USING SHADOWING TECHNIQUE TO IMPROVE LISTENING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 6 PALEMBANG

A Thesis by

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SRIWIJAYA UNIVERSITTY

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Certify that thesis entitled, "Using shadowing technique to improve listening achievement of the eleventh grade students of SMA Negeri 6 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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Palembang, July 2020

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THESIS DEDICATIONS

My lovely heroes in my life are My Father (Supiyan) and My Mother (Umi Homsatun). Thank you for everything in my life.

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MOTTO

You need to step outside, get some fresh air, and
remind yourself of whom you are and who you want to be.

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ABSTRACT

English listening is one of the skills that should be mastered by students in learning a foreign language. Most of the eleventh-grade students at SMA Negeri 6 Palembang still often found some difficulties or problems in listening comprehension achievement. The objectives of this study were to find out whether or not (1) there was any significant difference in listening achievement of experimental group before and after the students were taught listening by using shadowing technique and (2) there was any significant difference in listening achievement between students who were taught by using shadowing technique and those who were not. Shadowing technique is a technique of listening that while listening, you attempt to repeat everything that the speakers say as exactly as possible while listening attentively to the incoming information. The sample of this study was 72 of the eleventh students of SMA Negeri 6 Palembang chosen by using a purposive sampling method. There were two groups, namely the experimental group and the control group. To collect the data, a pretest and posttest are given. The data were analyzed using paired sample t-test and independent sample t-test in SPSS Version 24. The results of paired sample t-test showed that there was a significant difference in listening achievement between before and after the students were taught by using shadowing technique as the ρ-value was lower than 0.05 (0.000 < 0.05). The results of independent sample t-test showed that there was a significant difference in the eleventh-grade students' listening achievement who were taught by using shadowing technique (experimental group) and those who were not (control group) as the ρ-value was lower than 0.05 (0.000 < 0.005). In brief, using shadowing technique is effective to improve listening comprehension achievement of the 11th grade students of SMA Negeri 6 Palembang.

Keywords: *Experimental research, listening comprehension achievement, shadowing technique.*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the research, (2) the problems of the research, (3) the objectives of the research, (4) the significance of the research, and (5) hypothesis of the research.

1.1 Background of the Research

Language is a system in communication speech and writing used by people of a particular country. Language is "foremost a means of communication and communication almost always takes place within some sort of social context." (Amberg and Vause: 2010). Sapir (2016) states, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." It means that language is a system purely human communication to our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are part: our family, social groups, and other associations.

There are four types of language skills: listening, speaking, reading, and writing. Husain (2015) states," Language is a complex skill involving four sub-skills, which are listening, speaking, reading, and writing." Further, according to Akbarov and Aydogan (2014), language has four language skills which are called the "macro-skills", listening, speaking, reading, and writing and there are called "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.

Listening is the most important skill to be mastered by English students. Tyagi (2013) states, "Listening requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view". According to Sadiku (2015) listening is one of the skills which highly interrelated and work simultaneously in real life situation. So, the integration of the two aims at fostering effective oral communication. Similarly, Rost (1990, p.15) states that listening in language

teaching refers to a complex process that allows us to understand spoken language. It means that listening is one of the important skills to communicate and understand effectively with people around us. Listening is a part of communication in daily life which is the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%; and writing about 9% (Ahmadi and Gilakjani, 2011). In Addition, according to Celce-Murcia (In Solak, 2001) the most applied of the language skills is listening, which is at a rate of 45% and people spend 30% of daily life communication by speaking. While reading is 16% of daily life language activities. Finally writing occupies 9% and 12 years of formal education is required for its practice. According to the explanation above listening has played a greater role in communication. The use of previous knowledge or brain is needed to the understanding of grammatical structures, stress and intonation and the other linguistic or non-linguistic clues by listeners while listening. Therefore, listening plays an important role in communication.

Despite the importance of listening as major component but in the reality listening has long been neglected in teaching and learning language. Ahmadi and Gilakjani (2011) states," …, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment". Bress (2006) adds that teaching of listening is neglected by some teachers during the learning English process in the classroom.

There are many reasons why listening is neglected in the classroom. According to Ulum (2015, p.73), in Turkey, English courses focus on language structures, reading comprehension, vocabulary and writing as well as translation while EFL listening skill is ignored in the English program so that's why this students encounter the problems in English listening comprehension. Another reason for Indonesia is English as a foreign language unlike in neighboring countries–such as Singapore, Hongkong and Malaysia, where English is widely spoken as a second language- English in Indonesia is more likely to be taught and learnt only as a foreign language (Sulistiyo (2016)). Teaching learning a foreign language occurs mostly in classrooms, rather than during daily communication.

The writer has done the preliminary study at SMA Negeri 6 Palembang. The writer interviewed one of the English teachers- Drs. Charda Quano, M.Si. According to him, there were some factors that influence the learning process of listening in the classroom. Some factors were the teaching listening depends on a Basic Competence (KD), the problems of learning tools and media, and the others are the speed of the audio, limited vocabulary, unfamiliar sound and unfamiliar words. Therefore, based on the data on the preliminary study, most of the eleventh grade students at SMA Negeri 6 Palembang still got scores under the passing grade (KKM) of English which is 73 but there were some of the student still has good ability in English. They have not been proficient in one of the four language skill, in English that is listening skill.

The learning of English listening as a second or foreign language (ESL/EFL) is not so simple to master for students of SMA Negeri 6 Palembang. They often found difficulties or problems in listening ability. According to Graham (2006) the problems which found in listening - have a little vocabulary, do not understand about grammar, and cannot understand about the context and interpretation about listening tasks. According to Jaya (2017) Listening is difficult due to many factors either in external or internal factors. It is a difficult skill because students need good listening environment, good recording quality, excellent linguistic competence, and intensive exposure towards English to have satisfying listening skill.

A complex process in language teaching is listening because we have to pay attention while speakers say and have to understand it critically (Rost, 1990, p.7). Yildirim and Yildirim (2016) states, "One of the main problems that English language learners encounter in listening is that there are unfamiliar sounds that appear in English but not in their native language, and this leads to comprehension difficulties."

Listening is not an easy skill to acquire because it involves perception, attention, cognition and memory. It is supported by Hamouda's research (2013), his study attempts to investigate the listening problems encountered by a group of the first-year English major students of Qassim University was conducted to 60

students and the result of his study showed that EFL Saudi students faced difficulties such as about accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording.

The other reasons why listening is difficult for some people are (1) the status of the language as an international or global language not as the first language; (2) knowledge of language; (3) familiarity; (4) lack of practice; (5) speed of the speaker; (6) speakers' accents; (7) listening strategies; (8) anxiety; (9) translation; (10) test demand; (11) lack of concentration; and (12) facilities (Rintaningrum, 2018).). It is clear that one of the crucial skills in language skills is listening skill and it is reinforced by the problems found in students. Further, Blodgett, Bloomfield, Linck, Ross, Rhoades and Wayland (2010) stated that some important factors make listening difficult in a second language, like coping with a fast speech rate or some control over the speed.

There are many researches that have been done by the researcher to overcome difficulties of listening that the researchers used various techniques to improve listening skill. Some researchers suggested one of alternative techniques in teaching listening is the use of Shadowing Technique. Shadowing technique is a kind of strategy used by students to improve their listening comprehension. According to Manseur (2015, p.18) shadowing is repeating the exact words of audio track or recorded input of the Teaching Listening (TL). It is called shadowing because the shadow does everything one does, and similarly the shadower says everything that the speaker says. Tamai (2002) states, "Shadowing is an act or a task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the incoming information." Moreover, Kadota, Mori, Shiki and Yoshida (2010) assumed that shadowing is an on-line process, and repeating speech promptly while repeating training provides students with silent pauses in which they are supposed to reproduce the sound off-line. Furthermore, learners concentrate more on immediately speaking the heard words when they are shadowing (Hamada (2015)). As the word denotes, shadowing technique is a technique of listening that

while listening, you attempt to repeat everything what the speakers say as exactly as possible while listening attentively to the incoming information.

There are also many researchers that have been used Shadowing Technique. Some of them are Sumarsih (2017), Esmaeili and Taki (2017) and Zuhriyah (2016). Sumarsih's research (2017) showed that the shadowing technique had a possitive impact on the listening achievement of students at First Semester of English Department of Universitas Negeri Medan, Indonesia. The result of this research indicated that shadowing technique is suitable to the EFL learners in listening classroom because the process of acquiring and learning the language is very systematic and contextual. A similar study was also conducted by Esmaeili and Taki (2017). The study was conducted to 38 EFL learners. 19 Iranian EFL learners as groups of experimental, with an average age of 16 years old, at the intermediate level. The results showed shadowing had a positive impact on students' listening comprehension. Besides that, Zuhriyah's study (2016) conducted to 18 students of third semester of English department of education faculty of Hasyim Asy'ari University (UNHASY) Tebuireng Jombang in the academic year of 2016/2017. This study was concluded that students' activities showed positive effect. It means Shadowing technique could improve listening skill. Moreover, according to Horiyama (2012), the result revealed that more than 80% of the students considered their English language skills improved through shadowing practice and considered it an effective exercise.

Moreover, Shadowing technique can be used for all level students such as elementary School by Kuo and Chou (2014), Junior High School by Tanwahyuni (2014), Senior High School by Saito, Nagasawa, and Ishikawa (2011), and University students by Hamada (2012) and Sumarsih (2017). Sumarsih (2017) suggested implementing shadowing technique in listening classroom especially to the countries, which recognized English as Foreign Language such Indonesia, Japan, China, etc. Therefore, the use of shadowing is chosen because it is teaching technique that the writer thinks appropriate to teach listening. Hence, the writer conducted a study entitled **"Using Shadowing Technique to Improve Listening Achievement of The Eleventh Grade Students of SMA Negeri 6 Palembang".**

1.2 The Problems of the Research

The problems of this study are formulated as the following questions :

1. Is there any significant difference in listening achievement before and after the students are taught listening by using shadowing technique for experimental group?
2. Is there any significant difference in listening achievement between the experimental group and the control group?

1.3 The Objectives of the Research

There were two objectives of this study to improve listening achievement of the eleventh grade of SMA Negeri 6 Palembang:

1. To find out whether or not there was significant difference in listening achievement of experimental group before and after the students are taught listening by using shadowing technique.
2. To find out whether or not there was any significance difference result of experimental and control group.

1.4 The Significance of the Research

By conducting this research, the writer expected that this research could give a contribution to the development of teaching and learning language, especially teaching and learning listening. The significance of the research may benefit for the following participants:

1. It was hoped that Shadowing Technique will aid students decrease their difficulties in listening comprehension and the students can improve their listening comprehension by using Shadowing technique.
2. It was hoped as inspiration or an alternative technique that can be used by English teachers in teaching listening by using Shadowing technique to improve listening achievement.
3. This study might become a source for other researchers who are involved in doing similar study in the future.

1.5 Hypotheses of the Study

H_{01} : There is no significant difference in listening achievement of experimental group before and after the students are taught listening by using shadowing technique.

H_{a1} : There is a significant difference in listening achievement of experimental group before and after the students are taught listening by using shadowing technique.

H_{02} : There is no significant difference in the eleventh grade students' listening comprehension achievement who are taught by using Shadowing technique and those who are not at SMA Negeri 6 Palembang.

H_{a2} : There is a significant difference in the eleventh grade students' listening comprehension achievement who are taught by using Shadowing technique and those who are not at SMA Negeri 6 Palembang.

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