

THE IMPLEMENTATION OF SHADOWING TEACHING TECHNIQUES TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMAN 2 SIDRAP

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: February 11, 2021 Revised: February 13, 2021 Accepted: February 14, 2021 Published: December 25, 2021</p> <p>Keywords: Speaking skills Shadowing Techniques Pre-experimental Research</p>	<p>This research aimed at finding out students' speaking ability using shadowing techniques at the First Grade of SMAN 2 Sidrap. This research uses pre-experimental research. Researchers have conducted treatment consisting of six meetings. The population of this research is the first-grade students at SMAN 2 Sidrap. Researchers used purposive sampling technique. The research instrument was a speaking test. The research findings indicated that achievement of the first grade of SMAN 2 Sidrap was improved after using shadowing techniques. It was proven by mean score in terms of content in pre-test was 58 and post-test was 77. The improvement of the content was 0.020%. It means that there was significant difference between post-test and pre-test. Based on the research finding, the researcher concluded that teaching English by using shadowing techniques could improve the students' Speaking ability.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English has become an international language. It is used as a communication tool by people all over the world. They use English to communicate with each other in written or spoken form. English is also widely spoken in many fields, such as: industry, politics, health, tourism, education, etc.

Speaking is not the same as singing, creating an ordinary voice while speaking in the simplest language. Singing, then, involves using language rhythmically. Talking is not only used to communicate with others, but we can also gain new knowledge and exchange ideas with others. In order to communicate with each other, the language is only processed by people. At least two people can communicate; the speaker and the listener. The listener must listen and understand, then respond, what the speaker is saying.

Trigan (1990: 15) notes that the ability to pronounce articulations of sounds or words to express and communicate emotions, thoughts, or feelings is speaking. It is very complex since it includes many elements, such as grammar, pronunciation, vocabulary and fluency. There is alternate version of discussion; discussion, expression, debate, discourse and conversation. Therefore, it can be considered as the most important human method for social regulation.

There are several techniques you can use to improve your English skills. One of them is the Shadow Technique. Shadowing is another training technique for simultaneous interpretation. Language educators are very interested in this technique in improving listening and speaking competence. Listening and speaking cannot be separated from shadowing techniques. Shadowing technique is a simple technique and anyone can apply it in learning English.

The ability to master foreign languages, especially English, is still lacking, so a way or step is needed to master English itself. There are various learning methods that are suitable and are expected to improve student learning. One method that can be used is to apply a shadowing technique. According to Hamada (2012: 2), shadowing is defined as the activity of using headphones to hear and pronounce parrot-like sounds. The effectiveness of shadowing as a learning method for listening was researched in 2012 by Yo Hamada, a professor at Akita University in Japan. At that time, Hamada applied shadowing to English learning and got the result that shadowing could improve students' listening ability. With the same method, the researcher is interested in researching the application of shadowing in learning English to determine speaking ability. According to Lindsay (2011: 68), speaking is a complex process that involves processes that compose a message in a form so that other people understand and convey the message by using the correct pronunciation, emphasis and intonation. Talking is the interaction and communication with other people.

Shadowing is the activity of following and repeating the sound from a recording. Shadowing has been widely used as a listening learning material. Apart from that, shadowing turns out to be a practice method to improve your pronunciation. Then according to Karasawa (2010: 209), shadowing refers to a way of practicing in the form of listening to sounds, and as much as possible without giving a pause, we follow a voice like a shadow is a method that is widely used to educate a translator.

Through this shadowing technique students can apply it by watching films using foreign languages. By using this technique students can more easily understand gestures and facial expressions when sentences or phrases are pronounced.

Based on the research results of most students, students have difficulty understanding how to pronounce English words if only by writing. Students understand better when listening to audio or voices that use English. So that it can improve students' understanding of the pronunciation of English words easily by playing English films using shadowing techniques.

In addition, teaching English using videos can be beneficial for students, namely; First, videos can provide real models for students to imitate by role playing and can increase cultural

awareness by teaching something appropriate and appropriate for students. Second, when watching videos, students become more intellectually curious and motivated (Denning, 1992).

Based on the results of research at SMAN 2 Sidrap, the researcher found that students experienced problems in speaking English, such as not being able to speak English well and speaking low English.

Based on the research background above, the researcher assumed that the Shadowing Technique could be used to attract students' interest and motivate speaking. Therefore, the researcher wanted to conduct a research entitled "Improving Student Speaking Skills through Shadowing Techniques in First Grade at SMAN 2 Sidrap.

RESEARCH METHOD

In data collection, researcher used three steps. They are Pre-test, Treatment, and Post-test.

1.Pre-Test

The pre-test is a test that is carried out to see the basic competencies of students before treatment. The researcher conducted a pre-test for one meeting before giving the treatment. Students are given a video entitled "The Legend of Mount Tangkuban Perahu". After watching the video, students asked to retell the video they have seen, without applying shadowing techniques. Students' speaking performances recorded on video. After recording, the researcher assessed the associated pronunciation.

2.Treatment

Researcher teach speaking to students using shadowing techniques. Researcher conducted treatment for 4 meetings. Each meeting was given a video narrative text.

The video is presented as follows:

a. Treatment 1

In the first treatment, the researcher gave an explanation to the students about the application of the shadowing technique, then the researcher gave the students a video narrative text entitled "Asal Mula Surabaya". The researcher asked students to retell the video that had been given using the shadowing technique, then the results of the video were sent via WhatsApp Group.

b. Treatment 2

In the second treatment, the researcher gave different video narrative text material to the students entitled "Toba Lake". The researcher asked students to retell the video that had been given using the shadowing technique, then the results of the video were sent via WhatsApp Group.

c. Treatment 3

In the third treatment, the researcher gave different video narrative text material to students entitled "Malin Kundang". The researcher asked students to retell the video that had

been given using the shadowing technique, then the results of the video were sent via WhatsApp Group.

d. Treatment 4

In the last treatment the researcher gave different video narrative text material to the students entitled "The Legend of Tangkuban Perahu Mountain". The researcher asked students to retell the video that had been given using the shadowing technique, then the results of the video were sent via WhatsApp Group.

3. Post-Test

The researcher gave the students a post-test with the same video as the one given in the pre-test entitled "The Legend of Tangkuban Perahu Mountain" by applying shadowing techniques. Students' speaking performances recorded on video. After recording, the researcher assessed the associated pronunciation.

In research it was necessary to place restrictions on the population studied. According to Sugiyono (2009: 80) population was a generalization area consisting of objects / subjects that have certain qualities or characteristics applied by researcher to study and draw conclusions. The population of this research is the first-grade students of SMAN 2 Sidrap, the total is 210 students spread over 6 classes of MIPA.

The research instrument used a speaking test. In this study, the researcher gave a pre-test before students received treatment and a post-test to measure students' speaking ability. For student data, students' speaking skills were given a video by applying shadowing techniques, then students retold the video by recording and then sending it to the WhatsApp Group. In this teaching and learning process through online. The researcher analyzed the students' speaking ability in terms of their pronunciation.

The data analysis in pre-experimental design from the test analyzed with: Calculating student grades into 5 levels, based on standard level scores as follows:

Table 1. Standard level Scores

Scale	Score	Category
4.1-5.0	85-100	Very good
3.1-4.0	75-84	Good
2.1-3.0	60-74	Fair
1.1-2.0	40-59	Poor
0-1	0-39	Very poor

(Nurgiyantoro (2010))

Asses students' answer using the following formula:

$$\text{Score} = \frac{\text{Students' Score}}{\text{Total Number of Score}} \times 100$$

(Layman, Asmi, 2013: 32)

Calculate mean score using the following formula:

$$X = \frac{\sum X}{N}$$

Where:

- X = The Mean Score
- $\sum X$ = The Students' Total Score
- N = The Number of Students'

(Gay, 1981: 293)

Calculating pronounces T-test worth:

$$t = \frac{D}{\sqrt{D^2 - \frac{(\sum \frac{D^2}{n})}{n(n-1)}}$$

Where:

- T = Test of significant
- D = The difference between the pairs of x2 - x1 methods
- D^- = The mean of D squar
- $\sum D^2$ = The square of the sum score os difference
- $(\sum D^2)$ = The square of $\sum D$
- N = The number of students'

(Gay 1981: 331)

The researcher used the percentage technique as follows to find out how the development of speaking skills was developed:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

- P = Percentages
- X_2 = Average score of Post-test

$$X_1 = \text{Average score of Pre-test}$$

(Gay, 2006: 336)

RESULT AND DISCUSSION**1) The percentage of students' speaking skill scores on the pre-test is as follows:**

Table 2. Students' Score Classification in Pre-test

Scale	Classification	Score	Pre-Test	
			Frequency	Percentage
5	Very good	85-100	0	0%
4	Good	75-84	2	13%
3	Fair	60-74	6	40%
2	Poor	40-59	5	34%
1	Very poor	0-39	2	13%
Total			15	100%

Table 4.1 The above shows that there are 2 (13 %) students who get good grades, 6 (40%) students get fair grades, 5 (34 %) students get poor scores and 2 (13 %) students get very poor, in terms of pronunciation in the pre-test, the classification of students' speaking ability scores. Neither of them got a very good score.

2) The percentage of students' speaking skill scores on the post-test is as follows:

Table 3. Students' Score Classification in Post-test

Scale	Classification	Score	Post-Test	
			Frequency	Percentage
5	Very good	85-100	2	13%
4	Good	75-84	7	47%
3	Fair	60-74	6	40%
2	Poor	40-59	0	0%

1	Very poor	0-39	0	0%
Total			15	100%

Table 4.2 above shows that there were 2 (13 percent) students who got very good scores, 7 (47 percent) students good, and 6 (40 percent) students fair, from the classification of student speech scores in terms of pronunciation in the post-test. Neither of them Poor grades and got Very poor.

Based on the results of the researcher, students who get very good scores have criteria that are easy to understand and have a speaker's accent original. Then students who get good grades have criteria easy to understand even with an accent certain. Then students who get fair grades have the criteria there are pronunciation problems which make the listener have to be fully concentrated and sometimes there are misunderstandings. Then students who get poor scores, have criteria difficult to understand because of pronunciation problems, often asked to repeat. Then the last students who got very poor grades, had the criteria for serious pronunciation problems that couldn't be understood.

3) The implementation of shadowing teaching techniques to improve students' speaking ability in terms of pronunciation:

**Calculating the result of the students' score in Pre-test and Post-test
The mean score is presented following table**

Table 4.the students' score in Pre-test and Post-test

Accuracy	The Student's Score		Improvement (%)
	Pre-test	Post-test	
Pronunciation	58	77	0,31%

Table 4.3 above shows that, the pronounce assessment score increased by 0.31%, the first or pre-test score increased to 58 and the post-test score increased to 77. Based on the results of this assessment, it can be concluded that using shadowing teaching techniques can improve speaking skills in the aspect of pronunciation in students.

4) The following table illustrates the t-test value result:

Table 5.The T-Test Analysis of Students' Improvement

Variable	Mean Score of Pre-test	Mean Score of Post-test	T-test	T-table	Comparison	Classification
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Speaking Accuracy	58	77	22.60	2.145	T-test > T-table 22.60 > 2.145	Significance
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Table 4.4 above shows that if, at the significance level of 0.05 and degrees of freedom (df) 14 (NI = 15-1), the T-test value is higher than the T-table, where N = number of students, then the alternative is the hypothesis (H1) and the null hypothesis (Ho) is rejected. Conversely, the alternative hypothesis is rejected and the null hypothesis accepted if the value is lower than the T-table at the significance level of 0.05 and degrees of freedom (df) 14 (N-1 = 15-1).

CONCLUSION

The findings of this study show that the implementation of shadowing teaching techniques to improve students' speaking ability. The aim of the research is to find out that shadowing strategies will enhance the ability of students to speak English at SMAN 2 Sidrap First Grade. It can be inferred, based on the results, that:

The implementation of shadowing teaching techniques to improve the ability of students to speak was significant. It was proven by mean score in terms of content in pre-test was 59 and post-test was 78. The improvement of the content was 0.020%. It means that there was significant difference between post-test and pre-test. Based on the research finding, the researcher concluded that teaching English by using shadowing techniques could improve the students' Speaking ability.

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