

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

In Indonesia, English has become an essential subject taught from elementary school to the university level. It serves not only as a tool for communication and accessing information but also facilitates interpersonal relationships and appreciation of the authentic of the English language and culture (“The Role of English,” 2025). According to the Indonesian Ministry of Education (2022), students at the senior high school level are expected to demonstrate proficiency in speaking English, which encompasses effective communication and appropriate vocabulary usage. However, achieving this proficiency remains a significant challenge in many EFL contexts due to limited exposure to authentic language use.

Despite these expectation, preliminary observations conducted at a private senior high school in Tasikmalaya revealed a notable gap between curriculum goals and students performance. The subjects, involving 32 eleventh-grade male students, demonstrated low speaking performance. The results of the pre-test indicated a mean score of 61.25, which is below the school’s minimum passing grade (KKM) of 75. Ananda and Hastini (2023) confirm that psychological and social factors, such as low confidence, are major contributors to hesitation during speaking. In this context, the students’ lack of confidence appeared because of their inability to pronounce words accurately and leading to passivity in the classroom.

To address these issues, this study proposes the implementation of the shadowing technique using short movie clips as media. Shadowing is a language learning strategy where learners listen to audio and immediately repeat in real-time, effectively bridging the gap between passive listeing and active production. According to Hamada (2019), shadowing forces the learners to

process language through the phonological loop in the brain, creating automaticity that bridges the gap between input and output. With utilizing short movie clips, students are provided with engaging and authentic exposure to the language and allowing them to engage with native speakers' rhythms and expressions rather than just textbook dialogues. Furthermore, visual aids in video-based shadowing help learners visualize articulatory gestures, which significantly enhances pronunciation accuracy compared to audio-only shadowing (Martinsen et al., 2017).

Several studies have explored the effectiveness of the shadowing technique in enhancing speaking skills among language learners. For instance, Sari et al. (2021) found that shadowing significantly improved students' speaking fluency. Similarly, Halimah and Rahmawati (2022) investigate the use of animated videos with shadowing and reported notable improvements in students' pronunciation. More recently, Pratiwi (2023) demonstrate that using short film clips effectively engage students and improved their speaking performance significantly. These study collectively suggest that shadowing is a valid pedagogical intervention for EFL learners.

However, while previous studies have validated the technique, a specific research gap remains regarding its application in single-gender classroom settings within a Classroom Action Research (CAR) framework. Sari (2024) emphasizes the need for further research on how technology and multimedia can be tailored to facilitate personalized learning experiences in diverse EFL contexts. Most existing research focuses on general mixed-gender classes or experimental designs that do not capture the iterative process of improvement. This study aims to fill this gap by investigating how the shadowing technique enhance the speaking performance of 11th-grade male students. The CAR model was employed to this research and it seeks to provide empirical evidence on how the intervention can be optimized to meet the specific needs of this demographic.

## **B. Formulation of the Problems**

Based on the background describe above, the problems are formulated as follows:

1. How did the shadowing technique improve the speaking performance of 11th-grade EFL students?
2. To what extent did the students' speaking performace improve after the implementation of the shadowing technique?

## **C. Operational Definitions**

In this study, the following operational definitions were used to clarify the research variables:

1. **Speaking Performance:** refers to the ability of students to communicate effectively in spoken English, which encompasses fluency, pronunciation accuracy, and overall coherence during verbal interactions
2. **Shadowing Technique:** a language learning strategy where learners listen to a short audio or video clip (in this case, from a movie) and immediately repeat what they hear. This technique emphasizes real-time imitation of native speakers' speech patterns, including pronunciation, intonation, and rhythm. It aims to enhance listening comprehension and speaking skills simultaneously.

## **D. Aims of the Study**

Based on the research questions to solve the problems above, this research aims:

1. To investigate the improvement of 11th-grade EFL students' speaking performace through the shadowing technique.

2. To measure the extent of the improvement in students' speaking performance after the implementation of the shadowing technique over two research cycles.

## **E. Significances of the Study**

### **1. Theoretical Significance**

This study contributes to the existing body of knowledge in EFL teaching methodologies by providing empirical evidence how the shadowing technique can be practically implemented to enhance students' speaking skills. It advances our understanding of how active listening and imitation can facilitate language acquisition, particularly in speaking skills. By integrating multimedia resources such as short movie clips, this research also explores the interplay between visual and auditory learning, potentially enriching theories related to multimodal language learning strategies. Additionally, it helps clarify the role of shadowing in improving not only pronunciation but also fluency and overall communicative competence.

### **2. Practical Significance**

Practically, the findings of this research have direct implications for EFL teachers and curriculum developers. The study provides actionable insights into how the shadowing technique can be effectively implemented in high school classrooms to enhance students' speaking skills. It offers teachers a structured approach to incorporate engaging multimedia resources into their lessons, thereby increasing student motivation and participation. Furthermore, the research outcomes can inform teaching practices by highlighting specific areas of improvement in students' speaking performance, enabling educators to tailor their instruction to meet learners' needs effectively.

### **3. Empirical Significance**

Empirically, this study adds new data regarding the impact of shadowing techniques for 11th-grade EFL learners in a private Indonesian high school. By employing a mixed-method Classroom Action Research (CAR) design that includes both quantitative assessments and qualitative observations, it provides a comprehensive view of students' experiences and outcomes. This research not only fills a gap in the literature regarding the application of shadowing in high school settings but also opens avenues for future studies to explore its long-term effects on language acquisition and student engagement. The insights gained from this study may inspire further investigations into innovative teaching techniques that enhance language learning across diverse educational contexts.