

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Speaking Performance**

Speaking is widely recognized as a complex and productive skill that involves the dynamic use of language to convey meaning in various contexts. According to Brown (2001), effective speaking performance is not just about grammatical correctness but also about the ability to use language fluently, accurately, and appropriately. In the context of this research, this definition implies that teaching English to 11th-grade students must move beyond the memorization of rules and focus on the practical application of language to bridge the gap between competence performance. It is a multifaceted skill that requires the integration of several distinct, yet interconnected, components

###### **a. The Component of Speaking Performance**

To assess speaking performance comprehensively, it is essential to break it down into measurable components. This study adopts the framework proposed by Harris (1974), which categorizes speaking proficiency into specific areas. Rather than viewing speaking as a singular skill, this study evaluates performance based on the following four key components, which were selected because they directly address the problems identified in the preliminary observations:

###### **1) Pronunciation Accuracy**

Harris (1974) describes pronunciation as the ability to produce intelligible sounds, including the mastery of stress, rhythm, and intonation patterns. For this study, pronunciation is one of the focus, as the shadowing technique is specifically designed to train the

articulatory organs to mimic native-like sounds, thereby reducing the students' mother tongue interference.

2) Fluency

Fluency refers to the flow and smoothness of speech. It is characterized by a reasonable rate of speech and the ability to speak without excessive pausing or hesitation that disrupts communication. In this research, fluency is viewed as a critical indicator of the students' confidence; as they become more comfortable with the shadowing technique, their hesitation is expected to decrease, leading to a smoother flow of speech.

3) Grammar and Vocabulary

This component pertains to the speaker's ability to use grammatical structures accurately and select appropriate vocabulary to express ideas clearly. While shadowing focuses heavily on phonology, it also implicitly exposes students to correct grammatical patterns and new vocabulary in context, reinforcing their overall linguistic competence.

4) Communicative Effectiveness

Communicative effectiveness is a broad measure of how well the speaker conveys their intended message, encompassing clarity, confidence, and the ability to engage the listener. This component is crucial for 11th-grade students, as the ultimate goal of the curriculum is to enable them to function effectively in real-world communicative situations.

b. Approaches to Speaking Performance

To enhance speaking performance among English as a Foreign Language (EFL) learners, educators utilize various pedagogical strategies. While there are numerous approaches available in language teaching, this study focuses on two prominent methodologies that align best with the principles of the shadowing technique:

### 1) Communicative Language Teaching (CLT)

CLT emphasizes interaction as the central component of language learning. This approach is grounded in the belief that language is best acquired through meaningful communication rather than rote memorization (Richards & Rodgers, 2014). This perspective supports the use of shadowing in this study, as the technique utilizes authentic movie clips to simulate real-life intonation and expression, thereby prioritizing the communicative function of language over dry structural drills. Research by Nunan (1991) further supports this, showing that CLT fosters confidence and fluency through regular practice.

### 2) Task-Based Language Teaching (TBLT)

TBLT encourages students to engage in meaningful tasks that promote language use in context (Willis & Willis, 2007). In this research, the shadowing activity is treated as a specific task; mimicking a native speaker to achieve a specific performance goal. Ellis (2003) notes that the emphasis on real-world tasks helps learners see the relevance of their skills. By integrating TBLT principles, this study aims to transform the passive act of watching a movie into an active, goal-oriented learning task.

Both approaches share the same goal, which is to create an immersive environment where learners actively practice speaking. By grounding the shadowing technique within the frameworks of CLT and TBLT, this research ensures that the intervention is not just a mechanical exercise, but a meaningful communicative practice.

## **2. Principles of Teaching Speaking**

### a. Balanced Approach to Fluency and Accuracy

This principle addresses the need to balance smooth speech (fluency) with correct linguistic forms (accuracy). As noted in the theoretical framework, an overemphasis on accuracy can create anxiety, while

focusing solely on fluency may lead to error fossilization (Brown, 2001). Therefore, the intervention in this study is designed to first encourage fluency through shadowing, followed by specific accuracy feedback, ensuring a pedagogical balance.

b. Knowledge Compared to Skill

There is a distinction between passive knowledge of rules and the active skill of communication. Teaching speaking must bridge the gap between "knowing what" (declarative knowledge) and "knowing how" (procedural skill) (Skehan, 1998). Shadowing serves this purpose by forcing the automatization of speech, moving students from thinking about rules to actually producing sound in real-time.

c. Task-Based Learning

This principle advocates for structuring speaking practice around the completion of meaningful tasks. A task is an activity in which learners use language to achieve a specific, non-linguistic outcome, making language a tool for communication rather than just an object of study (Nunan, 1991). In this research, mimicking a movie character is the "task" that drives the learning process, providing a clear context and goal for the students.

d. Feedback and Error Correction

Providing constructive feedback is very important. The timing of giving corrections is crucial; as suggested by the literature, immediate correction during fluency activities can be disruptive (Brown, 2001). Therefore, in this study, detailed error correction regarding pronunciation was given after shadowing practice to maintain students' confidence and fluency.

### **3. Speaking Assessment**

Assessing speaking proficiency involves evaluating both the process and product of spoken language. Consistent with the components defined earlier, the assessment framework for this study is adapted from Harris

(1974) to ensure the data collected is valid and reliable. The assessment focuses on:

- a. Pronunciation Accuracy, evaluating the clarity of sounds and intonation.
- b. Fluency, observing the rate of speech and pausing.
- c. Grammar and Vocabulary, assessing the accuracy of structures and word choice.
- d. Overall Communicative Effectiveness, measuring the clarity and confidence.

These specific criteria enable the researcher to quantitatively measure the impact of the shadowing technique on the areas where the students were previously struggling.

#### **4. Shadowing Technique**

- a. Definition of Shadowing Technique

Win (2020) defines shadowing as an advanced activity where learners repeat audio in real-time. For this study, this definition is crucial because it distinguishes shadowing from traditional "listen and repeat" drills. Unlike drills where there is a pause for repetition, shadowing requires the learner to speak simultaneously with the audio. This simultaneous action forces the learner to process language through the phonological loop, creating the cognitive automaticity required for fluent speech.

- b. Procedure of Shadowing Technique

To be effective, shadowing must follow a systematic process. This study adapts the procedures from Foote and McDonough (2017) and Hamada (2019) to fit the Classroom Action Research cycle:

1. Material Selection

The teacher choosing appropriate audio or video clips. The materials should feature clear and suitable for the students' proficiency level and interests. The length of the clip also be considered, with shorter segments often being more effective for focused practice.

## 2. Pre-listening and Viewing

Students watch the entire clip once or twice without shadowing. This initial viewing allows them to understand the context, grasp the main idea of the conversation, and become familiar with any new vocabulary or expressions.

## 3. Segmented Practice

The teacher breaks the clip into smaller, manageable chunks (e.g., one or two sentences at a time). The teacher plays a chunk, and students listen attentively.

## 4. Active Shadowing

The teacher plays the chunk again, and this time, students attempt to speak along with the audio, imitating the pronunciation, stress, and intonation as closely as possible. Using individual headphones is highly recommended during this phase to help students focus on the audio and their own production without distraction.

## 5. Repetition and Refinement

Steps 3 and 4 are repeated multiple times. Repetition is key to building muscle memory for new sounds and speech patterns, allowing students to improve their accuracy and fluency with each attempt.

## 6. Feedback and Reflection

After several repetitions, the teacher provides constructive feedback. This can be supplemented with peer feedback, where students work in pairs to listen to each other and offer suggestions. This phase encourages learners to become more aware of their own speaking habits.

This structured approach ensures that students are not overwhelmed and can gradually build their competence from understanding the context to producing accurate speech.

c. The Advantages of Using Shadowing Technique

Shadowing offers specific benefits for EFL learners, primarily regarding pronunciation. Hamada (2019) argues that mimicking native speakers helps learners absorb segmental and suprasegmental features, leading to more natural speech. This is particularly relevant for the subjects of this study, who struggle with the "music" of English intonation. Additionally, Sari et al. (2021) found that the real-time nature of shadowing trains learners to process speech quickly, minimizing hesitation.

Furthermore, recent studies confirm that shadowing acts as a private practice ground, which significantly lowers foreign language speaking anxiety and boost self-efficacy before learners engage in real life communication (Okyar, 2023). As students notice tangible improvements in their speaking, their confidence grows, increasing their motivation to participate in speaking activities and fostering a positive learning environment.

d. Teaching Speaking through Shadowing Technique

The implementation of the shadowing technique transforms speaking lessons from simple mechanical drills into active cognitive practice. Based on Input Processing Theory (VanPatten, 2004), learners must link linguistic structure with meaning in real-time. The multimodal nature of video-based shadowing used in this research supports this by providing visual cues (facial expressions, mouth movements) that reduce cognitive load. This facilitates the transition from declarative knowledge to procedural skill, directly addressing the students' need for a learning method that is both engaging and effective.

## B. Study of the Relevant Research

The effectiveness of shadowing is often linked to significant gains in fluency and pronunciation. A study by Sari et al. (2021) found that implementing the shadowing technique led to notable improvements in students' speaking fluency. Similarly, research by Hamada (2019) provides strong evidence that shadowing exercises substantially enhance learners' ability to produce accurate pronunciation, reinforcing the technique's value for targeting specific phonological skills. These studies support the current study's hypothesis that shadowing can reduce the hesitation markers frequently observed in the 11th-grade participants.

The integration of multimedia, Halimah and Rahmawati (2022) demonstrated that combining shadowing with animated videos improved speaking skills, highlighting the power of visual aids. More directly related to the current study, Pratiwi (2023) investigated the use of short movies for shadowing and concluded that this approach effectively engaged students and improved their overall speaking performance. Additionally, a case study by Sari (2024) also emphasized how technology integration can facilitate more interactive and personalized learning experiences. These studies directly relevant to this research, which employs animated movie clips (e.g., *Cinderella*, *Aladdin*) to maintain student engagement.

However, despite these positive findings, a specific gap remains. Most existing research focuses on general mixed-gender classes or experimental designs that do not capture the iterative process of improvement in a specific demographic. This study fills that gap by applying a Classroom Action Research (CAR) design specifically within a class of male students in an Indonesian high school context. By doing so, it provides a more granular understanding of how the shadowing technique can be optimized to meet specific learner needs in a single-gender environment.