

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research that includes research background, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

A. Background of the Study

Speaking is one of the most important skills in English language learning because it enables learners to communicate ideas, opinions, and feelings effectively. However, for many students in Indonesia who learn English as a Foreign Language (EFL), speaking remains a challenging skill. Students often experience difficulties related to pronunciation, vocabulary, fluency, grammar, and confidence when communicating in English. These challenges are frequently influenced by limited exposure to English outside the classroom, lack of speaking practice, and anxiety about making mistakes. As a result, many learners understand English theoretically but struggle to use it effectively in real communication.

To help students improve their speaking ability, various instructional techniques have been implemented in English language learning. One of the techniques that has attracted considerable attention is shadowing. According to Hamada (2019), shadowing is a learning activity in which learners listen to spoken language and immediately repeat what they hear. This technique integrates listening and speaking practice simultaneously, allowing learners to

become familiar with natural pronunciation, intonation, and speech patterns. Through repeated practice, shadowing is believed to support the development of pronunciation, speaking fluency, and listening comprehension.

In addition to its potential contribution to speaking development, it is important to understand how students perceive the use of shadowing in the learning process. Students' perceptions provide valuable information about their learning experiences, including the benefits they gain, the challenges they face, and their responses to the technique. Understanding these perceptions can help educators evaluate the practicality and effectiveness of shadowing in supporting speaking development.

Several previous studies have reported positive results regarding the use of shadowing in English language learning. Hamzar (2014) found that shadowing contributed to improvements in students' pronunciation and speaking performance. Similarly, Hamada (2019) suggested that shadowing supports the development of speaking fluency and listening comprehension. Furthermore, studies conducted by Rosyidi et al. (2022), Pratama and Isnaini (2024), and Utari and Cristobal (2025) revealed that students generally held positive perceptions toward the implementation of shadowing in English learning. These findings indicate that shadowing may provide beneficial learning experiences for language learners.

Despite these advantages, students may still encounter challenges when participating in shadowing activities. Difficulties such as rapid speech delivery, unfamiliar vocabulary, different accents, and the need to listen and repeat

simultaneously may affect learners' performance and engagement. To overcome these challenges, students often employ various strategies, such as replaying audio materials, adjusting playback speed, practicing repeatedly, and seeking assistance from teachers or peers. Exploring both the challenges and the strategies used by students can provide a more comprehensive understanding of their experiences with shadowing.

This study was conducted at MEC Tuban, a non-formal English learning institution that uses shadowing as one of its techniques for developing students' speaking skills. Through intensive speaking activities, students are encouraged to improve their communication ability and confidence in using English. However, learners at MEC Tuban come from diverse educational backgrounds and possess different levels of English proficiency. Consequently, their experiences, perceptions, and responses toward shadowing may vary.

Although many studies have examined shadowing in English language learning, most have focused on its effectiveness in improving speaking performance and have been conducted in formal educational settings such as schools and universities. Research investigating students' perceptions of shadowing in non-formal English learning institutions remains limited. In addition, studies exploring students' perceived benefits, challenges, and strategies in using shadowing are still relatively scarce. This gap provides the rationale for conducting the present study.

Therefore, this study aims to explore students' perceptions of the use of shadowing techniques for speaking skills at MEC Tuban. The study focuses on

students' experiences, perceived benefits, challenges encountered, and the strategies they use during shadowing activities. It is expected that the findings will provide useful insights into the implementation of shadowing in speaking instruction and contribute to the development of English language learning practices.

B. Research Questions

The problem in this research is as follows:

1. What are students' perceptions on the use of the shadowing technique for speaking skill?
2. What benefits and challenges do students perceive in the use of the shadowing technique for speaking skill at MEC Tuban, and how do they overcome the challenges?

C. Purpose Of The Study

The objectives of this research are as follows:

1. To explore students' perceptions of the use of the shadowing technique for speaking skill at MEC Tuban.
2. To identify the benefits and challenges perceived by students in the use of the shadowing technique for speaking skill at MEC Tuban and to explore the strategies they use to overcome those challenges.

D. Significance Of The Study

This research is expected to contribute to various parties, both in the academic field and the practice of English language learning. The following are the benefits of this research:

1. For Students:

This research helps students understand how the shadowing technique supports the improvement of their speaking skills based on their learning experiences and perceptions. It is also expected to increase students' confidence in speaking English and their awareness of their speaking development, enabling them to participate more actively in classroom and real-life communication.

2. For English Teachers:

The findings of this study can serve as a reference for English teachers in designing speaking activities and selecting effective teaching strategies. Understanding students' perceptions of shadowing may help teachers adapt the technique to learners' needs and provide more structured speaking practice.

3. For Academic Research:

This study contributes to the field of English language teaching, particularly in EFL contexts such as Indonesia. It provides qualitative insights into students' perceptions of the use of shadowing technique in improving speaking skills, which may serve as a reference for future research on similar speaking strategies.

4. For Language Learning Institutions:

Language institutions such as MEC Tuban can benefit from this study by understanding how students perceive the use of shadowing in an

intensive learning environment. The findings may help institutions apply shadowing more effectively to support students' speaking development.

E. Scope And Limitation

The scope of this study focuses on exploring students' perceptions of the use of the shadowing technique for speaking skill at MEC Tuban. The study explores students' experiences and perceptions regarding the implementation of the shadowing technique in speaking classes. In addition, the research examines students' perceptions regarding the benefits of shadowing for speaking development, including aspects such as pronunciation, fluency, vocabulary use, grammatical accuracy, and speaking confidence. Furthermore, the study explores the challenges encountered by students during shadowing activities and the strategies they use to overcome those challenges. The participants of this study are students in the speaking program at MEC who regularly practice shadowing as part of their learning activities.

This study, however, has several limitations. First, the research is conducted only at MEC Tuban; therefore, the findings may not represent students in other non-formal English institutions with different learning environments, teaching approaches, or learner characteristics. Second, the participants come from different educational backgrounds and levels of English proficiency, which may influence their perceptions and experiences regarding the shadowing technique. Third, this study focuses only on the implementation of shadowing at MEC Tuban and does not compare shadowing with other speaking-learning

techniques. Finally, the study employs qualitative methods, particularly observation and interviews, to explore students' perceptions and experiences.

F. Definition Of Key Terms

1. Students' Perception: Students' perception refers to learners' views, opinions, interpretations, and responses toward the use of the shadowing technique for speaking skill based on their learning experiences
2. Shadowing Technique: An oral repetition method in which learners immediately imitate spoken input by following pronunciation, rhythm, stress, and intonation patterns to develop speaking skills through repeated exposure and practice.
3. Speaking Skill: The ability to communicate orally in English effectively and appropriately, involving several aspects such as pronunciation, fluency, grammatical accuracy, vocabulary use, and confidence in real-time communication.
4. MEC Tuban: An intensive English-learning institution in Tuban, East Java, Indonesia, which focuses on immersive daily English practice to enhance students' speaking skills.