjukkan bahwa strategi shadowing efektif dalam meningkatkan kemampuan fonologis siswa. Temuan menunjukkan bahwa strategi shadowing dapat menciptakan lingkungan kelas yang lebih mendukung dan menyenangkan. Akibatnya, siswa merespons dengan antusias dan bersemangat untuk terus meningkatkan keterampilan berbicara mereka menggunakan strategi ini.

Kata kunci : Strategi shadowing, berbicara, EFL

ABSTRACT

In the context of learning English as a foreign language (EFL), speaking skills often pose a major challenge for students due to factors such as anxiety, lack of confidence, and difficulties in phonological aspects such as pronunciation, intonation, and word stress. The shadowing strategy, which involves students listening while simultaneously imitating the speech and facial expressions of native speakers, is one method that has begun to receive significant attention due to its relevance to students' needs, particularly in the context of speaking. This study explores how shadowing is used and how students perceive the use of the shadowing strategy. Using triangulation methods such as observation, interviews, and closed-ended questions in high schools, this study shows that the shadowing strategy is effective in improving students' phonological skills. The findings indicate that the shadowing strategy can create a more supportive and enjoyable classroom environment. As a result, students respond enthusiastically and are eager to continue improving their speaking skills using this strategy.

Keyword: Shadowing strategy, speaking, EFL

INTRODUCTION

One of the particularly substantial abilities that learners of English as a foreign language (EFL) need to acquire is speaking. According to (Brown, 2001) speaking proficiency is a crucial everyday language skill that includes a number of elements, including intonation, rhythm, word stress, and pronunciation, all of which make speaking challenging for EFL students. However, speaking is frequently the most challenging assignment for many EFL students for a variety of reasons, including speaking anxiety, low self-esteem, and difficulties with phonological components such word stress patterns, intonation, and pronunciation (Nuraeni, 2024; Oktaviani & Jaelani (2021). Many learners struggle with conveying their thoughts and properly communicating in English as a result of this problem. Therefore, in order to overcome these issues, creative and effective learning

methodologies must be developed, such as shadowing strategy.

The shadowing strategy, which involves learners listening while simultaneously mimicking the speech and facial gestures of native speakers, is one tactic that is beginning to garner a lot of attention (Arthurson, 2025). Speaking abilities, particularly those related to fluency, pronunciation, intonation, and word stress patterns, are directly improved by this method in addition to listening skills training (Situmorang, 2024). Additionally, the phonological components of English that are frequently challenging to grasp using traditional approaches alone can be thoroughly practiced by learners through shadowing (Le, 2017).

Furthermore, (Jayani, 2024) used a quasi-experimental design with an experimental group and a control group to quantitatively measure the effectiveness of shadowing in improving speaking skills such as fluency, pronunciation, and vocabulary. Although this study confirmed that shadowing had a significant positive effect on these aspects, it only focused on quantitative results through test scores. Not much research was done on students' qualitative experiences, their perceptions, and the learning process itself. In addition, this study did not use qualitative tools such as observation and interviews to find out more about how students use shadowing strategies when speaking. In order to gain a better understanding of how shadowing affects speaking ability, research looking at measurable improvements and subjective experiences of EFL learners, especially in high school students, is urgent.

Considering a shortage of investigations that thoroughly investigate the efficacy of this strategy in enhancing students' speaking abilities, the necessity to empirically test the effects of employing shadowing in the context of speaking learning for EFL learners is what drives the urgency of this research. The use of shadowing has shown positive outcomes in a number of earlier investigations. For instance, a study by (Ev, A., & Sarıçoban, A, 2021) demonstrated that shadowing can lower speaking anxiety and enhance learners' favorable opinions of their speaking competence. Likewise, a quasi-experimental study by (Hoadjli, 2016) demonstrated that shadowing greatly enhanced the speaking abilities of learners of EFL. These findings offer compelling evidence that shadowing is an active strategy that promotes the simultaneous integration of speaking and listening abilities rather than only being a passive listening approach.

In addition, (Asmaraningtyas, L, 2024) in the journal Edukasia states that the theory of phonological processing and rehearsal, which stresses the value of simultaneous listening and oral production exercises to develop language abilities, theoretically supports shadowing. By requiring cognitive multitasking between quick oral reproduction and in-depth analysis of sound input, this strategy aids learners in more readily internalizing the target language's intonation and sound patterns (Le, 2017). For EFL learners, shadowing might therefore be a useful tactic to get past the challenges they have encountered when attempting to speak in English.

However, this study is very important since it could have a big influence on how EFL students are taught and how spoken learning materials are made. It is expected that this study would provide educators and curriculum designers with helpful recommendations to develop more effective teaching approaches by identifying the consequences of the shadowing strategy. In order to gain a better understanding of how successfully the shadowing strategy improves speaking skills, this study will also look into how students perceive and interact with it.

METHOD

This study uses a qualitative approach to explore the application of shadowing strategies in teaching English speaking skills to EFL students at Fajrussalam Boarding School. The research subjects are high school students who experience difficulties in speaking, such as anxiety, lack of confidence, and difficulties with phonological aspects. Data was collected through classroom observations to observe the process of implementing the shadowing strategy, in-depth interviews with students to explore their perceptions and experiences, and analysis of supporting documents. In its implementation, the shadowing strategy was

combined with the use of technology, such as YouTube videos and pronunciation detection applications, to help students improve their fluency and accuracy in speaking. Data analysis was conducted qualitatively by identifying patterns, themes, and insights related to the effectiveness of shadowing in improving speaking skills, particularly in terms of fluency, pronunciation, intonation, and word stress.

This method enabled researchers to gain a deep understanding of the impact of the shadowing strategy, both in terms of outcomes and students' subjective experiences during the learning process.

RESULT AND DISCUSSION

In this chapter, the study presents research findings and discussion of the research that was conducted with a qualitative approach, using instruments in the forms of observation, close-ended questions, and interviews.

Research Findings

To find out the details of the finding and analysis of information obtained by the researcher using observation, close-ended questions, and interviews. The researcher collected data in an attempt to provide answers to the questions addressed in chapter one. How is shadowing strategy used in the classroom? What are students' perceptions on the used shadowing strategy in the classroom?

Shadowing strategy is used in the classroom

Shadowing is a method of learning a language that involves direct pronunciation and intonation, imitation to a native speaker, and listening. This approach aims to improve speech, pronunciation, and comprehension. Typically, the shadowing technique is practiced via audio, video, and movies.

In order to gain a better understanding of the shadowing technique's use in the classroom, the researcher observed and interviewed the teacher. The researcher observed directly how the shadowing method was used in the classroom. The researcher conducted observations and interviews with the teacher to have a better understanding of the use of shadowing in speaking education. The researcher conducted an interview study with an English teacher as one of the participants. When teaching students to speak English, the teacher is known to use the shadowing technique.

Activities for Learning Using the Shadowing Strategy

In this activity, students engage in a variety of shadowing activities using one until two minutes short movie clips during 90 minutes of instruction. Every step is designed to maximize the skills of the student, especially their ability to speak, their intonation, and their self-confidence.

The teacher explains the concept and purpose of shadowing in detail so that students understand the value of this technique in language learning. Subsequently, the students are instructed to pay attention like an actor who must conduct the conversation effectively.

The teacher said *"Imagine you are training to be an actor in a film, you must be able to imitate the dialogue well."*

At this point, students are instructed to understand that shadowing is not just about reciting words but also about reciting amusing body language so that they can practice speaking more authentically.

Repetitions

The video is shown and played after each lesson (approximately 25 minutes), allowing students to interact together while paying attention to intonation and pronunciation. The teacher provides silent corrections and examples to students so they can overcome their problems. *"Focus on intonation and pronunciation, because it makes the language come alive."*

By keeping the dialogue brief, students can more easily understand and comprehend the material and use appropriate language, which will increase their ability to communicate effectively.

Shadowing in Real Time: Individual and Pair Practice

The short movie was set without any violence, and the characters are shown in a silent manner. Besides, students were also given 20 minutes Subsequently, the students reacted by reviewing the character's traits and behavior. The teacher said: *"Don't be afraid to speak up, use this opportunity to be confident and express yourself."*

This lesson encourages students to interact with the topic in a casual setting and to be more spontaneous, which helps them become more comfortable using English in more relaxed situations.

Shadowing performance

Every student demonstrates conversation in the classroom, highlighting their learning outcomes. The teacher said *"This is the time for you to show progress and enjoy the learning process."*

The purpose of this lesson is to provide students the opportunity to reflect on what they have learned and to develop self-confidence in a general way.

Feedback and Assessment

The teacher uses a speech-to-text application to accurately assess, intonate, and communicate with students before providing building-related feedback.

The teacher said *"This feedback is an important step in helping you develop further."*

This technology-based study gives students clear illustrations of their own problems as well as areas that need improvement so they can continuously improve in speaking skills.

Reflection and Discussion

After the teacher talks about the difficulties and lessons learned throughout the lesson, the students discuss the challenges and growth that they experience.

The teacher said *"Which part was the most difficult, and do you feel more confident after this exercise?"*

This reflective discussion allows students to gain knowledge and growth, and it also helps teachers understand the challenges that students face during the learning process.

Based on observations and interviews, the researcher concludes that shadowing is an effective method for increasing students' skills, particularly in language and speech. Despite the challenges, this strategy increases students' self-confidence and involvement in a meaningful way, making them more engaged in the English language learning process.

Students Perception of Using Shadowing Strategy in The Classroom

To find out whether the shadowing strategy significantly affects the students' speaking skills, the researcher gave 20 questions to the students. Researchers divided the questions in the student's perceptions questionnaire into 5 themes by coding the questions.

Table 1. The Percentage of Students Preference 1

No	Statement	Responses			
		SA	A	D	SD
1.	Experience and Motivation	26%	70%	4%	-
2.	Improving Speaking Ability	26%	70%	4%	-
3.	Language Comprehension	39%	61%	-	-
4.	Comfort and Suitability	78%	13%	-	-
5.	Effectiveness Methods	74%	26%	-	-

CONCLUSION

Based on the findings of this study, it can be concluded that the shadowing strategy combined with technology such as YouTube videos and pronunciation assessment applications effectively improves the speaking skills of EFL students at Fajrussalam Boarding School. Students experienced improvements in fluency, pronunciation accuracy, intonation, and confidence. Shadowing provides an authentic and enjoyable learning experience, helping to reduce speaking anxiety and build motivation. A supportive classroom environment and clear guidance during shadowing sessions also play a crucial role in students' success. Overall, this strategy is an innovative and learner-centered approach worth considering by teachers and curriculum developers to effectively enhance English speaking skills

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