

Students' Interest in Using the Shadowing Technique for Pronunciation Skills

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ABSTRACT

This study aims to determine students' interest in using the shadowing technique to improve pronunciation skills in English language learning. The shadowing technique, which requires students to listen and simultaneously imitate the speech of native speakers, is considered an effective approach to improve pronunciation accuracy, fluency, and self-confidence. This study used a qualitative descriptive method involving 25 seventh-grade students at MTS Swasta Al-Anshor Perdagangan II. Data were collected through a closed-ended questionnaire with a four-point Likert scale designed to measure students' perceptions, attitudes, and interests toward the application of the shadowing technique. The results showed that most students had a high level of interest and positive attitudes toward the use of shadowing in pronunciation learning. The majority of students stated that this technique helped improve speaking fluency, self-confidence, and enjoyment in learning English. Although some students had difficulty keeping up with the pace of native speakers, they still considered shadowing a useful and interesting method. These findings suggest that the integration of the shadowing technique in pronunciation teaching can encourage active learning, independent learning, and continuous improvement in students' speaking skills.

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1. INTRODUCTION

English is widely recognized as an international language that plays an important role in various aspects of life, particularly in the field of education [1], [2]. As one of the most widely spoken languages in the world, English serves as a bridge that connects people from diverse linguistic and cultural backgrounds [3], [4]. In many countries, English is taught as a foreign language or a second language, and mastering its linguistic skills is essential for academic and professional success. To achieve this goal, students need to master four main skills, namely listening, speaking, reading, and writing.

According to [5], [6], [7], effective English language learning requires balanced attention to both receptive and productive skills to promote comprehensive communicative ability. emphasizes that successful language learners are those who cannot only understand messages but also express ideas fluently and accurately. Among these four skills, speaking is considered the most crucial because it is directly related to students' ability to communicate and express their thoughts. According to [8], speaking is an activity of explaining or reporting something to others in a particular situation. Meanwhile, stated that speaking is a way of communicating that influences everyday life. In other words, speaking serves as a medium to convey the speaker's intentions or purposes to the listener through verbal expression. Therefore, speaking skills in English are a vital component for students, especially in the context of effective communication.

In oral communication, one of the key factors that determines its effectiveness is pronunciation [9]. If the pronunciation is unclear or does not conform to generally accepted standards, then the listener's understanding can be hindered. Therefore, improving pronunciation is essential for students to communicate more confidently and be easily understood. Pronunciation covers the way words are articulated, including critical aspects such as pressure patterns, rhythm, and intonation that collectively contribute to meaningful communication [10]. emphasizes that pronunciation is a fundamental component of spoken language that affects clarity and comprehension. Mispronunciation can lead to misunderstandings, even when the speaker has mastered vocabulary and grammar.

In the context of learning English as a Foreign Language (EFL), pronunciation plays an increasingly important role in developing speaking competence, as it directly affects the fluency and clarity of speakers [11]. However, many students have difficulty with pronunciation due to several factors: phonological interference from the mother tongue, limited exposure to authentic spoken English, and a lack of practice opportunities. To overcome these challenges, effective and engaging teaching methods are needed that can help students improve their pronunciation skills [12]. The use of appropriate pronunciation teaching techniques not only helps learners produce correct sounds but also builds their confidence and motivation to communicate in English. Similarly, states that pronunciation instruction should be seen as a process that integrates listening, speaking, and self-monitoring skills to achieve intelligible speech.

In the Indonesian EFL context, challenges in pronunciation learning remain evident as many students struggle with producing accurate sounds and achieving natural fluency. This condition highlights the importance of implementing effective and engaging pronunciation techniques in the classroom. [11]. revealed that learners' pronunciation skills significantly improved when they practiced using the ELSA Speak application, which provides continuous modeling, real-time feedback, and repeated pronunciation drills. Their findings demonstrate that students benefit greatly from methods that combine authentic input, auditory reinforcement, and frequent practice. These insights support the relevance of applying the shadowing technique in pronunciation learning, as both approaches emphasize imitation of native-like models and consistent practice to enhance fluency, intonation, and learner confidence. Therefore, integrating shadowing into classroom instruction may offer a

promising strategy to address pronunciation difficulties and promote more active and autonomous learning among EFL students.

One technique that is considered effective is the shadowing technique. [13], explained that mastering English requires the application of appropriate learning techniques, one of which is the shadowing technique, according to [14]. Shadowing is a language learning technique where students listen to a native speaker or audio recording, then immediately repeat what they hear with minimal delay. This technique is different from the repetition technique. In repetition, students listen to the native speaker first with a pause, then repeat the speech. While in shadowing, students must immediately imitate the speech of the native speaker without pause.

According to [15]. Shadowing involves accurate real-time repetition, which demands the ability to listen and speak simultaneously and involves a high level of cognitive processing. adds that shadowing helps students develop phonetic awareness, prosodic sensitivity, and natural intonation patterns through a combination of active listening and direct verbal reproduction. With consistent practice, students can improve their ability to recognize and imitate the speech patterns of native speakers, so that pronunciation becomes more natural, prosodic awareness increases, and fluency in speaking develops.

In addition, emphasize that techniques like shadowing are beneficial because they promote active listening and immediate feedback, enabling students to internalize pronunciation patterns more effectively. [16] also suggests that shadowing enhances students' auditory discrimination ability, allowing them to identify subtle phonetic differences between their speech and native-like pronunciation. Through these processes, students can gradually achieve greater phonological accuracy and improved rhythm in speech delivery.

Although the benefits of shadowing have been widely recognized, empirical research focusing on students' interests, attitudes, and motivations toward this technique remains limited, especially in the context of EFL. In fact, students' intrinsic interests and motivations greatly influence their learning engagement, practice consistency, and overall language acquisition outcomes. This is particularly relevant in the Indonesian educational context, which still tends to be teacher-centered, where students exhibit varying levels of familiarity with independent learning methods [17], [18]. Therefore, investigating students' interests and attitudes toward shadowing is an important step in understanding both its practical application and its potential for improving English pronunciation learning.

The purpose of this study is to analyze the level of students' interest in using the shadowing technique as a strategic approach to enhance their pronunciation skills in English learning. Integrating the shadowing technique into pronunciation instruction not only promotes accuracy and fluency but also positive attitudes and student motivation. According to [15], incorporating student-centered techniques such as shadowing encourages autonomy and self-regulated learning, which are essential for sustainable language development. Highlight that students who perceive pronunciation activities as enjoyable and beneficial tend to practice more frequently, resulting in better learning outcomes. Therefore, integrating shadowing into classroom practice may enhance both the effectiveness of pronunciation training and students' engagement in the learning process. This analysis will provide

valuable insights into how shadowing can be effectively implemented in EFL classrooms, potentially improving students' pronunciation competence and overall communicative performance.

2. METHOD

The research method used in this study is a qualitative descriptive method applied to explore students' interest in using shadowing techniques to improve their pronunciation skills [19], [20]. The purpose of using this method is to gain a deeper understanding of students' interests in applying shadowing during English learning. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. Explained that qualitative research aims to understand the phenomena experienced by the research subject, such as behavior, perception, motivation, and action, holistically by means of descriptions in the form of words and language in a special natural context [21], [22], [23]. Therefore, this approach is seen as appropriate in accordance with research that focuses on exploring students' interest in using shadowing techniques in improving English pronunciation skills.

The participants of this study were 25 students in grade VII of MTS Swasta Al-Anshor Perdagangan II. The data collection instrument in this study is a closed-ended questionnaire. The questionnaire was compiled to explore information about students' understanding of the shadowing technique, students' attitudes towards its use, and the benefits and challenges felt when practicing it. The question form uses a Likert scale to measure the level of student approval of the statements given, consisting of four levels: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) [24]. The research procedure began with the distribution of questionnaires to participants in class VII. Before filling out the questionnaire, the researcher first explained the purpose of the research, and students were given sufficient time to complete the questionnaire independently so that the answers provided would truly reflect their perceptions.

After the questionnaires were collected, the data were analyzed descriptively by calculating the percentage of each answer given by students. This descriptive analysis was used to describe students' interest tendencies, their attitudes towards the use of shadowing techniques, and perceptions of the benefits and challenges of practicing it. In this way, the results of the research can be presented clearly and systematically according to the research objectives [25], [26].

3. RESULTS AND DISCUSSION

3.1 Result

Based on the data collection of 25 seventh-grade students at MTS Al-Anshor Perdagangan II, the findings show that the majority of students demonstrated a high level of interest in using the shadowing technique in learning English pronunciation. Most responses to the questionnaire items fell into the Agree and Strongly Agree categories, with the overall mean score above 3 on a 1–4 Likert scale. This indicates that students generally showed positive perceptions toward the use of the shadowing technique.

Table 1. Questionnaire Results

Category	Positive Response (A + SA)	Mean Score (est.)	Rank
Interest in Improvement	100%	3.36	1
Speaking Fluency	100%	3.44	1
Error Identification	96%	3.24	3
Learning Enjoyment	96%	3.20	4
Self-Confidence	92%	3.24	3
Regular Use Willingness	88%	3.20	4
Intonation Sensitivity	84%	3.04	7

For the first statement regarding students' interest in improving pronunciation through shadowing, the majority of students selected Agree and Strongly Agree, indicating high curiosity and openness toward the technique. Regarding speaking fluency, 44% of students strongly agreed, and 56% agreed that shadowing improved their fluency. In terms of self-confidence, 92% of students reported agreement or strongly agree, showing that the technique boosted their confidence in pronunciation.

In terms of learning enjoyment, 72% of students agreed, and 24% strongly agreed that shadowing made learning pronunciation enjoyable. Additionally, 88% of students expressed their agreement to use the shadowing technique regularly in English learning. However, around 16% of students disagreed with the statement that shadowing helped improve their sensitivity to English intonation and rhythm. Despite this, most students reported that shadowing helped them identify pronunciation errors and improve accuracy. The results suggest a strong positive tendency toward the use of shadowing in pronunciation learning, with only a small number of students experiencing challenges related to pace and intonation.

Analysis

The results indicate that the shadowing technique is well-received by students and positively influences various aspects of pronunciation learning. The high percentage of agreement across items suggests that students view shadowing as an effective and engaging method, particularly in developing fluency, confidence, and enjoyment.

The strong response in fluency-related items supports the notion that shadowing enhances spontaneous speech production. The consistently high ratings in confidence-related items also show that imitating native speaker models helps reduce students' fear of making mistakes, leading to a higher willingness to practice speaking.

The high percentage of enjoyment responses indicates that shadowing contributes to a more positive learning atmosphere. Enjoyable learning experiences typically increase participation and motivation, which are essential for sustained improvement.

The small percentage of students experiencing difficulty with intonation and speed suggests that shadowing poses initial challenges due to cognitive load. This aligns with the nature of shadowing, which requires simultaneous listening and speaking. These difficulties show the need for gradual training and adjustment.

The overall pattern of results shows that students not only benefit from shadowing linguistically but also psychologically (confidence, motivation) and affectively (enjoyment). This suggests that the technique addresses multiple dimensions of pronunciation learning.

3.2 Discussion

The findings demonstrate that the shadowing technique is effective in enhancing students' pronunciation performance, fluency, confidence, and motivation. These results are consistent with the explanation that shadowing demands active engagement in listening and speaking, thereby creating a dynamic learning experience. Students' positive responses in this study support the idea that shadowing encourages participatory learning. This active involvement allows learners to simultaneously process input and produce output, which strengthens the connection between perception and articulation. As a result, shadowing does not merely function as a repetition exercise but as an integrated practice that fosters comprehensive speaking development.

The improvement in fluency observed in this study aligns with [15], who argues that shadowing promotes spontaneous speech production by training learners to imitate the rhythm and pace of native speakers. This suggests that students can internalize more natural speech patterns through repeated imitation. Additionally, the high confidence levels found in this study reinforce the argument that learners feel more confident when their pronunciation becomes closer to native-like production. Higher confidence plays an essential role in increasing learners' willingness to communicate, which is a crucial component of successful language acquisition. In other words, linguistic improvement and psychological growth occur simultaneously through consistent shadowing practice. This combination of fluency development and confidence building strengthens students' overall communicative competence.

Who highlights the importance of enjoyable pronunciation activities in maintaining student participation. This perspective emphasizes that affective factors, such as enjoyment and interest, significantly influence students' engagement in language learning. Shadowing's interactive and repetitive nature appears to support a more engaging learning environment. Meanwhile, the minority of students who reported difficulty with intonation and rhythm reflects [16]. assertion that shadowing involves high cognitive load in its early stages. This indicates that structured and gradual adaptation, including slower audio or segmented speech, may be necessary in initial practice. Therefore, teachers should consider scaffolding strategies to ensure that students can adjust progressively to the demands of real-time imitation. By providing appropriate support, the potential challenges of shadowing can be transformed into productive learning experiences.

Beyond the classroom context of this study, the findings imply broader educational value. The positive influence of shadowing on pronunciation, confidence, and learner autonomy suggests that the technique can be implemented effectively not only in junior high schools but also across different educational levels, such as senior high schools and university EFL programs. Since shadowing promotes continuous and independent practice, it supports current global learning trends emphasizing self-regulated learning and student-centered instruction. In addition, the technique does not require complex technology and can

be easily applied using accessible audio materials, making it highly suitable for schools with limited learning resources. Therefore, shadowing has the potential to become a sustainable pronunciation training approach in diverse EFL learning environments. Its flexibility and practicality make it adaptable to various curriculum designs and instructional settings.

Overall, the findings indicate that the shadowing technique offers significant pedagogical benefits by combining cognitive, affective, and motivational aspects. The results support the integration of shadowing into pronunciation instruction as a sustainable approach that promotes learner autonomy and long-term skill development. Teachers are encouraged to apply shadowing consistently and select appropriate audio materials to maximize its effectiveness. Furthermore, continuous evaluation and reflection on its implementation can help educators optimize its impact on students' pronunciation achievement.

4. CONCLUSION

This study found that seventh-grade students at MTS Swasta Al-Anshor Perdagangan II demonstrated a high level of interest in using the shadowing technique for English pronunciation learning. Across all measured dimensions — fluency, self-confidence, enjoyment, error identification, and willingness for regular use — students responded positively, with mean scores consistently above 3.0 on a 1–4 Likert scale. These findings affirm that shadowing is not only linguistically beneficial but also psychologically and affectively supportive, fostering learner motivation and autonomous practice habits.

The implications of this study extend to classroom practice and curriculum design. Teachers and curriculum developers in EFL settings, particularly at the junior high school level, are encouraged to integrate shadowing as a structured component of pronunciation instruction. Given that shadowing requires no complex technology and can be adapted using freely available audio resources, it is a highly accessible approach for schools with limited facilities. Educators should, however, introduce the technique gradually and use segmented or slowed audio to reduce cognitive load, particularly for beginner learners.

This study acknowledges several limitations. The small sample size of 25 students from a single school and the exclusive use of a questionnaire instrument restrict the generalizability of the findings. The study also did not include pre- and post-assessments of actual pronunciation performance, which limits conclusions about measurable skill improvement.

Future research should explore the shadowing technique using experimental or quasi-experimental designs with larger and more diverse samples across different educational levels. Longitudinal studies examining the long-term effects of shadowing on pronunciation accuracy, intonation, and communicative competence would further enrich understanding of its pedagogical value. This study contributes to the growing body of EFL pronunciation research in Indonesia by providing empirical evidence of students' positive reception toward shadowing, offering a foundation for broader implementation and further scholarly investigation.

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