Shadowing technique the solution for listening skill: A study at English Educations study program

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Abstract

Listening is one of the key receptive skills, essential for capturing the meaning of spoken language. Developing listening skills requires frequent practice with English language inputs. Various accessible media, such as YouTube videos and podcasts, provide valuable resources for enhancing these skills. However, while media play an important role, teaching methods and techniques are equally critical to success. Many S1 Language Education students still struggle to meet the expected standards in listening proficiency. A pre-survey conducted by the researcher, involving a pre-test on students' listening skills, revealed results that were below the expected benchmark. Given this, the Shadowing Technique was introduced to help improve students' listening abilities. This study aims to examine whether there is a significant improvement in students' listening skills after being taught using the Shadowing Technique, which is supported by technology-based learning media like YouTube and podcasts. The research employed a pre-experimental quantitative method, using a one-group pretest-posttest design. The participants were 27 second-semester students from the English Education Study Program at FKIP, University of Lampung, who were enrolled in advanced listening courses. The findings revealed a notable improvement in students' listening skills after using the Shadowing Technique. This study highlights the challenges students face in improving their listening skills, especially the difficulty in understanding spoken English due to limited exposure and practice. Additionally, it suggests that incorporating technology-based media alongside effective teaching techniques can lead to significant improvements in listening proficiency. Specific indicators of improvement include increased comprehension accuracy and enhanced ability to follow and replicate spoken English. These findings offer valuable insights into the potential of shadowing in language learning.

Keywords: *Listening. Shadowing Techniques, Technology-Based Learning Media, Education*

Abstrak

Mendengarkan merupakan salah satu keterampilan reseptif utama, yang penting untuk menangkap makna bahasa lisan. Mengembangkan keterampilan mendengarkan memerlukan latihan yang sering dengan masukan bahasa Inggris. Berbagai media yang dapat diakses, seperti video YouTube dan podcast, menyediakan sumber daya yang berharga untuk meningkatkan keterampilan ini. Namun, meskipun media memainkan peran penting, metode dan teknik pengajaran sama pentingnya untuk mencapai keberhasilan. Banyak mahasiswa S1 Pendidikan Bahasa masih kesulitan untuk memenuhi standar yang diharapkan dalam kemahiran mendengarkan. Sebuah survei pendahuluan yang dilakukan oleh peneliti, yang melibatkan pra-tes pada keterampilan mendengarkan siswa, mengungkapkan hasil yang berada di bawah tolok ukur yang diharapkan. Mengingat hal ini, Teknik Shadowing diperkenalkan untuk membantu meningkatkan kemampuan mendengarkan siswa. Penelitian ini bertujuan untuk menguji apakah ada peningkatan yang signifikan dalam keterampilan mendengarkan siswa setelah diajarkan menggunakan Teknik Shadowing, yang didukung oleh media pembelajaran berbasis teknologi seperti YouTube dan podcast. Penelitian ini menggunakan metode kuantitatif pra-eksperimental, menggunakan desain pretest-posttest satu kelompok. Partisipan adalah 27 mahasiswa semester kedua dari Program Studi Pendidikan Bahasa Inggris di FKIP, Universitas Lampung, yang terdaftar dalam kursus mendengarkan tingkat lanjut. Temuan tersebut mengungkapkan peningkatan yang signifikan dalam keterampilan mendengarkan siswa setelah menggunakan Teknik Shadowing. Studi ini menyoroti tantangan yang dihadapi siswa dalam meningkatkan keterampilan mendengarkan mereka, terutama kesulitan dalam memahami bahasa Inggris lisan karena keterbatasan paparan dan praktik. Selain itu, disarankan bahwa menggabungkan media berbasis teknologi di samping teknik pengajaran yang efektif dapat menghasilkan peningkatan yang signifikan dalam kemahiran mendengarkan. Indikator peningkatan yang spesifik meliputi peningkatan akurasi pemahaman dan peningkatan kemampuan untuk mengikuti dan meniru bahasa Inggris lisan. Temuan ini menawarkan wawasan berharga tentang potensi shadowing dalam pembelajaran bahasa.

Kata kunci: Mendengarkan. Teknik Shadowing, Media Pembelajaran Berbasis Teknologi, Pendidikan

Introduction

Listening is widely recognized as a fundamental skill in language acquisition, preceding speaking and playing a crucial role in both comprehension and production. Brown (2004) underscores the significance of listening in mastering a language, stating that listening allows learners to absorb language input and interpret meaning. Despite its importance, developing listening skills presents numerous challenges. Azmi et al. (2014) identify several difficulties students face

during listening tasks, such as unclear material, cultural differences, dialect variations, unfamiliar vocabulary, and rapid speech.

In Indonesia, English is introduced as a foreign language from an early age. However, students often struggle with listening comprehension, which is essential for effective communication. Darti & Asmawati (2017) argue that consistent exposure to various English forms is crucial for improving comprehension, and without developing strong listening skills, learners cannot fully understand or use the language in meaningful ways. Moreover, Nation and Newton (2008) emphasize that listening is critical in the early stages of language learning, while Rost (2016) describes it as an intentional process requiring both linguistic and non-linguistic knowledge. Listening comprehension, as Buck (2001) elaborates, is an active process of constructing meaning, shaped by various factors such as speaker characteristics, listener ability, and communication context.

Despite this awareness, students in Indonesia continue to struggle with listening comprehension, particularly when exposed to authentic English-language media such as television, movies, and radio. Ashari (2014) highlights that students' comprehension is often shallow, stemming from limited exposure to listening materials in English. This underscores the need for effective teaching techniques that specifically target the development of listening skills.

One method that has gained attention for addressing these challenges is the shadowing technique. Initially developed for simultaneous interpreter training (Nakanishi & Ueda, 2011), shadowing involves listening to spoken language and repeating it immediately, which promotes quick recall and deeper comprehension. Ginting (2019) and Tanaka (2004) demonstrate that shadowing encourages learners to mimic the language they hear, improving both listening and speaking abilities. Furthermore, Junipisa and Aristana (2021) note that shadowing trains learners to not only replicate speech but also observe non-verbal cues such as body language and facial expressions, further enhancing comprehension.

Although extensive research has explored various techniques for improving listening skills, few studies focus on the use of shadowing in the Indonesian context, particularly for university-level learners. This study aims to fill this gap by investigating the effectiveness of the shadowing technique in enhancing students' listening skills at the university level. Specifically, it seeks to answer two key research questions: 1. The study explores how students' listening abilities improve after the implementation of the shadowing technique. 2. The research examines students' positive perceptions of the learning process when using the shadowing technique. The findings from this study not only contribute to the growing body of literature on effective listening strategies but also offer practical implications for educators and policymakers. By demonstrating the impact of

shadowing, this research provides a practical, technology-supported technique that educators can implement to address the listening comprehension challenges faced by students. Policymakers, in turn, can use these insights to shape curricula that prioritize listening skills as an integral component of English language education in Indonesia.

Methods

This study employed a quantitative research design with an experimental approach to investigate the effectiveness of the Shadowing Technique in improving listening skills. The research utilized a one-group pre-test and post-test design, where the treatment was administered between the pre-test and post-test stages. The primary objective of these assessments was to measure the improvement in listening skills before and after the treatment (Setiyadi, 2006). While this design is appropriate for evaluating the technique's effectiveness, it is important to acknowledge the potential limitations, such as the absence of a control group. The lack of a comparison group limits the ability to establish causality more robustly, as external factors influencing listening skills may not be fully accounted for.

Furthermore, discussing any limitations related to participant bias in interviews or assessments could provide a more comprehensive view of the findings. Ethical considerations, such as obtaining informed consent and ensuring confidentiality, were addressed to strengthen the methodological rigor and uphold the integrity of the research process.

Participants

The study involved second-semester undergraduate students majoring in English Education at the Faculty of Teacher Training and Education (FKIP), University of Lampung. The population for the research consisted of students enrolled in a Pre-Intermediate Listening course. Cluster random sampling was employed to select one class of 23 students to participate in the study, ensuring that the sample size was representative of the population while maintaining the existing class structure.

Instruments

Two instruments were employed in the study to collect both quantitative and qualitative data, providing a balanced approach to data collection:

Listening Test:

The listening test served as the primary tool for assessing students' listening skills. It was administered both before (pre-test) and after (post-test) the treatment to quantitatively measure any improvement in listening abilities. The

test was designed to rigorously evaluate different aspects of listening comprehension and included tasks such as:

Multiple-choice questions, which assessed the students' ability to comprehend main ideas and specific details. Short-answer tasks, which required students to interpret and respond to information they heard. Gap-fill exercises, designed to test their ability to identify and process key vocabulary and expressions in context. The test had a duration of 30 minutes and covered two types of listening tasks: listening for gist and listening for specific information. The use of the same test for both pre- and post-assessments ensured consistency in measuring progress over time.

Structured Interviews:

After the post-test, structured interviews were conducted to gather qualitative insights into the students' experiences with the Shadowing Technique. The interviews included open-ended questions aimed at exploring students' perceptions of the listening instruction process, focusing on:

Their overall experience using the Shadowing Technique. Perceived effectiveness of the technique in improving their listening skills. Any challenges they encountered while applying the technique. These interviews provided deeper, qualitative insights that complemented the quantitative data from the listening test, allowing for a more comprehensive understanding of the technique's impact

Data Analysis

The data collected from the listening tests and interviews were analyzed through both quantitative and qualitative methods to provide a comprehensive understanding of the effectiveness of the Shadowing Technique.

Quantitative Analysis

Scoring: The listening test results were scored based on the accuracy of the students' responses. The scores from both the pre-test and post-test were compared to evaluate any improvement in listening skills after the treatment.

Statistical Analysis: The pre-test and post-test scores were entered into Microsoft Excel and subsequently analyzed using SPSS software. A Paired Sample T-Test was conducted to compare the two sets of scores and determine whether there was a statistically significant improvement in students' listening abilities after the intervention. The significance level was set at 0.05.

Null Hypothesis (Ho): There is no significant difference in students' listening skills after being taught using the Shadowing Technique.

Alternative Hypothesis (H1): There is a significant difference in students' listening skills after being taught using the Shadowing Technique.

The results were deemed statistically significant if the p-value was less than 0.05, indicating that the Shadowing Technique had a measurable effect on the students' listening proficiency.

Results and Discussion

The results of this study indicate a significant improvement in the listening skills of the students after the implementation of the shadowing technique. The findings are based on the comparison between pretest and posttest scores, as well as the distribution of scores across various intervals.

Table 1. Gain of Students' Writing Score in the Pretest and Posttest

Mean Score of Pretest	Mean Score of Posttest	Gain
73.14	76.74	3.59

In the table above, the average pretest score is 73.14, while the average posttest score is 76.7. The difference between these scores is 3.59, indicating that students' listening ability improved significantly with the use of the shadowing technique.

Table 2. Distribution of Students' Pretest

Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66-68	3	11.1	11.1	11.1
	69-71	6	22.2	22.2	33.3
	72-74	8	29.6	29.6	63.0
	75-77	6	22.2	22.2	85.2
	78-80	4	14.8	14.8	100.0
	81-83	0	0	0	
	Total	27	100.0	100.0	

The table above shows that the majority of students scored between 72 and 74. However, six student scored in the ranges of 69 to 71 and 75 to 77. Meanwhile, three students scored between 66 and 68. Additionally, four students achieved high scores between 78 and 80. No students scored in the 81 to 83 range. The following table presents the average pretest scores of the students.

Table 3. Mean of the Pretest

Descriptive Statistics

	N	Range	Min	Max	Mean		Std. D
		Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	27	14	66	80	73.15	0.762	3.958
Valid N listwise	27						

The mean of pretest is 73.15 with the total number of students is 27. It is also stated that the minimum score of the test is 66, while the maximum is 80.

Table 4. Distribution of Students' Posttest

Interval

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-72	4	14.8	14.8	14.8
	73-75	4	14.8	14.8	29.6
	76-78	14	51.9	51.9	81.5
	79-81	2	7.4	7.4	88.9
	82-84	2	7.4	7.4	96.3
	85-87	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

The table above shows the improvement in students' posttest scores, as the lowest range of scores is 70 to 72. The majority of students scored between 76 and 78. Meanwhile, scores of 79 to 81 and 82 to 84 were achieved by two students. Four students achieved scores between 73 and 75, and only one students got high score of 85-87. The following table presents the average posttest scores of the students.

Table 5. Mean of Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	27	15	70	85	76.74	0.725	3.768
Valid N listwise	27						

The results indicated that the average posttest score for students is 76.74. It is also stated that the lowest score of students' posttest is 70 while the highest score is 85. This data suggests an improvement from the pretest to the posttest, with the mean score increasing by 3.59 points.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post test	76.74	27	3.768	.725
	Pre-test	73.15	27	3.958	.762

The first table shows the mean scores of the pre-test and post-test. The mean score of the pre-test is 73.15 with a standard deviation of 3.958 and a standard error of 0.762. Meanwhile, the mean score of the post-test is 76.74 with a standard deviation of 3.768 and a standard error of 0.725.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post test & Pre-test	27	.743	<.001

The second table, Paired Samples Correlations, shows the correlation or relationship between the two variables, namely pre-test and post-test. In the correlations column, a value of 0.743 is shown with a significance of <0.001<0.005, indicating that there is a relationship between the pre-test and post-test.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Post test - Pre-test	3.593	2.777	.534	2.494	4.691	6.722	26	<.001

The third table shows the difference between the mean scores of the pre-test and post-test, which is 3.593. This difference means there is an improvement due to the use of the shadowing technique on students' listening skills. The analysis results also show that the t-value is higher than the t-table (6.722 > 2.056) and the significance value is less than 0.005 (<0.001 < 0.005).

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Post test - Pre-test	Cohen's d	2.777	1.294	.772	1.801
		Hedges' correction	2.818	1.275	.761	1.775

a. The denominator used in estimating the effect sizes.
  Cohen's d uses the sample standard deviation of the mean difference.
  Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

The fourth table, Paired Samples Effect Sizes, shows the magnitude of the effect of one variable on another. The Cohen's d effect size is 1.294, which is greater than 0.80, meaning the shadowing technique has a large effect on improving students' scores.

Data Validity and Reliability

To ensure the validity of the instruments, a validity test was conducted using SPSS version 26.

Table 6. Validity Test Results for Questionnaire Items

Item	R-Value	r-Table	Validity
1	0.482	0.380	Valid
2	0.512	0.380	Valid
3	0.523	0.380	Valid
4	0.486	0.380	Valid
5	0.560	0.380	Valid
6	0.495	0.380	Valid
7	0.454	0.380	Valid
8	0.462	0.380	Valid
9	0.510	0.380	Valid

As shown in Table 2, all questionnaire items had R-values higher than the r-table value of 0.380, confirming their validity. The reliability test, calculated using Cronbach's Alpha, yielded a value of 0.821 (Table 3), indicating a high level of reliability according to Slamento (1998). This suggests that the questionnaire used in this study is highly reliable for data collection.

Table 7. Reliability Test Results Using Cronbach's Alpha

Cronbach's Alpha	Interpretation
0.821	Very High Reliability

The study's findings demonstrate that the shadowing technique significantly improves students' listening skills, as evidenced by the increase in post-test scores. This gain of 3.59 points, coupled with the positive feedback from students, supports the effectiveness of the technique. These results align with Murphey (2001), who found that shadowing enhances listening comprehension by requiring students to actively listen, process, and reproduce speech, leading to improvements in both speed and accuracy. Similarly, Tamai (1997) reinforced this by showing that shadowing boosts listening performance through active engagement with audio materials.

The positive perceptions reported by students further confirm the utility of the shadowing technique in classroom settings. In line with Nation & Newton (2009), who emphasize the importance of interactive and dynamic listening activities, students not only improved their listening abilities but also enjoyed the learning process. This indicates that shadowing can make listening instruction more engaging and effective, fostering a positive learning environment (Yahya et al., 2021).

Vandergrift (2007) highlighted that listening skills are crucial for language acquisition and that active learner participation, such as through shadowing, helps build these skills more efficiently. This study contributes to the growing body of knowledge on language learning methods by providing evidence of how shadowing can be successfully applied to enhance listening outcomes. The findings support the notion that incorporating interactive strategies like shadowing can lead to improved performance and increased motivation and enjoyment among learners.

Junipisa & Aristana (2021) found that shadowing, when implemented in stages, such as shadowing sentences, writing down what was heard, finding word meanings, and discussing answers can lead to significant improvements in listening skills. This mirrors the current study's findings, where students showed notable gains through repeated exposure and practice. Additionally, Wardhana (2018)demonstrated that shadowing could also impact speaking and fluency, with 11 out of 13 students showing significant improvements in speaking abilities. Luo (2008) further reported that shadowing improves fluency and listening comprehension, which aligns with the current study's findings, suggesting broader applications of shadowing beyond listening.

Kadota (2012) stated that shadowing integrates cognitive and motor functions, enhancing language processing and response times. This study supports this view, as students reported increased confidence and reduced listening anxiety. Hamada (2016) found that shadowing also improves word recognition speed and pronunciation skills, which correlates with the enhanced confidence observed in this study. Wibowo (2022) highlighted how shadowing with video materials, such as those from Drew Binsky's YouTube Channel, can improve both speaking and listening skills.

Abargiel (2021) further demonstrated that shadowing significantly impacts pronunciation, especially with challenging consonants. Although students faced some difficulties with specific sounds, the overall improvement underscores shadowing's effectiveness in enhancing pronunciation alongside listening comprehension.

Therefore, this study provides valuable insights into integrating shadowing into listening instruction. By applying this technique, educators can expect improved listening performance and a more positive attitude towards language learning. Future research could explore the long-term effects of shadowing and its potential in enhancing other language skills, such as speaking and pronunciation. Expanding research to include different types of audio materials or educational contexts could further validate the versatility and efficacy of shadowing in language learning.

Conclusion

The results of this study clearly demonstrate that the shadowing technique is an effective tool for improving listening skills among English Education students at FKIP UNILA. The significant increase in post-test scores, along with positive feedback from students, indicates that the technique can be a valuable addition to the listening curriculum. Additionally, the study's use of technology, particularly YouTube videos and podcasts, played a crucial role in implementing the shadowing technique. These modern resources provided authentic listening materials, making the learning process more dynamic and relevant to contemporary contexts. As a result, the hypothesis is accepted.

This research contributes to a growing understanding of how interactive methods like shadowing can enhance listening comprehension and create a more engaging learning experience for students. By incorporating the shadowing technique, supported by digital tools, into language instruction, educators can foster greater student involvement and improve listening outcomes.

Future Research

For future research, it would be beneficial to explore the long-term effects of the shadowing technique on listening skills to gain deeper insight into its lasting impact. Additionally, investigating how shadowing influences other language abilities, such as speaking and pronunciation, could expand the understanding of its broader benefits.

Further studies could also focus on the effectiveness of shadowing when applied to various types of audio materials (e.g., films, radio broadcasts) or in different educational settings (e.g., online vs. traditional classrooms), to assess its broader applicability. A recommendation for future studies would be to use a randomized controlled trial or a longitudinal design to establish more robust evidence of causality and track progress over an extended period. This would help strengthen the research methodology and provide more generalizable findings.

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