

**STUDENTS' PERCEPTIONS ON THE USE OF SHADOWING
TECHNIQUE FOR SPEAKING SKILL AT MEC TUBAN**

THESIS

Presented to

State Islamic University of Kediri

in Partial Fulfilment of the Requirements

for the Degree of Sarjana in English Language Education



By:

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH & TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI**

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I here by declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others. This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Islamic University (UIN) Syekh Wasil Kediri.

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APPROVAL PAGE

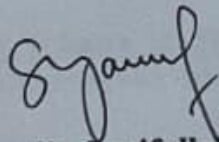
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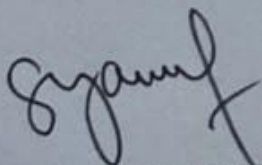
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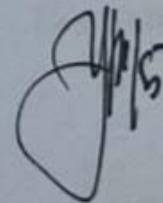
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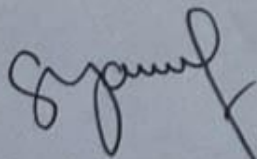
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Setelah dilakukan perbaikan pada materi dan susunan skripsi sesuai dengan beberapa masukan yang diberikan dalam Sidang Munaqosah yang dilaksanakan pada 25 Juni 2026, kami menyatakan bahwa hasil perbaikanmua dapat diterima dan disetujui.

Demikian harap maklum atas perhatian dan kesediaanya, kami mengucapkan terima kasih

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ج

"O YE WHO BELIEVE!,SEEK HELP WITH PATIENT PERSEVERANCE
AND PRAYER,FOR ALLAH IS WITH THOSE WHO PATIENTLY
PERSEVERE."

(QS. AL-BAQARAH: 153)

DEDICATION

With sincere gratitude to Allah SWT for his grace, guidance, and strength, I dedicate this thesis to:

1. My beloved parents, Mr. Imam Suyuthi and Mrs. Khusnul Khotimah, thank you for their endless prayers, sincere love, support, and sacrifices for my future. This thesis is a small expression of my gratitude and appreciation for everything they have given me.
2. My beloved grandmother, Hj. Siti Chotijah, thank you for her prayers, care, and love that always guide me throughout my journey.
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5. My fellow companions in this journey, Ulil N.W, Awin B, Ardita P, and Hikayatus S, thank you for their support, togetherness, hugs, and all the help during the process of this thesis.
6. And for myself, an only child who learned to stay strong in every situation. Thank you for surviving, struggling alone, and continuing to move forward despite exhaustion and difficulties. This thesis is proof that every tear, pain, and struggle faced alone was never meaningless. I am proud of you, Ilma Nur Fitriana

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3. H. Burhanudin Syaifulloh M.Ed., Ph.D. as the Head of English Education Department, Syekh Wasil State Islamic University (UIN) of Kediri.
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At last, the author realizes that this thesis is far from perfect. Constructive suggestions and criticisms are very much expected. Hopefully this thesis can be useful for all of us and become input material for those who need it.

Kediri, 25th June 2026
The Researcher

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ABSTRACT

Fitriana, Ilma Nur. 2026. *"Students' Perceptions on the Use of Shadowing Technique for Speaking Skill at MEC Tuban"*. Thesis. English Department, Faculty of Tarbiyah, State Islamic University of Syekh Wasil (UIN) of Kediri. Advisors: (I) Burhanudin Syaifulloh, M.Ed., Ph.D., (II) Yogi Rohana, M.Hum.

Keywords: *Students' perceptions, shadowing technique, speaking skill, qualitative study, english language learning*

This study aimed to explore students' perceptions of the use of the shadowing technique for speaking skill at Mukarom English Course (MEC) Tuban. The study focused on students' perceptions regarding the benefits of the shadowing technique, the challenges they encountered during its use, and the strategies they employed to overcome those challenges. This study employed a descriptive qualitative research design. The participants were ten students of MEC Tuban who actively participated in shadowing activities. Data were collected through observation and semi-structured interviews and analyzed using thematic analysis proposed by Braun and Clarke (2006). To ensure the trustworthiness of the findings, data triangulation was applied by comparing data obtained from observations and interviews.

The findings revealed that students generally perceived the shadowing technique positively as a useful learning technique for developing speaking skill. Students reported various linguistic benefits, including improvements in pronunciation, grammar usage, sentence construction, speaking fluency, and vocabulary development. In addition, students perceived affective benefits, such as increased confidence, positive attitudes toward English learning, and greater motivation to practice speaking. Despite these benefits, students also experienced several challenges, including difficulties understanding native-speaker accents, pronunciation problems, fast speech input, lack of confidence, speaking anxiety, and fear of making mistakes. To address these challenges, students adopted various strategies, such as replaying audio repeatedly, practicing sentence by sentence, writing transcripts, and using subtitles or transcripts to support comprehension.

The study concludes that students perceived the shadowing technique as a beneficial technique that supports both linguistic development and affective growth in speaking skill learning. Although students encountered several challenges during the learning process, they were able to employ appropriate strategies to overcome these difficulties and continue benefiting from shadowing practice.

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