THE EFFECT OF SHADOWING TECHNIQUE ON STUDENTS' LISTENING ABILITY IN WORDS RECOGNITION

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd.)
English Education Program

By

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MEDAN
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Ability in Words Recognition

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
27/08/2019	Abstract : Revisi.		
	Acknowledgement : Revisi		
	Chapter 1 :- Background of Study		
	- Objective of the Study		
30/08/2019	Chapter II : check your reference		
	Chapter III :		
	~ technique of data analysis : Revise		
	~ Instrument : Revise		
03/09/2019	Chapter IV :		
	- Data : display your data with Description		
	- Data analysis : describe any table represents in		
	your data analysis		
09/09/2019	Chapter IV : recheck		
	Chapter V : Revisi		
10/09/2019	Final review		
13/09/2019	ACC		

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ABSTRACT

Fajriani, Endah. 1502050116. *The Effect of Shadowing Technique on Students' Listening Ability in Words Recognition*. **Skripsi. English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.**

The objectives of this research was to find out the significant effect of shadowing technique on students' listening ability in words recognition. An experimental research and descriptive quantitative method were used. The location of the research was at SMP Muhammadiyah 02 Pahlawan, Medan, A.Y 2019/2020. The population of this research was the eighth grade students, and total sampling technique was used by choosing 2 classes as experimental and control class. Each class consisted of 30 students. The instrument of the data collection was tests consisting of 25 items given as pre-test and post-test given to both experimental and control groups. Based on the data analysis, the result showed that applying shadowing technique on the students listening ability was significantly effected which was proven by the calculated of t-test. The t-test result showed that $t_{observed}$ was higher than t_{table} (5.2915 > 2.024), = 0.05, at df = 28. On the other words, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected; the effect of shadowing technique on the students' listening ability in words recognition was 63.80% and 36.20% from the other factors.

Keywords**:** *listening, shadowing technique, experimental quantitative research*.

ACKNOWLEDGE

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
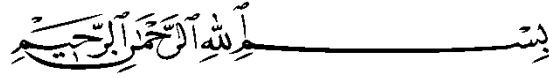
Assalamu'alaiku Wr. Wb

In the name Allah SWT, the most beneficient, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace is upon the brightness era. Thanks to her beloved parents H. Wage and Nuryati. For their support moraly and materially during her academic years in completing her study at Faculty of Teacher Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthemore in finishing the research entitle "The Effect of Shadowing Technique on Students' Listening Ability in Words Recognition", the researcher faced a lot of difficulties and problems and whitout much help from the following people, it was impossible for her to finish it. The researcher also would like to thanks to:

1. Mr. Dr. Agussani, M.AP, The Rector of University of Muhammadiyah North Sumatera Medan.

2. Mr. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dean of FKIP UMSU, who has given her recommendation to carry out this study.

10. Her beloved friends Desi Ayu Ningsih, Cici W.S, Aulia Eka Putri S.Si., Sheila Fitriani, Syahrunnisa and Ananti Pratiwi. Who encourage, supports, share many thing for me and always together from beginning until finishing this study.

11. All the classmate in VIII-A Afternoon class, especially Halizah Hafaz Hutasuhut, Mhd Joko Mahendra, Tri Hartono, Novitasari Nasution and Putri Dilasari. Who gave care and supported me in finishing this study.

12. All the people that cannot be mentioned here, thank you for everything.

The researcher realize that her study was still far from being perfect. So, the researcher axpected suggestions and comments from all of the readers or others researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Wassalamu'alaikum Wr. Wb

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CHAPTER I

INTRODUCTION

A.   The Background of the Problem

Listening as one the language skills besides writing, speaking, reading must be taught optimally by the teacher to the students. Listening is the most important part of the ability to understand the meaning that other people say. In teaching listening naturally, the students still find it difficult to master this skill. The students appeared to have many problems when listening in English. Commonly, listening is shown as a passive skill reffering to the process of decoding the incoming sounds, from the phoneme or the smallest sounds unit to a complex sound unit. However, nowdays some research on foreign language found that listening is an active skill. Rost (2002) for example, defined it as the activity in which the processes of receiving what speakers actually say; construct, and represent meaning; negotiate to mean with the speaker and respond; and create meaning through involvement, imagination, and empathy. Furthermore, listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication.

However, in reality many students have problem in listening. Many students are poor listening. As the students, there are four things that they should do; make listening as a fun daily habit, be extensive listening and be patient, be intensive listening and transcription, and the last diversity your listening. Those are who should the students' listening skill be a good listener.

To help the students to be able to listen, English teachers should give a kind of interaction or feedback for them. The teachers should be more creative to find out the appropriate technique in teaching listening. There are some effective techniques in teaching listening. One of while is by using Shadowing tecnique in listening ability in word recognition.

Furthemore, Renandya and Farrell (2011) mentioned that recognizing words in listening is one of ten listening problems that learners found while they are listening. Being difficult to recognize words will make listeners fail to interpret the meaning of what they hear. Because of that, the listeners must have the ability to recognize words through identifying the sound before they interpret the meaning.

In fact, there are many problems in learning process. Based on the previous observation, the teacher in SMP Muhammadiyah 02 Medan still uses traditional method in teching listening to students. If the speech rate is too fast, the students feel distracted and cannot recall the words and unable to identify explicit words in the utterance. In addition, students do not realize English sound variations including both short or long vowel sounds and consonant sound. The problem happens because the teachers only give little attention to teach the students about spoken language which is related to the ability to think sound in the words. Second, problems caused by the fast speech rate and blunder of similar sounding words and phrase. Generally, English speaker speak fast and use linking words, so it makes the non-native speakers difficult to understand.

Considering those problem, the concept of shadowing can be considered as the improvement of repetition activity in listening. Shadowing is an act or task in listening in which the learners listen to a spoken text in the target language and then they repeat simultaneously as clear as possible what they hear at the same time as the speaker said. Shadowing can help learners to acquire prosodic feature language, which is a basic requirement to improve listening skills. Tamai cited in Sumarsih (2017) stated that shadowing is a listening exercise in which the English learners track the hear speech and repeat it as exactly as possible while listening attentively to the incoming information. In addition, the student could listen and repeat the speech as same as the speaker at the same time through shadowing technique. Moreover, it improves not only their English words recognition skill but also pronunciation, vocabulary, and top-down processing listening skills.

This technique teachs the students how to listen to English focusing on how native speakers pronunce words. The difference between shadowing and repetition are in the practice. The students do not have time to delay and think about the words. It makes the students pay attention to follow what the speaker says. This activity avoids the students to listen without paying attention to the incoming information. There are some advantages of the shadowing technique according to Reggie Kwang (2008); (1) Shadowing facilitates the attention to language input; (2) Shadowing helps the students to follow fast speech and get rid of their distraction; (3) Shadowing creates more practice opportunities; (4) Shadowing motivates the learners.

The study will be proposed that the shadowing technique enhances students' listening skill in word recognition. Nakanishi & Ueda (2011) stated "shadowing was initially developed as a way for training simultaneous interpreters, but currently many junior high school and high school teachers adapt the techniques to their language classrooms". Based on the rationale above, the researcher will be conducted the research entitle **"The Effect of Shadowing Technique on Listening Ability in Word Recognition".**

B.   The Identification of the Problem

In relation to the background presented above, the problem was identified as follows:

1. The students unmotivated of listening in learning English.

2. The students had difficulties in distinguishing consonant and vowel sounds in listening .

3. The students had limited vocabulary and then the students faced difficulties to understand the listen audio.

C.   The Scope and Limitation

Base on the background of the study, the scope of this study was focused on language skill and the limitation was focused on the students' ability in listening skill.

D.   The Formulation of the Problem

Based on the background of the study, the formulation of this research question as follow; "*Is there any significant effect of shadowing technique on listening ability of words recognition of the eighth grade of students?*"

E.   The Objective of the Study

The objective of the study is to find out whether shadowing technique effects on students' listening ability in words recognition.

F.   The Significance of the Study

The results of the study are expected to contribute both the theories and practice:

Theoretically

Theoretically, the result of the study could be used as an information and reference material, acquiring knowledge and understanding about the study of listening.

Practically

a.   For the teachers especially English teacher

The findings of the research can be used by English teacher as information or inspiration in order to select Shadowing technique in teaching listening at junior high school. It was useful for the English teacher especially in developing and improving the students' listening skill.

b.   For the students

The findings also was provided information for those who are interested in this study. This study also was helped the students to improve their listening ability in words recognition by using shadowing technique.

c. For other researchers

This study is useful for other researchers who are interested in conducting study with similar problems and variables. Thus, this study can be used as a reference for futher similar studies.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some term which are used in this research in order to avoid misinterpretation and confusion in comprehending the ideas especially for readers. Therefore, following terms are intended to specify the extent of research.

1. Listening

Listening is an important part in communication process. Effective listening is the foundantion for successful communication in school, at home, and in everyday situation. Hamaguchi (2010) says that listening is an active process of hearing and comprehending what is said so that is listening process, the listener skill gets a place of information of that communication and it is one of the purpose in listening will be effect how we listen and what we select from sounds, because the listeners must select information of the spoken language what is relevant to this purpose and reject what is relevant.

As people listen, they prosess not only what they hear but also connect it other information their own ideas and experiences, in a very real sense they are creating the meaning in their own minds. Good listening is an active process uphill alert and active participation. Ekrem (2016) said that listening is not a passive skill but is an active skill to build the meaning of sound waves. Listening

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is an important thing to speak because without understanding the entrance at the right level, learning is not going on.

There are many definitions to define what listening is. First, Ekrem (2016) argue listening is an active and interactional process when listener hear speech sounds and try to get the meaning of the spoken words. Tyagi (2013) stated that listening is a psychological acceptance process, where listening takes part to build meaning and respond to verbal and or non-verbal messages. Mental processes to construct a meaning from spoken input. He also added that listening is vital in the language because it provides input for the learner response. Without understanding input at the right level, any learning simply cannot be begun. Thus, listening is fundamental for speaking is fundamental for speaking.

From the definition of listening above, listening as a basic input material is very important for the students in learning English. It is a highly complex process that draws on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

2. Listening Skill

a. Aspect of Listening

Listening is not more than hearing but is an essential skill to learning. Kline (1996) assumed recognizing the difference between hearing and listening is an essential feature for learning and teaching to listen effectivelly. The difference is, hearing is the acceptance af the sound while listening ia an attachment to the meaning by voice. Hearing is a passive activity but listening is an active activity.

Croom Helm (1998) admitted that listening holds an important part of communication because it is important to generate substantial and meaningful responses. Especially for learning the language for communicative purposes, listening plays an important role as it helps language learners in pronunciation, word stress, vocabulary, and syntax as well as understanding the transfer messages only in tone and accent; and those are what we get in listening. Without proper understanding, there will be no improvement in learning.

Listening contains different types of knowledge: linguistic and non-linguistic. Linguistic knowledge containes syntax, lexis, phonology, and semantic structure. In listening, before the students can interpret the message, firstly students must hear some sounds and hold them in their working memory long enought to connect them that the word has meaning.

b. Micro- and Macro- Skills of Listening

Ekrem solak (2006), listed the micro-skills and makro-skills for conventional listening in a simple way. He mentioned five points of the micro-skills of the listening. First is to differentiate the particular sounds of English. Second is to maintain different lengths of language in short-term memory. The third is to identify patterns of English stress, words, in stressed and unstressed position, rhythmic structures, international contours, and their role in providing information. Fourth is to identify reduction forms of words. The fifth is to differentoate the limits of words, identify the core of a word, and interpret patterns of word order and their significance.

In addition, he also mentioned five points of the makro-skills of listening. First is to recognize cohesive devices in oral speech. Second is to recognize conversation under related situations, participants, and goals. Third is to investigate the situation, participants, goals using real-world knowledge. Fourth is to predict results and also summarize links and relationships between new information, information provided, generalizations, and examples of events, ideas, etc. And last is to engage face, body language, and other nonverbal cues to describe meanings.

From what Solak (2006) stated above, it can be concluded that micro-skills are activities to pay attention to, recognize words, build meaning, make conclusions, and interact. Furthermore, micro-skills in listening ability are the process to recognize words from listeners hear.

3. Teaching Listening

Teaching listening is consider by many language teachers a challenging task due to the fact that learners believe that it is a difficult skill to develop during the process of learning any foreign language, as many factors such as stress, pronunciation, accents, and the cultural component which include expressions, jargon, idioms make the language more complex at the moment of understanding it.

Teachers should encompass the four skills: speaking, listening, reading and writing. Listening skill as the basic for the development of speaking plays an important role in order that communication will take place. Appropriate responses

cannot be given unless listeners understanding what someone else is saying. Progress in listening will provide a basic for the development of other language skills. By becoming aware of the link to the students, teachers can assist the students in their overall language development. Listening is a receptive skill. Listening is an independent skill that must be learned and practiced regularly. Many people think that listening is passive, but it is not true. Students can be active in listening activities (Helgesen & Brown, 2007, pp.23-46).

The difficulty students find in listening foreign language starts from failure to catch some sounds or words and lose some important details of the spoken text. Then there are list of ten problems in listening such as: speaking level, disturbance, cannot recognize words, new vocabulary, loss of next input, anxiety, frustration, and unfamiliar pronunciation. In addition, Yilmaz and Yavus (2015) assumed mentioning seven problems causing difficulty in listening: (1) Unable to control the speed of the speaker (2) Unable to get repeated things (3) Have little vocabulary (4) Failed to recognize signal (5) Unable to interpret incoming data (6) Unable concentrate (7) Study habits.

The tables below are the formula used to analyze the data adapting from RCampus listening Rubric.

Table 2.1

Rubric of Assessment for Listening Skill

Aspects	Area of Concern 1 pts	Needs Work 2 pts	Good 3 pts	Very Good 4 pts
Ability to Focus	The student was not able to concentrate on the listening task and was easily distracted and inattentive	The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	The student was mostly attentive and usualy able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the assessment.
General Understanding	Student did not understand enough vocabulary or information to answer the questions.	While the tudent did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for Details	Student was unable to grasp specific details when listening, and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answer.
Accuracy of Answering	The student's answer were mostly left out or unrelated to the information given.	The student included a small amount of information, however, a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with a only a few errors.	The content was always accurate and related to the information given.

4. Word Recognition

Bradlow (2012) argued perceptions of speech and level of accuracy in speech recognition depends on the various characteristics of the speaker, listener, and speech, all of which can vary throughout communicative situations. In order to modify the production and utterance articulation, it depends largely on paralinguistic and linguistic factors.

Furthemore, Renandya and Farrell (2011) mentioned that recognizing words in listening is one of ten listening problems that learners found while they are listening. Being difficult to recognize words will make listeners fail to interpret the meaning of what they hear. Because of that, the listeners must have the ability to recognize words through identifying the sound before they interpret the meaning.

Moreover, Rost (2001) argued that there are some factors in recognizing words. The factors consist of the words familiarity or frequent words that students usualy hear while listening to the words, the existing of competitors (similar sounds), and estimating meaning and context. Moreover, there are particular problems in recognizing words for the student, such as;

1. Distinguising sound

   There are some different words in English that might sound similar to one another, such as /i/ ship and /i;/ sheep which might be hear similar to learners.

2. Consonant sound

   There are some final sound words those are not easy to recognize, such as final sound; /k/, /z/, /t/, in words like quit,quiz, and quick. In addition,

beginning sound plays the same role such as /w/, /s/, /d/ in words seep, deep, and weep.

3. Rewriting

Sometimes students rewrite what they hear into written text directly without converting the sound into the correct form, such as when they listen to the word car but they write *kar* in their book.

Rost (2011) shows that the vocabulary recognition of the 3000 family words is needed to understand everyday conversations. In order to understand the conversation satisfactory the audience should be familiar and able to recognize about 90% of the content words.

To sum up, recognizing words is a skill to help the listeners to enhance their listening comprehension skill in recognizing words they heard. The main cause of the listening problem is the disability of listeners to recognize the words in the pace they are spoken. There are three perception of difficulties of L2 sound affecting L2 words recognition such as: (1) The distinction between minimal pairs can confuse the students. (2) Words different onsets are treated as matching in onset when perceptually difficult sounds are involved, and these sometimes couse overlapping led to misinterpretation and might be mistaken for another word that speaker does not say at all.

There are some models of spoken words that we should recognize such as: speech, intonation, lexical phrases, phonological words, leg or weak strength, syllables, half syllables, phonemes and features.

5. Shadowing Technique

Initially, according Horiyama (2012) shadowing is a practice of interpreting. In interpreting, interpretation is provided as soon as the translator listens to speech in a foreign language and redefines the message in the target language. The translator's essential skill is the ability to listen and speak at the same time. Because shadowing is a double task to listen and speak at the same time, shadowing is considered as a good translation training program.

In the shadowing phrase, someone repeats what is heard slightly behind the input, while in the phonemic shadow, one repeats each voice simultaneously. Word repeats word. In shadowing the listener, echo the words they hear at the same time as the speaker. Shadowing is an act or listening task where students seek and hear speech and repeat it as much as possible while listening to the information.

Shadows can be said to be an improved audio-lingual method. In the audio-lingual method, teachers ask students to repeat the words they say, but in this activity, the students will be slightly inhibited in listening because when performing the repitition of the audio, the students may lose their attention due to the delay time. The difference between repitition and shadowing is: repetition technique, to the a certain level, can distract the learners to pay attention to reproduction as much attention is deverted by pronunciation memorization both at the word and sentence level and text readings. On the other hand, the shadowing method allows participants to use sentence lines without wasting their effort on short-term memory and reading texts.

To sum up, shadowing technique is an act or a task of listening in which the learner tracks the heard speech and simultaneously echoning and repeats while listening to get information. This technique is good for phonological working memory.

6. The Advantage of Shadowing Technique

According to Yo Hamada (2017) "Shadowing helps following fast speech which is one of the problems faced by non-native listeners". Native speakers tend to speak fast and use linking verbs to connect the speech which makes the non-native listener difficult to follow what they say. Learners try, follow and pursue with quick speeches; this can help them to get used to listening to quick speeches. In theory, students eventually become accustomed to this speed, which consequently helps them listening better than before.

Rost (2011) said, attention is one of the factors needed to successful listening to a rich variety of acoustic features beyond linguistic aspect. Listening attention can be distracted by internal or external factors. Therefore, listening is different from hearing. In listening the listeners must really pay attention to the speaker to catch what they say. Shadowing makes learners concentrate on listening. Shadowing task challenges the listener echoing every single word of spoken utterances and prevents for 'hearing' by without paying attention to incoming information. In addition, shadowing can change passive listening to become active listening.

7. Teaching Listening Using Shadowing Technique

Studies in Japan satated that shadowing techniques can help solve students' hearing problems. Hamada (2014) said that efficient shadowing technique aims to improve the working memory of the brain and strengthen the training process so that students can store phonological information longer in phonological loop.

Yuki Saito, Yuko Nagasawa, Shigeko Ishigawa (2004) by using shadowing steps into four: mumbling, synchronized reading, prosody shadowing, and content shadowing. Every steps has different focus on stimulating every sound and intonation. In this step, students compare the sound of words they hear with its spelling. Prosody shadowing focuses on rhythm, stress, intonation, speed, and pause of the language. The last step on shadowing technique focuses on trying to understand the meaning of the language.

Moreover, Hamada (2017) said that teaching listening using shadowing technique is holistically well fitted to a lesson other listening technique such as dictation or dictogloss. Then, it divides the stages of shadowing into three. Firstly, the students do shadowing and learn the content. Secondly, the students learn to connect phonological of the words with the meaning with the same material. The last stage is for productive activities in which the students review what they have learned and internalized the learned items. In conclusion, they start by practicing shadowing, learning new vocabulary, understanding the contents, and practicing the shadowing again. Therefore, in listening English using the shadowing technique, the students do not have to feel pressure due to the unknown contents.

B. Previous Relevant Study

The previously relevance study as follows:

1. The first research was carry out by Mukminatus Zuhriyah (2017) *Improving Students' Listening Skill Through* Shadowing. "Shadowing was applied in listening class as one of the solutions to make the students listening skill. The research subjects were 18 students for the third semester at English Department of the Faculty of Education at Hasyim Asy'ari University, Tebuireng Jombang of Academic Year 2016/2017. The data was obtained from observations got from notes written by collaborators and listening tests. Thus, it can be concluded that shadowing could improve students' listening skill."

2. The second research was carry out by Hamzar (2015) *The Implementation of Shadowing Technique to Improve Students' Speaking Performance.* "The design of this research is quasi experimental design. The sample consisted of 20 students of PIA Monginsidi Makassar of academic year 2013/2014. There were 10 students as experimental group and 10 students as control group. The data instrument were collected by using speaking test, motivation scale and interview for the measurement of students' motivation. Criteria in assessing on the students' speaking test specifically fluency, accuracy and comprehensibility were analyzed by using descriptive and inferential statistics in terms of SPSS. The data was higher improvement in the experimental group than the control group when compared with the result in pre-test and post-test scores both of the groups (79.42>64.99). The students' motivation

was evidenced by the mean score 84.70 and it was classified as high motivation. It was concluded that the implementation of shadowing technique was effective to be implemented in improving the students' speaking performance, and shadowing technique motivated the students to speak English."

3. The third research was carry out by Yo Hamada (2011). *Improvement of Listening Comprehention Skills through Shadowing with Difficult Materials.* "This study challenged the widely accepted theory that shadowing is most effective when using easier materials. It was experiment-based research with total of 73 students. Furthermore, potential problems of shadowing were analyzed qualitatively. The results suggest that shadowing with difficult textbooks can improve students' listening comprehension skills, and the problems the students have in listening after short-term shadowing training are addressed."

4. The fourth research was carry out by Siti Fatimah (2017). *Using Shadowing Technique in Teaching Listening to The Eleventh Grade Students of SMA Az-Zahra Palembang.* "This study has two objectives were to find out whether or not there was significant improvement on students' listening comprehension of the group taught by shadowing technique, and significant difference between the students' post-test score of control group taught by the teacher of the school and experimental group taught by the researcher by using shadowing technique. The research design was used the quasi-experimental designs and non-equivalent pretest-posttest group. The convenience sampling

was used where 32 students as experimental class (XI IPA 2) and 32 students as control class (XI IPA 1). The collecting data was used test. The finding t-obtained (2.736) was higher than t-table (1.999). It means that teaching listening comprehension by using shadowing technique had a significant effect on students' listening cpmrehension."

C. Conceptual Framework

Listening is very importan in learning a foreign language because communication starts from listening. Most of the listeners' problem while listening is recognizing words. Recognizing words in listening is the process of identifying words and the relationship of lexical knowledge to organized words. For native speakers, it is not an easy task to identify and recognize knowledge. To understand foreign language, the teacher as a guide in class should prepare the media to make students more interested in teaching listening.

This research was conducted to solve the problem of listening difficulties using shadowing technique to improve listening ability in words recognition. Shadowing technique of listening, where students repeat simultaneously what they heard at the same time when the speaker speaks, is an improvement of the repetition techique. It can be solution for the students to recognize the words and remember the words that they heard. This technique have the advantages to motivated students, helping students, enjoy and creating more practice. Therefore, shadowing technique can minimize the use of teachers' voices.

D. Hypothesis

      The hypothesis of the study will be formulated as following:

Ha: There is a significant effect of using shadowing technique on students' listening ability in words recognition.

H0:   There is not a significant effect of using shadowing technique on students' listening ability in words recognition.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted in SMP Muhammadiyah 02 Medan on Jl. Pahlawan No.67, Pahlawan, Kota Medan, Sumatera Utara. The reason for choosing this school because based on the researcher's experience in the field practice teaching in this school, the students had low achievement in listening comprehension and not interested in learning English especially listening because the students did not understand what the teacher had explained and the teacher only gave them text and played the record when the listening material was given. It made the students became confused and not interested. The students did not know what they should do. This location was based on the observation which has been done for twice week and the students in the school still have difficulties in listening learning.

B. Population and Sample

1. Population

The population of this research was taken from eighth grade student's of SMP Muhammadiyah 02 Medan academic year 2019/2020, which distributed into two classes, with 60 total numbers of students. The distribution of the students and classes was presented in the tabel 3.1 below:

Tabel 3.1

Population of The Research

Class	Population
VIII A	30
VIII B	30
Total	**60**

2. **Sample**

To obtain the sample, total sampling technique was used. Total sampling is technique of determination sample with the certain consideration (sugiyono, 2007). By using total sample technique all population with total number of 60 students were taken as the sample. The table 3.2 of sample can be seen below:

Table 3.2

Sample of The Research

Class	Group	Sample
VIII A	**Experimental Group**	30
VIII B	**Control Group**	30
Total		**60**

C. **Research Design**

The Experimental Quantitative research design was applied in this research. The experimental quantitative was studied with two different groups, Experimental group and Control group. The experimental group was taught by using Shadowing Technique while in control group was taught by using Three Phase Technique.

These group was given pre-test and post-test. The research design was conducted pre-test before being given treatment to the experimental group while control group was notuse treatment. The aim to find out of using Shadowing Technique in increasing the students' listening ability in word recognition. To get the effectiveness significant by comparing the pre-test and post-test both of experimental group and control group. The explanation of research design can be figured in table 3.2 below:

Table 3.3

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Shadowing technique	√
Control	√	Three phase technique	√

The research was design two kinds of test namely pre-test and post-test for experimantal group and control group. Both groups get the different test in the pre-test and post-test. Steps in concluding the experimental research design was as follow:

a. Pre-Test

Pre-test was conducted to find out the students' ability in listening before having a treatment. Both group, the experimental and controle group was given pre-test. A pre-test is administrated to the experimental group and control group was given a same test. The pre-test is useful to know the mean score of experimental and control group.

b. Treatment (Teaching Presenting)

Treatment was given to the students after the pre-test administrated. The experimental group was taught by using Shadowing technique, while the control group was taught by using three phase technique. The steps in learning process of experimental group and control group show as follow:

Table 3.4

Treatments in Experimental and Control Group

No	Experimental Group	Control Group
1	Teacher greet the students to open the class.	Teacher greet the students to open the class.
2	The teacher motivated the students by explaining that listening is a key to understand spoken language.	The teacher motivated the students by explaining that listening is a key to understand spoken language.
3	The teacher gave a brainstorming.	The teacher gave a brainstorming.
4	The teacher explained the material.	The teacher explain material from teacher dictation.
5	The teacher selected the material and using Shadowing Technique in word recognition.	The teacher teach listening material from teacher dictation.
6	The teacher spread the sheet as a test.	The teacher spread the sheet as a test.
7	The teacher collected the answer sheet and correct them.	The teacher collected the answer sheet and correct them.

c. Post-Test

After having the treatment, Post-Test was given to the students. The post-test is same as the pre-test. The post-test is the final test in this research. Especially in measuring the treatment, whether it is significant or not. It meants to

know whether the treatment gave effect to the students' achievement in listening ability. In the experimental and control group, a post-test is also administrated. The administrating of the post-test is meant to find out the difference of scores of both experimental and control group before and after giving the treatment.

D. Instrument of The Research

The data of this research collecting by giving Listening test. The listening test use of two parts namely pre-test and post-test that will be given to the experimental group and control group. The test consists of 25 items (5 items multiple choice and 20 items fill in the blank).

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$\text{Rxy} = \frac{N \, \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}} \qquad \text{(Arikunto, 2002)}$$

Where:

Rxy   = the correlation of the scores on the two halves of the test,

N   = the number of the students in each group,

X   = the score of each text,

Y   = the sum of all text' score,

XY   = the multiplication of the X and Y scores,

ΣX   = the sum of total X score in each group,

ΣY   = the sum of total score from each students,

ΣXY   = the sum of multiple of score from each student with the total score,

ΣX2   = the sum of the square score in each text, and

ΣY2   = the sum of all texts' square

2. Reliability

Reliability dealt with the consistency of the result. The test was reliable when it could show stable outcome. The more reliable the test was, the more confident the score obtained from the administration of the test.

To achieve the reliability to the consistency of the measurement, Kuder Richardson formula (KR_{21})

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{Mt\,(n-Mt)}{(n)\,(St2)}\right)$$

Where:

r11   = the reliability coefficient

n   = number of students

Mt   = number of total mean

St^2 = number of total variance

3. Difficulty Level

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer was the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS} \qquad \text{(Arikunto, 2002)}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

E. Technique of Collecting Data

The data were collected by giving the test to the students. Several steps were used to collect the data:

a. Give the pre-test to both of the classes.

b. Give them 3 times to do listening test based on their best.

c. Collect the students' answer sheets and score the students' answer.

d. Apply the treatment, which shadowing technique was applied to the experimental group, while the control group was taught by using three phase technique.

e. Give post-test to both of classes.

f. Give them 3 times to do listening test based on their best.

g. Collect the students' answer sheets and score and score the students' answer.

F. Technique of Data Analysis

In this research, Descriptive Quantitative technique was applied to analyse the data, and the steps are:

1. Correct the students' answer.

2. Score the students' answer.

3. List the students' score into tables, first for the experimental group's score and the second for the control group's score.

4. Calculate the total of the score.

    a. Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\}\{n \sum y_i^2 - (\sum y_i)^2\}}}$$ (Sugiyono, 2015:255)

    b. Test of Significant :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sugiyono, 2015:259)

    c. Test of Linear :

$$Y = a + Bx$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$ (Sugiyono, 2015:262)

d. Test of The Effect :

$$D = (rxy)^2 \text{ x } 100\%$$

e. Test of Sample Related :

$$t = \frac{x1 - x2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$ (Sugiyono, 2015:273)

Where:

t = the test

X_1 = the Averange of variable 1 (Experimental group)

X_2 = the Averange of variable 2 (Control group)

S_1^2 = the Standard deviation squire (variants) of sample 1 (Experimental group) and sample 2 (Control group)

n = the Total of Sample

n_1 = the Number of cases for variable 1 (Experimental group)

n_2 = the Number of cases for variable 2 (Control group)

1 = the Number Consonant

r = the Correlation of product moment between X_1 and X_2

G. **Statistical Hypothesis**

      The statistical hypothesis formula as following:

H_a : $T_{Observe} > T_{table}$

H_0 : $T_{Observe} < T_{table}$

H_a : There is a significant difference between the results of students' listening ability in words recognition.

H_0 : There is no significant difference between the results of using shadowing technique on students' listening ability in words recognition.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

The finding of this research showed that there was a difference of output between both of classes. Based on the calculation, the t-test showed that $t_{observe}$ (5.2915) was higher than t_{table} (2.048) with digree of freedom (28) at the level of signifficance (0.05). It showed from the value side, using Communication Approach Assisted Audio Visual Media in teaching listening could increase the students' achievement. It also found that the students who were taught by using shadowing technique (experimental group) got higher scores than the students who were taught by using three phase technique (control group). Eventhough they were given by the same material and test. So, the alternative hypothesis was accepted or there was any significant effect of shadowing technique on students' listening ability in words recognition.

B. Discussion

In this research was used shadowing technique on students' listening ability with audio visual. In the previous chapter, listening was not tought easy for the people thought. It was not easy to have the ability to recognize words through identifying the sound before they interpret the meaning. Therefore, to solve this problem the teacher must use a new technique and media which could attract the students' attention on teaching listening. Shadowing technique was one of

listening technique which the students could listen and repeat the speech as same as the speaker at the same time through shadowing technique. In listening English using the shadowing technique, the students do not have to feel pressure due to the unknown contents.

When the research was conducted, the experimental group was taught by using shadowing technique on students' listening ability in words recognition and control group was taught by three phase technique. The research was started on July 15th 2019 and ended on July 27th 2019. The description of the result gotten was expounded below.

1. The Score of Pre-Test and Post-Test in Experimental Group

a. Pre-Test

From the result of pre-test, the total score of students was 1688 and the number of students who took the test 30 students. The mean score of pre-test was 56.27. From 30 students, there were 29 students getting score under 88, and only one student getting score 88. This showed that most of the students' listening ability were low, while the student with the highest score still had their listening to be standard (for detail, see appendix 5). The data could be detailed into diagram below:
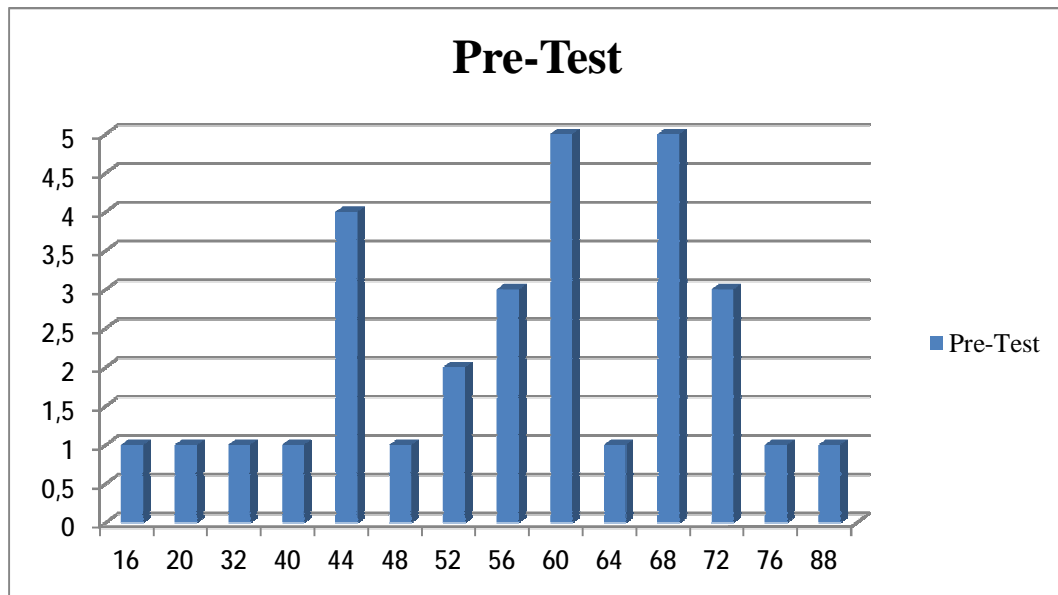
Figure 4.1 Diagrams of Pre-Test in Experimental Group

b. Post-Test

After the gave the treatment of using shadowing technique with audio visual, a post-test was given to the students in experimental group. Based on the result of post-test, the total score of students was 2444. The mean score of post-test was 81.46. from 30 students, there was only one students getting score 48, and 29 students getting score higher than 48 (see appendix 5). This showed that there was an improvement in students' listening ability. The data could be detailed into diagram bellow:
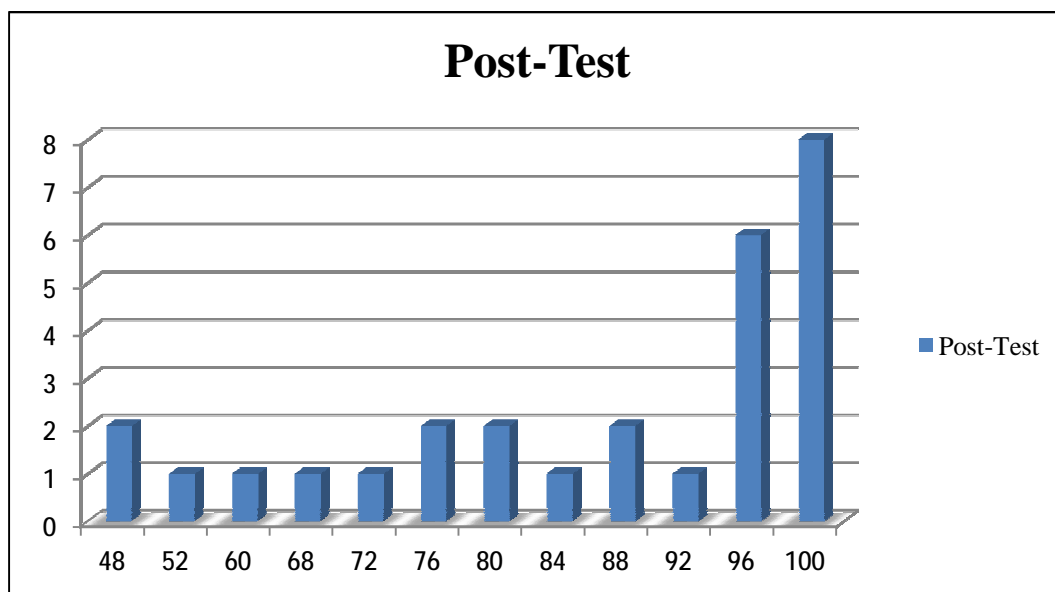
Figure 4.2 Diagrams of Post-Test in Experimental Group

From the pre-test and post-test result, it could be concluded that most of the students that were taught by applying shadowing technique got a better result than those who were taught by applying three phase technique. It could be said that there was a significant difference between students' scores. From the data, there were 30 students had their scores increased and none of them had their scores decreased or consonant. The increasing scores showed that shadowing technique influenced the students' ability in listening.

The collected data were analysis t-test formula. In experimental group, pre-test was 1688 and post-test was 2444. The differences of the pre-test and post-test were $T_2 - T_1 = 756$.

2. The Score of Pre-Test and Post-Test in Control Group

a. Pre-Test

Based on the result of pre-test, the total score of students was 2124 and the number of the students who took the test 30 students. The mean score of pre-test was 70.8. The lowest score of pre-test was 20 and highest score was 92 (for detail, see appendix 6). The data could be detailed into diagram bellow:
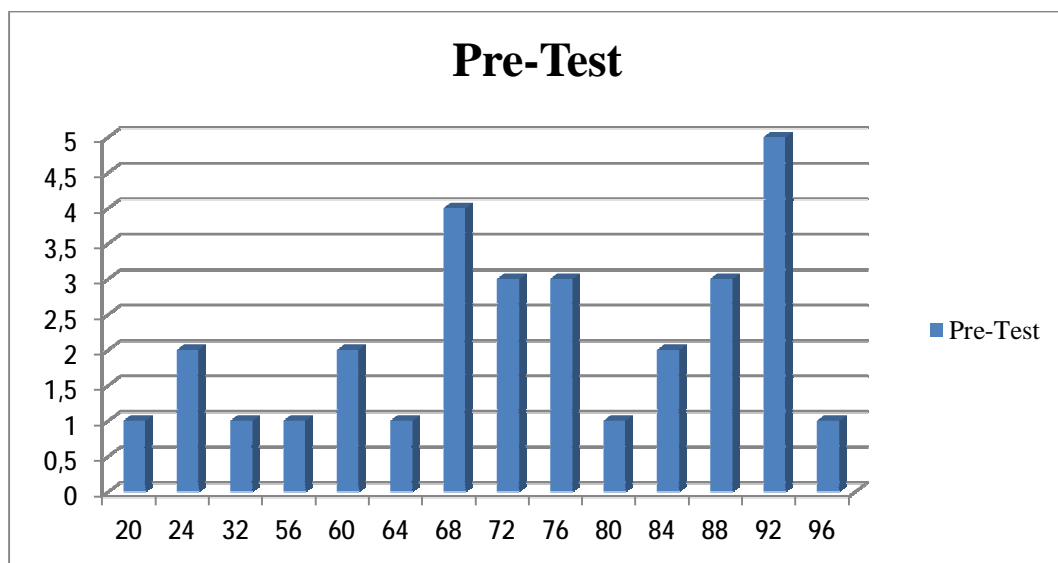

Figure 4.3 Diagrams of Pre-Test in Control Group

The diagram showed that students with high scores were much fewer than the ones with low score.

b. Post-Test

After gave pre-test to the students, the students in control group were given the post-test. Based on the result of post-test, the total score of students was 2144 and number of students who took the test was 30 students. the mean score of post-test was 71.47. The students' listening ability was better than before, but they

still still had difficulties in words recognition. From 30 students, there were 5 students that got the highest score, which were 100, while 25 students got scores under 100 (for detail, see appendix 6). The data could be detailed into diagram bellow:
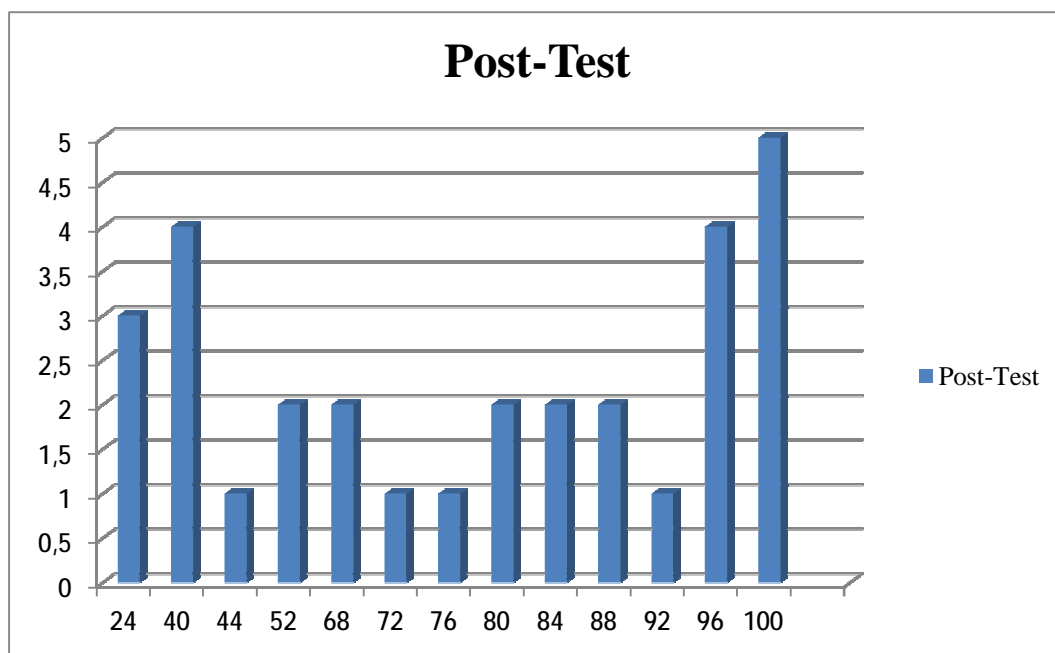
Figure 4.4 Diagrams of Post-Test in Control Group

Based on the test which was given to the students in control group, the students' mean scores in pre-test was 70.8. After doing the pre-test, the post-test was conducted without treatment of using three phase technique. Eventually, the students' mean score of the post-test in control group was 71.47. It could be seen that difference between the mean score of the pre-test and post-test of control group was not significant, at 0.67.

3. The Difference Score of Experimental Group and Control Group

The data showed that in experimental and control group that same score was 100. The lowest score in experimental group was 16 while in control group was 20 (for detail, see appendix 8 dan 9).

In addition, it proved that there were different score between the pre-test and post-test scores of experimental group and control group. The post test score of the experimental group and control group in which experimental group showed an improvment and got highest score than control group. It meant that there was a significant effect of shadowing technique on students' listening ability in words recognition.

4. Validity Test

The data of validity test was presented in appendix 10. In gaining validity test, Microsoft Excel was used. After analyzing the data, the result of validity calculation was 0.79. It showed that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement. If validity result was 0.00 - 0.20, it meant that validity was low. The validity bertween 0.21 - 0.40 was sufficient. If it was 0.41 – 0.70, it meant that validity was high, and the last value of validity 0.71 – 1.00 was very high.

5. Reliability Test

From the data that presented in appendix 11, the test reliability was calculated by using Kuder and Richardson (KR_{21}) formula. Based on the

calculation above, the result of reliability of the test was 0.93. Reliability test was well if the value was > 0.90. It was considered high if the value was between 0.70 – 0.90. if the value was 0.50 – 0.70, then it was sufficient. Lastly, < 0.50 was regarded low. If the result was low, then the possibility test in this research was very good.

6. Difficulty Test

The data of dificulty level could be seen in appendix 12. To know the difficulty level of each listening assesment on the listening test, person product moment was used. The values from the dificulty level could be classified in some levels. If dificulty value was 0.0, then the level was very difficult. If it was 0.0 – 0.30, then the level was difficult. The value between 0.30 – 0.70 was medium, and 0.70 – 0.99 was easy. The last level was very easy with the value 1.00.

7. Statistical Hypothesis

The last step in analyzing the data was used statistical hypothesis test. It was used to know whether there was significant effect of applying shadowing technique on students' listening ability in word recognition or three phase technique. With the criteria examination, Ha was accepted if $t_{hitung} > t_{table}$ where t_{hitung} was gotten by distribution with dk = n - 2. Dk = 30 - 2 = 28.   = 5 % = 0.05.

To know the statistical hypothesis of this research was used *t-test* formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, $t_{observed}$ (5.2915) was

higher than t_{table} (2.048) with degree of freedom (28) at the level of significance (0.05). It also found that the students who were taught by using shadowing technique on students' listening ability in word recognition (experimental group) got higher scores than the students who were taught by using three phase technique (control group). So, the alternative hypothesis was accepted (for detail, see appendix 13). It meant that there was a significant effect of shadowing technique on students' listening ability in word recognition.

a. The Equation of Linear Regression

The equation of linear regression in testing hypothesis was used to found of the value of a constant symbolized by a (13.42) and to found of the coefficient value symbolized by B (0.71). Generally the linear equation was written Y = a + Bx. So, from the linear equation we can find the value of X (independent variables/ predicator) and Y (dependent variable/ response) which were used to found the value of rxy.

b. Determining the percentage of the effect of X variable toward Y variable

It meant the effect of X variable toward Y variable or the effect of extensive reading strategy on th students' critical thinking in reading was 63.80% and 36.20% was influenced by another factors.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclutions

Based on the data analysis it can be concluded that there was a significant effects on using Shadowing Technique on students' listening ability in words recognition, found that the $t_{observed} > t_{table}$ or $5.2915 > 2.048$. The result of students' score who were taught by applying shadowing technique was higher than those who were taught without shadowing technique and taught listening by applying shadowing technique become more interactive and easier to do the students.

B. Suggestions

From the conclutiona above, the suggestions were presented as following:

1. It was suggested to the next researcher to found difficulties this approach in doing the same research in order to increase the students' achievement in listening.

2. It was suggested that English teachers should teach more intensively in listening. Because, it was one of the skill in language should be mastered by the students.

3. Teachers was facilitator in communicative language teaching, should facilitate communication in the classroom.

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