


USING SHADOWING TECHNIQUE IN TEACHING SPEAKING TO THE ELEVENTH GRADE STUDENTS OF MAS DARUL FATH BONTOLANGKASA

Misrawati¹, Nunung Anugrawati², Yassir Mallapiang³
^{1,2,3} Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 17, 2023 Revised: January 30, 2023 Accepted: March 17, 2023 Published: December 30, 2023</p> <p>Keywords: Shadowing Techniques Speaking Skills Darul Fath Students Quantitative Research</p>	<p>The objective of this research was to find out the students' speaking skill by using shadowing technique at the Eleventh Grade of MAS Darul Fath Bontolangkasa. The researcher used a pre-experimental research is included in the Quantitative method. Quantitative method is a method of collecting and analyzing data from various sources in an organized manner. Quantitative method which emphasized on Shadowing Technique application as treatment and its impact on student speaking skill. Purposive sampling technique to be used in this research. It consisted 1 class of the students, the number of population was 7 students. The sample of this research was class XI in which the number of the sample was 7 students. The instrument of this research was used speaking test. In collecting the data the researcher used test namely speaking test which was distributed in pre-test and post-test and used the research instrument was speaking test. Based on the findings, it was found that students were could be taught to speaking and indicated that achievement of the Eleventh Grade of MAS Darul Fath Bontolangkasa was improved by using shadowing technique. This was evidenced by the mean score in terms of content pre-test was 61 and post-test was 80 the improvement of the content was 0.32 % which means there was significant difference between pre-test and post-test.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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<p>Corresponding Author: Misrawati English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351115116Misrawati@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

Students of all academic levels would benefit from developing their listening, speaking, reading, and writing skills. Fitriani et al. (2015) noted that oral communication is a key competency for language students. Speaking, or oral communication, is defined by Thonburry (2005) as an activity in which two or more people exchange rapid-fire ideas verbally. Yunita (2015) claims that communication is a two-way process that can include both the generative

and receptive capacities of technology, between the speakers and the audience. Learning to communicate well in a foreign language is viewed as a top priority. Communication has a number of components, one of which is the ability to express oneself orally. In current age of globalization, the ability to communicate effectively in English is essential in all facets of life, as stated by Aye and Phyu (2015:1). Tahir (2015: 174) adds that being able to speak the target language is another indicator of successful language learning.

Structure, vocabulary, and pronunciation are all facets of language that contribute to each of these four abilities. Like writing, speaking well allows you to convey your thoughts and ideas to others (Spratt et al., 2005: 34). Teaching English with the intention of improving pupils' communication skills is the primary objective. The ability to communicate effectively with others is crucial in everyday life; without it, we would be unable to gather the knowledge and insights we need from the experiences and perspectives of those around us. Speaking, as defined by Cameron (2001: 40), is the process of intentionally using language to convey meaning in a way that can be understood by another person. If you want to be understood, you need to be able to listen to others, and vice versa. It's tough to interact with other people if you don't master the language. Most kids have trouble both making and understanding the sounds of the English language. Students believe that studying English is difficult, so they avoid it.

Students today should study a foreign language in addition to English in order to better their command of the spoken word. Thus, the researcher has chosen a strategy to make students eager to learn English and learn speaking skill well, which is essential to overcoming the difficulty and improving students' performance in this area.

It is possible to enhance one's command of the English language by the application of certain methods. That's one of the shadowing methods. There are several methods for teaching students how to speak English effectively, but one of the most effective is "shadowing," in which pupils listen to a native speaker and strive to mimic his or her pronunciation and vocabulary.

Based on the foregoing, it seems that MAS is of particular interest to the researcher. Darul Fath Bontolangkasa, since the researcher is familiar with the language skills of its students. The majority of students still lack basic communication skills. This is why the

researcher went there; he wanted to create an environment where students would feel safe taking risks and would like learning rather than dreading it.

RESEARCH METHOD

Pre-experimental study with a single-group pre- and post-test design was used for this investigation. Purposive sampling was used to select 7 students from within the population of pupils enrolled in grade XI for this study. The researcher employed a speaking exam given to students both before and after the intervention to acquire this data. Researchers used a video presentation called the Shadowing Technique as part of the treatment. Then, they had the kids repeat what they heard the native speakers say on the video. The test consisted of an oral interview. As students read aloud, a researcher listened in and rated their pronunciation using a speaking accuracy scale that assigned grades of very good, good, fair, poor, and very poor. Both the preliminary and final examinations used this testing method. Some of the most fundamental features of experiments are used in a research format called pre-experimental design. All of the eleventh-graders at MAS Darul Fath Bontolangkasa made up the sample for this study. There was only one class with a total of seven students. the selection of the sample would be motivated by some end-goal. Seven students from a single grade XI were used as the sample for this study. In this study, a speaking test served as the instrument.

RESULT AND DISCUSSION

The students are divided into groups based on their pre-test scores

The purpose of the research was to examine the efficacy of the Shadowing Technique in the context of language instruction by comparing pre- and post-intervention data on the correctness of students' pronunciation in a simulated conversation. A comparison of pre- and post-test data revealed the technique's efficacy. If the post-test score was greater than the pre-test, then the method was successful.

Table 1 The Classification of students score in Pre test

Scale	Classification	Score	Pre Test	
			Frequency	Percentage
5	Very Good	85 - 100	0	0%
4	Good	75 - 84	2	28%
3	Fair	60 - 74	3	42%

2	Poor	40 - 59	1	14%
1	Very Poor	0 - 39	1	14%
Total			7	98%

Table 1 According to the data presented above, 2 students (28%) received an excellent rating for their pronunciation skills in the pretest, 3 students (42%) received a middling rating, 1 student (14%) received a poor rating, and 1 student (14%) received a very poor rating. None of the students did particularly well on the test because, as the explanation shows, they are still unsure of how to speak English fluently.

Students' post-test scores are grouped based on a number of factors

In order to ascertain whether or not students' English improved as a result of treatment, the researcher at MAS Darul Fath Bontolangkasa in grade 11 (eleventh) calculated the quality of the school's English-speaking students in terms of percentage improvement in speaking and categorized their results as follows:

Table 2 Student Post-Test Scores Are Categorized

Scale	Classification	Score	Pre Test	
			Frequency	Percentage
5	Very Good	85 - 100	3	42%
4	Good	75 - 84	2	28%
3	Fair	60 - 74	2	28%
2	Poor	40 - 59	0	0%
1	Very Poor	0 - 39	0	0%
Total			7	98%

Table 2 Using the data in the table above, the researcher concluded that none of the students scored bad or very poor on the post-pronunciation test's section, and that instead, 3 students (42%) scored very well, 2 students (28%) scored well, and 2 students (28%) scored fairly well.

According to the study's findings, some students were able to achieve high grades because they were able to better understand and use English grammar and vocabulary, and because they were able to more fluently and accurately mimic the pronunciation of native English speakers with their own accents. After receiving treatment, they were able to finally see some encouraging improvements. Some kids may still have trouble in English 11th grade because they are difficult to understand and have not reached their full potential. Focus on

improving one's pronunciation even though one ultimately cannot comprehend what is being said.

Table 3 Adding up the students' pre- and post-test scores. The averages are shown in the table below

Accuracy	The student's score		Improvement (%)
	Pre-test	Post-test	
Pronunciation	61	80	0.32%

Table 3 based on the table above, that the pronunciation assessment score improved 0,32% for the pre test-test was 61 and for the post -test score could improved 80, based on the result the researcher could be included that using Shadowing Technique could improved speaking skill for the students in the aspect pronunciation, the students 'able improved their pronunciation better in English than before it was based on their value. Other than that the students at the time of their treatment were very enthusiastic to do Shadowing and tried to speak English better. Although not all students' experienced an in increased but it's better than before treatment.

The significant of pronunciation

Researchers have demonstrated a significant variation in pronunciation by calculating the difference between the mean scores of pre- and post-test administrations of the same exam taken by the same group of students. The purpose of this study was to determine whether or not the Shadowing Technique was effective in helping students in the eleventh grade enhance their public speaking skills. The t-test values are listed below:

Variable	Average score of pre-test	Average score of post-test	T-test	T-table	Comparison	Classification
Speaking accuracy	61	80	70.11	2.447	T-test > t-table 70.11 > 2.447	Significance

Table 4 The preceding table provides evidence that the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected at the significance level of 0.05 and degree of freedom (df) 7-1 (N-1=7-1), where N is equal to the number of students. If, on the other hand, the value is less than the t-table, the alternative hypothesis is rejected, and the null

hypothesis is accepted, assuming a significance level of 0.05 and a number of degrees of freedom of 6.

Discussion

The researcher has developed a method to help 11th graders, in particular, improve their pronunciation when speaking. Students would try to listen carefully to what native speakers were saying, then mimic their pronunciation and word choice as closely as possible in order to improve their own command of the language. This method, known as the "shadowing technique," is also known as the "parrot technique," in which a parrot mimics human speech in an effort to learn it. Before using the Shadowing Technique, most students are not very engaged in the learning process and are not yet fluent in English, thus they would focus on how to pronounce word for word in English. They still have doubts about how many errors they have in pronunciation, which dampens their enthusiasm and confidence in speaking English. The researcher decided to treat the students using Shadowing Techniques because of the issues mentioned above; this should result in higher scores on the post-test and on the speaking portion of the pre-test, which was administered first to gauge the students' pre-treatment proficiency in English. The author concludes by emphasizing the importance of the shadowing strategy in helping pupils learn and develop their linguistic skills. Using the Shadowing Technique, a researcher at MAS Darul Fath Bontolangkasa in 11th grade found that students' test scores increased significantly after receiving tutoring. While students' scores on the pre-test were quite low, evidenced by the table score shadowed by the researcher, they rose significantly by the time of the post-test. Three researchers came to the conclusion that shadowing was first established as a training tool for simultaneous interpreting in Europe, and that it has since acquired great interest among language instructors wanting to improve their students' listening and speaking skills. Chie (2014:23) argues that students' linguistic ability and understanding of the target language would both benefit from shadowing practice. Third, studies suggest that shadowing has become a popular teaching strategy, and Shiota (2012) states that "Shadowing is one of training techniques that is used to develop interpreting skills." The Shadowing Technique can help students improve their public speaking skills. Two (28% of the class) students got good marks, three (42% of the class) got acceptable marks, one (14% of the class) got low marks, and one (14% of the class) got extremely poor marks on the pre-

test. Three (42% of test takers) received excellent marks, two (28% of test takers) received good marks, two (28% of test takers) received fair marks, and no test takers received low or very poor marks. When the students' average post-test scores were compared to the total row score (427) from the pre-test, the outcome was a mean score of (564) The average post-test score was higher than the average pre-test score by a margin of 137 points (80 divided by 7 students' = 137), while the average gain between students' pre- and post-test scores was 57 points. Table = 2.447, t-test = 70.11, significance level (a) =0, 05, df-N =7-1. The final result demonstrated that the shadowing approach had a significant effect on the pupils' ability to communicate orally. The study's limitations are laid bare in the final section, which asks whether or not "shadowing" may help students at MAS Darul Fath Bontolangkasa become more articulate. This is associated with the title "Using Shadowing Technique in Teaching Speaking to The Eleventh Grade of MAS Darul Fath Bontolangkasa." While other researchers have expressed similar conclusions about the importance of improving listening using the shadowing approach, the current study focuses on enhancing students' pronunciation skills in public speaking.

CONCLUSION

The conclusion of this research on Using Shadowing Technique in Teaching Speaking to The Eleventh Grade of MAS Darul Fath Bontolangkasa. The aim of the research to know that shadowing technique could improve students' skill to speak English very well at the The Eleventh Grade of MAS Darul Fath Bontolangkasa based on the findings, it can be result follow: Using shadowing technique in teaching speaking to improve their skill in English was significantly. it was shown or proven by score in pre-test was 61 and post-test was 80. the improvement of the research was 0.32%. it means there was significant difference between pre-test and post-test. Based on the result in this research there was improving from students in teaching English speaking by using shadowing technique.

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