The Effect of Shadowing Technique Towards Students' Speaking Skill at the Eleventh Grade Students of SMAN 1 Cihara in Academic Year 2023/2024

Belinda Yulistia[1] Rizdki Elang Gumelar[2] Riandi[3]

[1] *English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar*
[2] *English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar*
[3] *English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar*

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ABSTRACT

This research paper aims to determine the Effect of Shadowing Technique Towards Students' Speaking Skills at the Eleventh Grade Students of SMAN 1 Cihara Lebak-Banten. This study uses a quantitative approach with a quasi-experimental design research method, which uses three concepts, namely pre-test, treatment, and post-test. The population was 93 students and the sample of this study was 64 students consisting of 32 students in the experimental class and 32 students in the control class. The results of the post-test for both the experimental and control classes, after receiving treatment, the results of the experimental class were 2215 and the control class was 2175, meaning that the results of the experimental class were higher than the control class. Based on the data above, the shadowing technique showed better results in the experimental class than in the control class.

INTRODUCTION

English is an international language to be able to connect with everyone around the world, English is a language that is commonly studied in schools, especially in countries where English is not the main language. Meanwhile, the data from the EF English Proficiency Index EF EPI (2023) shows that the English language skills of Indonesian people are still low, namely ranking 79th out of 113 countries. The index shows that the Indonesian People's English score is 469. The data shows that people on the island of Java are the region with the highest proficiency, while Papua shows the lowest proficiency. The cities of Jakarta and Surabaya emerged as the cities with the highest English proficiency. In Indonesia, English is a foreign language that can be learned in public

[1] Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: belindayulistia27@gmail.com

[2] Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: rizkyelang855@gmail.com

[3] Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: rianriandi@yahoo.com

Schools. Therefore, the objective of teaching English is to enable students to communicate in English orally and written form. Language proficiency includes both fluency and accuracy. Accuracy is the ability to use language elements such as grammar, vocabulary, and pronunciation. Fluency, is the ability refers to mastering language skill: speaking, listening, reading, and writing.

Speaking is one of the language skill apart from writing, reading and listening. Speaking ability is the most important thing to be able to interact, express opinions, comment and reject other people's opinions and how to answer them verbally. In teaching how to speak, students still find difficulty to master this skill, especially in English.

In this case, the role of speaking is important, deficiencies in speaking English will make students difficult to interact using English. Based on the researcher's experience it can be reported that many students still have difficulties to express themselves. The researcher found several factors faced the students in learning how to speak English there are: lack of confident, poor of vocabulary, less of interest, and less of practice.

First, the students lack of confident to speak and express their opinion in general. Speaking is an active skill, but not every students have a good basic understanding in terms of speaking especially in English.

Second, the students have limited vocabulary, it makes difficult for them to interpret the meaning. They are definitely confused when they are asked to express word and sentences orally.

Third, the students less of interest in learning English because they do not have motivation to improve their speaking skills. They do not care and think that English is important. So they are do not pay attention to what the teachers say.

Lastly, teachers' strategy or technique of teaching speaking are not varieties. It makes students feel boring and burden to practice more. Regarding to the issues, the teacher need to change the perspective to be more innovative and find the best technique for the students. There are many techniques to improve students' speaking skill, one of them is Shadowing technique. This technique is claimed appropriate to help students in teaching speaking. Shadowing is a technique where students listen and watch audio or video then repeat it again. Students are encouraged to follow the speaker or the audio as soon as possible with only a short delay. To carry out the Shadowing technique, students can easily search for communication media, students can find it in audio such as podcasts, and English YouTube channels, and provide suitable video recordings as learning material for Shadowing. Shadowing is an interesting technique to apply in learning speaking because this technique requires students to figure out the speaker or the audio base on its pronunciation so that students can analyze and follow how to produce an utterance appropriately. These shadowing activities allow students to learn freely to prevent them from being bored, reluctant, and silent.

Speaking is the act of using spoken language to communicate. The ability to speak is a necessary component of communication for humans. Speaking is an active skill that every individual has, this is related to Zuhriyah's opinion (in Gert and Hans, 2017:4) stated that speaking is the way of people to express and communicate the ideas to others orally and speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Shadowing, also known as echoing, is an imitation technique in which a person mimics the speech of another person or specific parts of it. One of the best ways to get better at speaking English is to shadow someone. Shadowing is "repeating all or part of what the speaker has says" (Rost & Wilson, 2013, p.114), more specifically, it is simultaneously repeating what one hears, this technique will help students with vocabulary, intonation, and pronunciation. Besides, Hamada (2014) states that shadowing helps learners automate their perception and increase their working memory capacity. Nakanishi & Ueda (2011), stated that

Shadowing was originally developed as a way to train simultaneously translators, but currently many middle and high school teachers are adopting the language into their classrooms.

METHOD

This research used quantitative approach with experimental design using quasi-experimental method. Its method used to comparison between two groups. They are experimental group and control group. The population was 93 students and the sample of this study was 64 students consisting of 32 students in the experimental class and 32 students in the control class.

In this research, the researcher used oral test. The form of test is responsive test as Q&E. A test is a set of questions exercises or other means used to measure the skill, knowledge, intelligence, ability, or talent of an individual or group of people. The test is a method of measuring a person's ability, knowledge, or performance in a given domain.

RESULT AND DISCUSSION

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ekperimen_Pre	,143	32	,094	,935	32	,052
Experimen_Post	,118	32	.200*	,938	32	,067
Control_Pre	,148	32	,074	,951	32	,149
Control_Post	,148	32	,073	,951	32	,153

Based on the data above, it can be seen that the significant of data experimental and control class used Kolmogorov-Smirnov is higher than 5% (>0.05), where for pre-test experimental class is 0.094 > 0.05 and post-test 0.200 > 0.05, while pre-test control class is 0.074 > 0.05 and post-test is 0.073. As the result, that the score of data each class is in normal distribution.

Table 2. Test of Homogeneity Variances Pre-Test Experimental Class and Students Learning

		Levene Statistic	df1	df2	Sig.
Hasıl_Pre	Based on Mean	1,177	1	62	,282
	Based on Median	1,259	1	62	,266
	Based on Median and with adjusted df	1,259	1	61,968	,266
	Based on trimmed mean	1,175	1	62	,283

Table 3. Test of Homogeneity Variances Post-Test Experimental Class and Students Learning

		Levene Statistic	df1	df2	Sig.
Hasıl_Post	Based on Mean	,624	1	62	,433
	Based on Median	,693	1	62	,408
	Based on Median and with adjusted df	,693	1	61,308	,408
	Based on trimmed mean	,611	1	62	,437

The data is homogeneous if the significance is higher than level significance 5% (> α=0.05). Based on the table above, the data of pre-test both experimental class and control class are homogeneous,

because the score of significance is higher than level significance, that the score is 0.282 > 0.05. As the result, pre-test of experimental class and control class have the identical variants.

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% ($>\alpha=0.05$). Based on the test homogeneity above it is proven that the score of significance is higher than level significance, where 0.433>0.05. As a result, it is determined that the data are homogeneous, which mean that post-test both the experimental class and control class have the identical variants as well.

Table 4. Paired Samples Test

		Paired Differences							
			Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Ekperimen_Pre - Experimen_Post	-13,281	7,579	1,340	-16,014	-10,549	-9,914	31	,000
Pair 2	Control_Pre - Control_Post	-14,688	5,527	,977	-16,680	-12,695	-15,033	31	,000

Based on the results of the t test the researcher obtained a score of 0.00<0.05 so that the alternative hypothesis (Ha) " There is significant effect of Shadowing Technique Towards Students Speaking skill at the eleventh grade students of SMAN 1 Cihara Lebak-banten in Academic Year 2023/2024" is accepted.

The test in this research conducted to know the effect of Shadowing Technique towards Students' Speaking Skill at the Eleventh Grade Students of SMAN 1 Cihara Lebak-Banten.

The previous research similarities and differences with this research. This similarity is obtained from knowing the effect and effectiveness of the shadowing technique towards students speaking skill class. The previous research used a classroom action research design, whereas this research will usea quasi-experimental design with pre-test and post-test designs to conduct the research.

The researcher found the effect of Shadowing Technique towards Students' Speaking Skill at the Eleventh Grade Students of SMAN 1 Cihara Lebak-Banten. The researcher tested an instrument at school with similar grade before conducting this research. There was one instruction was tested. The researcher conducted a validity test and reliability test after obtaining the result of the instrument test. One by one instruction that were examined for validity passed the test. The researcher conducted a reliability test after conducting the validity test.

According to Creswell, et al (2021) "Reliability instrument is referring to the consistency or repeatability of an instrument produced the same data. A good measure should be both valid (measure that it's supposed to measure) and reliable(the results are dependable) the data declared reliable if the value of Alpha > r table=reliable, while the value of Alpha < r table=ireliable, the result of the reliability test was 0,934 >, so the instrument was reliable. The instrument that had passed the validity and reliability test was used as an instrument for pre-testand post-test in both the experimental class and control class.

After conducted the instrument test, the researcher conducted a pre-test, is aims to find out students' initial knowledge before being given treatment in both classes, after conducting the pre-test the researcher will conduct treatment in four meetings, in this step, the researcher used shadowing technique towards students speaking skill in the experimental class, while researcher used three phase as learning strategy in the control class. The purposed of effect of Shadowing Technique Towards Students' Speaking Skill, because of that the researcher chose Shadowing

technique towards students speaking skill because researcher hope it will be more interesting and easier to learned.

After the treatment was carried out in two classes, the researcher does a post-test administered in both the experimental and control classes to determine the students' improvement in reading comprehension ability after through treatment, researchers used SPSS 22 to analyze data. Test the hypothesis in thisstudy using t-test analysis. Before carry out this research analysis, it is necessary to carry out the prerequisites for research analysis which includes the normality test and homogeneity test.

From the results of this study, the average pre-test value was obtained by students of class XI-1 SMAN 1 Cihara as an experimental class is 55.94 lower than 53,28 Mean score of class XI-2 as the control class. The highest pre-test score in the experimental class is 70 and the lowest pre-test score in theexperimental class was 40, while the highest pre-test value in the control classwas 70 and the lowest pre-test value in the control class is 40. So, the distribution of pre-test scores in the experimental class was low than that of the control class.Furthermore, the average post-test score for the experimental class was 69.22 higher than the average value of the control class 67.97. Highest rating of the post-test in the experimental class was 85 and the lowest post-test score in the class experimental class was 50, while the lowest post test score in the control class was 50. Those means the distribution of post test scores are higher in the experimental group than in the control group.

Before the researcher did the hypothesis test the researcher should did normality and homogeneity test, in this research the normality test used a Kolmogorov-Smirnov test by using SPSS 22 for program windows with the criteria: If the significance value of sig > 0.05 the data is normally distributed, while If the significance value of sig < 0.05 the data is not normally distributed.The homogeneity test in this research used Levene test by using SPSS 22 for program windows with the criteria: If the significance value of sig > 0.05 the data is homogenous, while if the significance value of sig < 0.05 the data is nothomogenous.

Based on the results of the research, it was shown that the experimental pre- test was significance. If the data is normally distributed it will be carried out homogeneity test. Researcher compared the results of the pre-test and post-test homogeneity test results, both classes show homogeneity test results that the pre-test value between the experimental and control classes is sig> 0.05, so the data is homogeneous, the table above stated that the score post-test homogeneity between the experimental and control classes is sig > 0.05, so the data is homogeneous, based on the results of the two data Pre-test and post-test are homogeneous.

Hypothesis test, often also called the t test, the final set of test data for thisstudy is this hypothesis test.

In this research, the hypothesis test used is statistical test (T-test) paired sample test (pre-test and post-test on experimental class and pre-test and post- test in the control class) using SPSS 22 program for window with criteria: If sig(2-tailed) < 0.05, Ho rejected and Ha accepted, otherwise if sig (2-tailed) > 0.05then Ho accepted and Ha rejected.

Based on the results of the t test the researcher obtained a score of 0.00<0.05 so that the alternative hypothesis (Ha) " There is significant effect of Shadowing Technique Towards Students Speaking skill at the eleventh grade students of SMAN 1 Cihara Lebak-banten in Academic Year 2023/2024" is **accepted**.

On the other hand, the null hypothesis (H0) " There is significant effect effect of Shadowing Technique Towards Students' Speaking Skill at the Eleventh Grade Students of SMAN 1 Cihara Lebak-Banten.

The effect of Shadowing Technique Towards Students' Speaking Skill at the Eleventh Grade Students of SMAN 1 Cihara Lebak-Banten." is **rejected**.

Based on the result above, the researcher concluded to there is significant e effect of Shadowing Technique Towards Students' Speaking Skill at the Eleventh grade Students of SMAN 1 Cihara.

CONCLUSION

It is possible to draw conclusions, based on the findings and discussions in the previous chapter, using the Shadowing technique to learn English in the eleventh grade students of SMAN 1 Cihara is effective, especially in students' speaking skills. It can be seen from the descriptive statistics data, comparing the results of the post-test both experimental class and control class, after getting the treatment the result of experimental class is 2215 and control class is 2175 its means the result of experimental class is higher than control class.

In addition, based on the paired sample t test with the significance level a = 0.05, it is known that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted because the results of significance (2 tailed) for the experimental class are lower. From the significance level (0.000<a=0.05) according to the results of the research that Shadowing technique has an effect towards students' speaking skills in SMAN 1 Cihara. By using this technique, students are more active in learning English, especially to improve speaking skills.

There are a few important things that can be suggested, especially for teachers, students, and subsequent researchers: For Teachers: Good learning strategies, technique, models, and media use can be interesting parts of the teaching and learning process. This is another resource that teachers might find useful. For Students: Interest in the learning process, particularly speaking, is anticipated to rise as a result of this research's findings. For the next researcher : The findings of this research can serve as a model for future research in the field.

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