

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study entitled “Students’ Perceptions on the Use of Shadowing Technique for Speaking Skill at MEC Tuban.”

A. Conclusion

This study aimed to investigate the implementation of the shadowing technique in speaking practice, the perceived benefits of shadowing in speaking skills, and the challenges encountered by students during the implementation of shadowing practice at Mukarom English Course.

Based on the findings, three conclusions can be drawn.

First, students perceived that the implementation of the shadowing technique involved three main practices: Audio-Based Shadowing Practice, Imitation-Based Learning Practice, and Learning Through Repetition. Students described shadowing as a learning activity that required listening to native-speaker audio, imitating pronunciation, rhythm, and intonation, and practicing repeatedly through replaying and repeating audio materials.

Second, students perceived various benefits from the shadowing technique. The findings revealed two major categories of benefits: Linguistic Improvement Benefits and Affective Benefits. Linguistically, students reported improvements in pronunciation, grammar usage, sentence construction, speaking fluency, and vocabulary. Affective benefits were also evident, as students

developed positive perceptions of learning English through shadowing, experienced positive emotions during practice, and gained greater confidence in speaking English.

Third, students encountered several challenges while implementing the shadowing technique. These challenges were categorized into Linguistic Challenges, Technical Challenges, and Affective Challenges. Linguistic challenges included difficulties in understanding different accents, pronunciation problems, and difficulties understanding native speakers. Technical challenges were mainly related to the speed of the audio. Meanwhile, affective challenges involved lack of confidence, speaking anxiety, and fear of making mistakes. To overcome these difficulties, students adopted various strategies, such as replaying audio repeatedly, practicing sentence by sentence, writing transcripts, and using subtitles or transcripts to support comprehension. The consistency between interview and observation findings strengthened the credibility of the study results.

Overall, the findings indicate that the shadowing technique was perceived as an effective speaking-learning technique that facilitated both linguistic development and affective growth. Through listening, imitation, and repetition practices, students were able to improve various aspects of speaking while developing greater confidence and positive attitudes toward English learning despite encountering several linguistic, technical, and affective challenges.

B. Suggestions

Based on the findings of this study, the researcher would like to provide several suggestions for English teachers, students, and future researchers.

a. For Teachers and English Course Instructors

Teachers and instructors are recommended to incorporate shadowing activities into speaking instruction because the technique can improve pronunciation, fluency, vocabulary, and confidence. Instructors should provide suitable audio materials, guide students in using shadowing effectively, and encourage students to practice regularly. Teachers should also provide sufficient guidance, demonstrations, and opportunities for repeated practice, as these aspects were observed to support the successful implementation of shadowing activities. In addition, teachers should consider students' difficulties with accents and fast speech by providing gradual exposure to different types of authentic audio materials.

b. For Students

Students are encouraged to practice shadowing regularly and consistently in order to maximize its benefits for speaking development. They should select audio materials appropriate to their proficiency level and gradually increase the difficulty as their skills improve. Students may also use subtitles, transcripts, and repeated listening to help them overcome comprehension difficulties and improve pronunciation accuracy.

c. For Future Researchers

Since this study was conducted with a limited number of participants in a single English course setting, future researchers are encouraged to involve larger samples and different educational contexts to obtain broader insights into the use of shadowing technique. Further research may also examine the long-term effects of shadowing on speaking performance or investigate the impact of shadowing on specific aspects of speaking, such as pronunciation accuracy, fluency, vocabulary acquisition, or speaking confidence. In addition, future studies may employ mixed-methods or experimental designs to provide more comprehensive evidence regarding the effectiveness of the shadowing technique in English language learning.