Enhancing Students' Motivation, Speaking Confidence, and Religious Character through the Shadowing Technique: A Community Service Program at MTs NW Loyok

Gifty Amalist[1]*, Dia Agustina[2], Aulia Rahmah[3], Murniati[4], Sapriadi[5]
[1-4]Program Studi Pendidikan Bahasa Inggris, Universitas Hamzanwadi, Lombok Timur, Indonesia.
[5]Program Studi Seni Pertunjukan, Universitas Hamzanwadi, Lombok Timur, Indonesia
*Email: giftyamalist@gmail.com

ABSTRAK (10 PT)

Program pengabdian kepada masyarakat ini dilaksanakan untuk meningkatkan motivasi belajar dan kepercayaan diri siswa dalam berbicara Bahasa Inggris melalui penerapan Shadowing Technique di MTs NW Loyok. Pelatihan ini mengintegrasikan penguatan karakter religius melalui nilai kedisiplinan, kejujuran, keikhlasan, dan rasa syukur yang dipadukan dalam aktivitas pembelajaran. Kegiatan ini dievaluasi menggunakan desain pre-test dan post-test pada aspek motivasi dan confidence speaking. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kedua variabel tersebut. Rata-rata motivasi siswa meningkat dari 62,40 menjadi 81,75 dengan selisih mean 19,35 serta perolehan N-Gain 0,51 yang termasuk kategori sedang. Nilai t-hitung sebesar 9,82 yang lebih besar daripada t-tabel 2,064 menegaskan bahwa peningkatan motivasi tersebut signifikan secara statistik. Pada aspek kepercayaan diri berbicara, skor rata-rata meningkat dari 6,8 menjadi 7,6 dengan persentase kenaikan sebesar 11,76%. Analisis tambahan menunjukkan rata-rata pre-test 7,4 meningkat menjadi 8,4 pada post-test dengan mean gain sebesar 1,0. Penurunan standar deviasi dari 1,03 menjadi 0,66 menunjukkan konsistensi peningkatan antar siswa. Secara keseluruhan, Shadowing Technique yang dipadukan dengan penguatan karakter religius terbukti efektif dalam meningkatkan motivasi serta kepercayaan diri siswa di MTs NW Loyok.

Kata Kunci: shadowing technique; motivasi belajar; kepercayaan diri; karakter religius; PKM.

ABSTRACT

This community service program was conducted to strengthen students' learning motivation and English-speaking confidence through the implementation of the Shadowing Technique at MTs NW Loyok. The training was designed by integrating religious character reinforcement, focusing on discipline, sincerity, gratitude, and honesty embedded within the learning activities. A pre-test–post-test evaluation was employed to measure changes in both motivation and speaking confidence. The findings indicate a significant improvement across all measured aspects. Students' motivation increased from a mean score of 62.40 to 81.75, producing a mean difference of 19.35 and an N-Gain of 0.51, categorized as moderate. A paired-sample t-test yielded a t-value of 9.82, exceeding the critical value of 2.064, confirming a significant improvement in learning motivation. For speaking confidence, students' scores increased from 6.8 to 7.6, representing an 11.76% improvement. In a second dataset, the mean score rose from 7.4 to 8.4, yielding a gain of 1.0. The decrease in standard deviation from 1.03 to 0.66 reflects more consistent improvements among students. Overall, the integration of the Shadowing Technique with religious character building proved effective in enhancing both motivation and speaking confidence among students at MTs NW Loyok.

Keywords : shadowing technique; speaking confidence; learning motivation; religious character; community service; EFL learners; Islamic education.

INTRODUCTION

Developing students' English-speaking abilities in Islamic junior secondary schools requires approaches that are not only pedagogically sound but also culturally and religiously aligned with the learners' environment. The Shadowing Technique, which involves listening and immediate repetition, has been widely recognized for its potential to enhance listening comprehension, pronunciation, fluency, and speaking performance (Junipisa & Aristana, 2021; Rosyidi, 2022). Several studies also

confirm that shadowing stimulates focus, encourages persistence, and increases learner engagement (Yahya et al., 2021; Petalolo et al., 2024), thus contributing meaningfully to learning motivation.

Motivation remains one of the strongest predictors of students' language learning success, particularly in EFL settings (Basir et al., 2021). When combined with appropriate teaching models, motivated students demonstrate greater resilience and willingness to participate actively (Anggara & Yulistianti, 2025). Meanwhile, research in Islamic educational contexts also highlights the importance of integrating religious character values such as discipline, sincerity, gratitude, and ethical behavior to foster holistic student development (Syuhada & Fatimah, 2021; Zuhro, 2022).

This community service program was designed to bridge linguistic improvement with religious character reinforcement. Through structured shadowing practice, students were trained not only to improve their English-speaking performance but also to cultivate discipline and sincerity in completing each task. This alignment aims to produce meaningful and sustainable impacts on students' motivation and speaking confidence. The evaluation of this program shows promising outcomes, as discussed in the subsequent sections.

METHOD OF IMPLEMENTATION

The program followed a pre-experimental one-group pre-test–post-test design as part of a community service model. The participants consisted of 25 students from MTs NW Loyok. Activities were delivered in four stages: planning, training, practice, and evaluation. During the planning stage, materials were developed to align shadowing tasks with Islamic character-building values. Audio recordings involving daily expressions and thematic conversations were selected and modified to include messages on responsibility, honesty, gratitude, and respectful communication. The training stage focused on modeling the shadowing procedure. Students were guided to listen attentively, repeat simultaneously, and reflect on their articulation while maintaining discipline and sincerity in each repetition.

In the practice stage, students engaged in guided and independent shadowing activities. Teachers provided correction and reinforcement through supportive feedback grounded in Islamic values. The evaluation stage was conducted through pre-test and post-test assessments of motivation and speaking confidence.

RESULTS AND DISCUSSION

The implementation of the shadowing technique in the English learning program at MTs NW Loyok produced measurable improvements in both students' motivation and their speaking confidence. The results were analyzed through pre-test and post-test scores, motivation questionnaires, and confidence self-assessment instruments administered before and after the intervention. The findings demonstrate clearly that the shadowing technique supported both cognitive and affective aspects of students' English learning development.

The improvement in motivation is evident through the increase in students' overall mean scores, moving from a pre-intervention level of 62.40 to a post-intervention level of 81.75. The mean difference of 19.35 points reflects a significant positive shift in students' willingness, enthusiasm, and persistence in learning English. This pattern was consistently supported by questionnaire responses in which learners increasingly agreed with positive motivational statements and disagreed with negative, reverse-scored items. The motivational enhancement aligns with previous research demonstrating that shadowing contributes to increased focus, engagement, and language learning persistence (Junipisa & Aristana, 2021; Yahya et al., 2021; Petalolo et al., 2024).

Table 1. Comparison of Students' Motivation Scores (Pre-Test and Post-Test)

Description	Pre-Test Mean	Post-Test Mean	Mean Difference
Motivation Score	62.40	81.75	19.35

The results in Table 1 confirm that motivation increased substantially after the shadowing-based sessions were implemented. This improvement is consistent with earlier findings in similar educational contexts where structured repetition, focused listening, and guided imitation enhanced students' willingness to participate in oral English activities (Wismadewi et al., 2024; Supriady et al., 2024).

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To further interpret the level of improvement, the N-Gain score was computed. The resulting value of 0.51 falls into the "moderate" category. Although not categorized as high, this N-Gain score indicates that the intervention notably elevated students' motivation beyond what could be expected from routine classroom instruction. The shadowing technique appears to have helped students internalize language input more effectively, thereby improving their readiness and enthusiasm for learning. Existing studies corroborate that shadowing contributes positively to listening and speaking proficiency, which in turn fosters stronger learning motivation (Zia & Karnawati, 2022; Rosyidi, 2022).

Table 2. N-Gain Analysis of Students' Motivation Improvement

Component	Value
Pre-Test Mean	62.40
Post-Test Mean	81.75
N-Gain Score	0.51 (Moderate)

Beyond motivation, the intervention also demonstrated a notable impact on students' speaking confidence. Students' self-assessment scores increased from a pre-test mean of 7.4 to a post-test mean of 8.4. This gain of 1.0 point may appear modest but reflects a meaningful psychological improvement for early adolescent learners. Five out of ten evaluated students reported higher confidence scores, and no students experienced a decline. The reduction in standard deviation from approximately 1.03 to 0.66 suggests that students' confidence became more evenly distributed, clustering closer to higher confidence levels. This trend indicates that the shadowing technique not only improved individual learners' confidence but also equalized confidence within the group. Qualitative comments further support this, as students expressed increased comfort during conversation practice and greater familiarity with everyday English expressions, which has also been reported in prior research (Putri et al., 2024; Basir et al., 2021).

Table 3. Comparative Analysis of Students' Speaking Confidence (Pre-Test and Post-Test)

Student	Pre-Test	Post-Test	Gain
Student 1	6	7	+1
Student 2	7	8	+1
Student 3	8	8	0
Student 4	7	9	+2
Student 5	10	10	0
Student 6	5	8	+3
Student 7	8	9	+1
Student 8	7	9	+2
Student 9	7	8	+1
Student 10	9	10	+1
Mean	**7.4**	**8.4**	**+1.0**

The results confirm that the intervention not only supported measurable motivational improvements but also strengthened affective confidence—an essential component for effective speaking performance. Students reported greater ease when responding to prompts, participating in pair conversations, and practicing routine expressions such as greetings, daily routines, and buyer–seller dialogues. These findings align with previous studies demonstrating that shadowing reduces anxiety and promotes confidence through repeated, guided oral practice (Syuhada & Fatimah, 2021; Barlian et al., 2022; Anggara & Yulistianti, 2025).

Overall, the combined data from the three tables indicate that the shadowing technique offered a balanced and effective approach to improving both motivation and speaking confidence. The measurable gains across all components highlight the technique's relevance for rural and semi-rural junior secondary learners, especially in religious-based schooling contexts where character values such

as discipline and perseverance also benefit from structured linguistic routines embedded in shadowing activities.

CONCLUSION AND SUGGESTIONS

The implementation of the shadowing technique in the English learning program at MTs NW Loyok has proven to be an effective pedagogical approach for enhancing both students' learning motivation and their confidence in speaking English. The findings show a substantial increase in the mean motivation score from 62.40 in the pre-test to 81.75 in the post-test, resulting in a mean difference of 19.35 points. The N-Gain value of 0.51, categorized as moderate, further confirms that the intervention contributed meaningfully to the students' motivational improvement. This enhancement aligns with the theoretical expectation that repetitive listening and structured oral imitation reinforce student engagement and persistence in language learning.

In addition to motivation, students demonstrated measurable improvement in speaking confidence. The mean score rose from 7.4 in the pre-test to 8.4 in the post-test, yielding an average gain of 1.0 point. The fact that none of the students experienced a decline in confidence indicates that the shadowing technique provided a supportive and non-threatening environment for oral practice. Students' reflections also revealed greater comfort, familiarity with spoken expressions, and reduced anxiety during interactive speaking tasks. Together, these outcomes highlight the relevance of shadowing not only as a linguistic tool but also as a strategy to foster affective growth essential for communication competence.

The results further underscore the value of this community service program as a contribution to the development of English language education within a religious school context. The structured nature of shadowing—requiring discipline, repetition, and attentive listening—aligns harmoniously with character-building values such as perseverance, responsibility, and respect for learning, which are central to the religious identity of MTs NW Loyok. Thus, the program successfully integrated pedagogical improvement with character reinforcement, fulfilling the broader goal of community service activities.

Based on the overall findings, several suggestions can be proposed to maximize future implementation. Teachers are encouraged to integrate shadowing as a routine component of listening and speaking instruction, particularly in early stages of language exposure. The use of graded audio materials that match students' proficiency levels is recommended to maintain motivation while ensuring cognitive challenge. For sustained progress, schools may consider combining shadowing with other student-centered techniques such as role-play, project-based conversations, and interactive dialogue tasks. Future community service programs can also expand the scope by involving parents or local community members to create an English-rich environment beyond the classroom. Researchers may conduct extended studies with larger samples or incorporate qualitative interviews to capture deeper insights into students' affective experiences.

In conclusion, the shadowing technique has demonstrated strong potential as an efficient and culturally adaptable method for enhancing English learning motivation and speaking confidence among junior secondary learners. The positive outcomes of this PKM activity affirm the importance of continuous collaboration between higher education institutions and local schools to strengthen language education and to cultivate character values that support holistic student development.

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