

IMPLEMENTING SHADOWING TECHNIQUE TO IMPROVE THE EIGHTH GRADE STUDENTS' LISTENING COMPREHENSION AT SMP ST PETRUS MEDAN IN THE ACADEMIC YEAR OF 2022/2023

Evi Romauli Sinaga¹⁾, Fiber Yun Almada Ginting²⁾, Meikardo Samuel Prayuda³⁾,
Anna Stasya Prima Sari⁴⁾

^{1,2,3,4)} Universitas Katolik Santo Thomas, Medan

SUBMISSION TRACK

Submitted : 1 August 2023
Accepted : 12 August 2023
Published : 14 August 2023

KEYWORDS

Listening comprehension,
Shadowing technique,
Classroom Action Research

CORRESPONDENCE

Phone: 082175849287

E-mail: evisinaga278@gmail.com

A B S T R A C T

This research was mainly conducted in order to prove that Shadowing technique could improve listening comprehension of the eighth grade students of SMP St Petrus Medan in the Academic Year of 2022/2023 and to describe their responses towards the implementation of Shadowing technique in the processes of learning listening comprehension. The quantitative data analysis showed the mean score increase from 53,9 in Pre-test with 27% of the students got score ≥ 72 , in Formative-test 65,3 with 57% of the students got score ≥ 72 , and 82,6 in Post-test with 93% of the students got score ≥ 72 . Furthermore, the students' responses toward the technique of the teaching learning process sound great because above 90% of the students are interested, motivated and understand the lesson with Shadowing technique. This is Classroom Action Research (CAR). The research findings showed that teaching listening comprehension by using Shadowing technique to the eighth-grade students of SMP St Petrus Medan could improve their listening comprehension. It is advisable that English teachers try applying Shadowing technique in teaching listening comprehension.

INTRODUCTION

In Indonesia, English language is known as a foreign language. To master the language, there are four essential abilities that students must master: listening, speaking, reading, and writing. But the most crucial thing that should be learned by students is listening skill because listening plays an essential role in daily lives. Everyday people listen to different purposes such as entertainment, academic purposes or obtaining necessary information. This research focused on listening skill because it is considered as the most difficult one for foreign language.

According to Nemtchinova (2013:1), listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations. It is also an extraordinarily complex activity that requires many different types of knowledge and processes that interact with each other. Brown (2001:247) states that the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. It means that, listening is the important thing in daily activities. It must be mastered well by young learners to support the English mastery.

Unfortunately, there are still some problems or difficulties that students face in learning listening. This fact was gained by the writer during interview with the English teacher at SMP St Petrus Medan namely Mrs. Sinaga. It was found that most of the students were lack of listening comprehension. Students had to focus on listening to

what the teacher said. The writer found that it was very difficult for the students to know what the teacher was saying as a result the teacher had to repeat the word many times until the students found the right word.

They could not identify the meaning of the words especially for words that have the same sound and they are asked to keep repeating the audio or video at least three times until it reaches perfection for example see;sea, pan;pen, etc. After doing interview, the writer had tried to find a technique that can foster the students' listening comprehension and their motivation, and finally found some journals from researchers who had conducted researches dealing with Shadowing technique in the classroom interaction.

One of the research was conducted by Hamada (2012) entitled *The Language Teacher: An Effective Way to Improve Listening Skills through Shadowing*. The result of this study showed that a combination of the two different difficulties of materials improves the students' listening comprehension skills more than offering materials at only one level of difficulty. It was shown by the means of pre-test and post-test in experimental and control groups. The mean score of pre-test and post-test of experimental group are 5.59 to 7.83 and the mean score of pre-test and post-test of control group are 6.13 to 6.90. Thus, results show a significant difference between the experimental and control groups' test results ($F(1.56) = 6.86, p = .01$). This means that the group with the combination of two levels of difficulty improved more than other group.

One of the research was conducted by Hamada (2012) entitled *The Language Teacher: An Effective Way to Improve Listening Skills through Shadowing*. The result of this study showed that a combination of the two different difficulties of materials improves the students' listening comprehension skills more than offering materials at only one level of difficulty. It was shown by the means of pre-test and post-test in experimental and control groups. The mean score of pre-test and post-test of experimental group are 5.59 to 7.83 and the mean score of pre-test and post-test of control group are 6.13 to 6.90. Thus, results show a significant difference between the experimental and control groups' test results ($F(1.56) = 6.86, p = .01$). This means that the group with the combination of two levels of difficulty improved more than other group.

The concept of Shadowing is the activity of repeating word in listening in a better way which the students listen the target language and then they repeat as clearly as possible the text that the speaker said in the audio at the same time. Shadowing has been used as a lot of listening to learning material. Dong, Hsieh, and Wang (2013:57) clarify that shadowing assists students to adapt the flow of English sentences and the Shadowing technique contribute to better overall pronunciation performance than the repetition technique.

With Shadowing the students can learn with pleasure because they learn a different way. They should not always listen to their teacher's voice that has a limitation or even make them bored. Therefore, the writer tries to reduce the problem of students' listening comprehension and intends to find out what can be done to help them improve their listening comprehension. Thus, in this study the writer will apply Shadowing technique to improve the listening comprehension of the eighth grade students at SMP St Petrus Medan in the Academic Year of 2023/2024. The writer hopes the students experienced a new learning atmosphere through the use of Shadowing technique.

RESEARCH METHOD

Research Design and Subjects

This research was Classroom Action Research (henceforth, CAR). CAR is carried out by teacher, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. Harmer (2003:344) says, “Action research is the name given to a series of procedures teachers can engage, perhaps teacher wish to improve aspect in their teaching or alternatively to evaluate the success of certain activities and procedures”. It means that action research is a series of procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities and procedures. Wallace (1998:18) states, “Action research is different from other more conventional or traditional types research in that it is much focused on individual or small-group professional practice and is not so concerned with making general statement”.

This research was conducted at SMP St Petrus Medan which is located on Jl. Luku 1 No 1 Medan Johor, North Sumatera. The writer tried to enhance the students’ listening comprehension by using Shadowing technique. This study was conducted in June 2023. The students of class VIII-B were chosen as research participants for this research. The number of the students in that class is 30 students, consisting of 20 male and 10 female. The research subject were chosen by based on preliminary observations by interviewing English teacher. The class of VIII-B were shown to have low listening comprehension. Furthermore, the writer believed that by using the Shadowing technique the subjects would increase their listening comprehension.

Data Collection and Analysis

There are two kinds of data in this study. The first data are qualitative data. They concern with the teacher’s and students’ activities done in class during teaching listening comprehension by using Shadowing technique that is questionnaire, observation sheet and field notes. The second data as quantitative data of the study are related to the result of the students’ listening comprehension tests administrated at the end of each cycle. The test divided into three tests, namely the pre-test before treatment, the formative after the first cycle and the post test at the end of the second cycle meeting. They are used to evaluate the students’ improvement in listening comprehension.

RESULT AND DISCUSSION

The Result of the Test

The subjects of the study were given research instruments to collect reliable data. The writer used two different types of data that’s is qualitative data (questionnaire, observation sheets and field notes) and quantitative data (listening comprehension tests). Pre-test, formative test and post-test were administrated. In addition, the subject took a pre-test before the technique was applied. The goal of the pre-test was to ascertain the subjects prior listening comprehension. The formative test was given to students after cycle one done and the post-test was administrated at the end of the cycle two. The purpose of post-test was to evaluate how much the subjects’ listening comprehension could be improved during implementing Shadowing technique. The result of this research showed that Shadowing technique could improve students’ mean score from pre-test to post-test. The students’ mean score of pre-test is 53,9, the mean score of formative test is 65,3, and the mean score of post-test is 82,6. The qualitative data also showed that students became more active, enthusiastic and interested in listening comprehension in the English class language. The result of students’ mean score can be seen in the following chart.

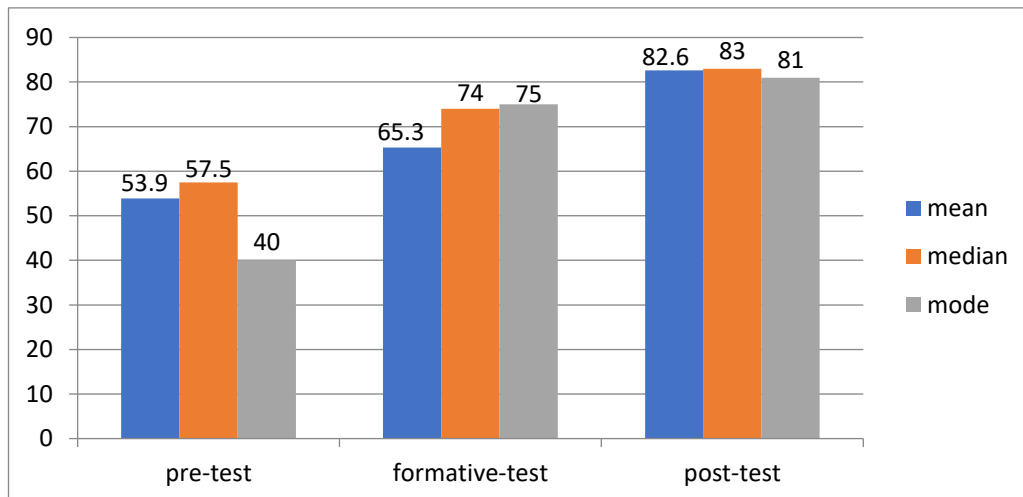


Chart 1.1 The Histogram of Quantitative Data

From the result of the students' scores, it was concluded that the mean score increase. It could be seen from the mean score in pre-test, formative test and post-test. Then, the mode and median of the students' score in post-test are higher than pre-test. It means that there is an improvement of the students' listening comprehension by using Shadowing technique.

Then, the qualitative data were taken from the result of questionnaire with the purpose of gathering information. The questionnaire was needed to know the response of the students which were taught by using Shadowing technique was appropriate with improvement of listening comprehension or not.

From the percentage of students' responses, the writer presents the data in histogram.

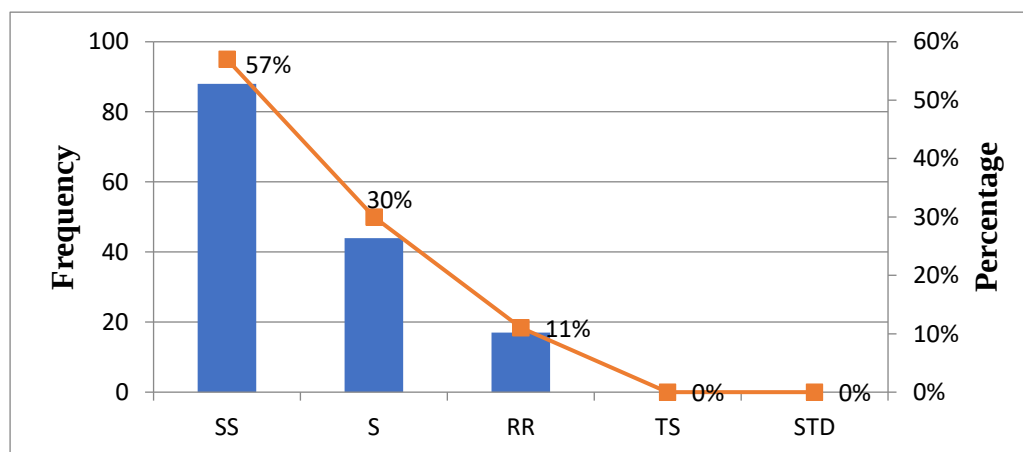


Chart 2 The Histogram of the Responses of Questionnaire

Based on the histogram above, it can be concluded that the students responses toward learning teaching process of listening comprehension by using Shadowing technique are good and their listening comprehension also improved.

Discussion

Shadowing technique is applied to improve the students' listening comprehension to the eighth grade students of SMP St Petrus Medan. The collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of Shadowing technique could be an effective way to help students in listening comprehension. It is shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of pre-test is 55,9 formative test is 65,3 and post-test is 82,6. Besides that, the improvement can be seen from the observation sheet, field notes and questionnaire. Using Shadowing technique is effective in gaining students' performance on listening skill on pronunciation. This study showed that shadowing can be applied in pronunciation training at the word and sentence level of which the result showed an improvement in that skill, this fact was also obtained by researchers Sumarsih (2017).

Most of students are more active and enthusiastic during the process of teaching and learning start from the first to second cycle when the technique is applied. But in applying this technique, the writer faced some problems. Some problems faced by the writer, for example the number of the students, because there are so many students in that class. When the writer tried to approach some students, other students made some noises during teaching learning. But nevertheless, the writer could apply this technique well because the students have willingness to study, they are also so active in asking some questions, and also because the writer has a collaborator that helped to conduct this CAR. The writer should often motivate them to study English because this language plays an important role in the global world. It is understandable that they have no good motivation in learning since they are still not mature enough.

In conclusion, Shadowing technique is suitable technique to improve students' listening comprehension because this technique gave students a chance to be more critical, this fact was supported by researchers Hamada (2012). It can improve the students' listening comprehension in the long term, as the result, the students' listening comprehension test increased in both cycles after being taught with Shadowing technique and also have good response toward the learning process through the application of Shadowing technique. Hopefully, the result of this current study can present new insights into research of Shadowing, and then more students will be able to maximize the advantages of Shadowing technique.

CONCLUSION

After conducting the research, presenting the data, analyzing the data, and discussing the result, the writer is going to present conclusion and suggestion, that is. The application of Shadowing technique can successfully improve the students' listening comprehension. It was found that the students' achievement in listening comprehension improved from pre-test, formative test, and post-test. The students' mean score increased continuously from 53,9 in pre-test, 65,3 in the formative test, 82,6 in the post-test. It means, there is 21,15% the percentage of the students' improvement score from the pre-test to formative test, 26,49% the percentage of the students' improvement score from the formative test to post-test and 53,24% the percentage of the students' improvement score from the pre-test to post-test.

The qualitative data show that the learning teaching process of listening comprehension by using Shadowing technique ran well. It can be seen from questionnaire, observation sheet and field notes that the students find it enthusiastic in the learning teaching process, and their responses are strongly agree. The application of

using Shadowing technique can also increase the students' interest, motivation and involvement in the classroom activities.

REFERENCES

- Ahmadi, S.M. 2016. The Importance of Listening Comprehension in Language Learning. *International Journal of Research in English Education (IJREE)*, 1(1), 7-9.
- Brown, D.H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.
- Burns, A. 2010. *Doing Action Research in Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Deregozu, A. 2021. The Use of Listening Comprehension Strategies in Distance Language Education. *Canadian Center of Science and Education*, 14(10), 62-69.
- Dong, D-H., Hsieh, K-T., and Wang, L-Y. 2013. A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction. *Taiwan Journal of Linguistics*, 11(2), 43-65.
- Gay, L.R. 1981. *Educational Research: Competencies for Analysis and Application*. Colombus: Charles E. Merrill Publishing Company.
- Hamada, Y. 2012. The Language Teacher: An Effective Way to Improve Listening Skills through Shadowing. *Japan Association Language Teaching (JALT)*, 36(1), 3–10.
- _____. 2014. The Language Teacher: The Effectiveness of Pre-and Post-Shadowing in Improving Listening Comprehension Skills. *Japan Association Language Teaching (JALT)*, 38(1), 3-11.
- _____. 2017. *Teaching EFL Students: Shadowing for Listening-Developing Students Shadowing for Listening*. New York: Routledge.
- Hargie, O. 2011. *Skilled Interpersonal Communication: Research, Theory and Practice*. New York: Routledge.
- Harmer, J. 2003. *The Practice Of English Language Teaching*. New York: Longman.
- _____. 2007. *How to Teach English*. London: Longman Group.
- Horiyama, A. 2012. The Development of English Language Skills through Shadowing Exercises. *Jurnal of Bunkyo Gakuin University of Foreign Studiues*, (12), 113-123.
- Kurita, T. 2012. Issues in Second Language Listening Comprehension and the Pedagogical Implications. *Accents Asia*, 5(1), 30-44.
- Nemtchinova, E. 2013. *Teaching Listening*. Maryland: Tesol Publication.
- Richards, J.C. 2008. *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press.
- Rost, M. 2011. *Teaching and Researching Listening*. New York: Routledge.
- Shiota, K. 2012. The Effectivenenss of Shadowing on Students' Psychology in Language Learning. *Journal of Accents Asia*, 5(1), 71-83.
- Sumarsih. 2017. The Impact of Shadowing Technique on Tertiary EFL Students' Listening Skill Achievements. *International Journal of English Linguistics*, 7(5), 184-189.
- Teeter, J.L. 2017. Improving Motivation to Learn English in Japan with a Self-Study Shadowing Application. *Multidisciplinary Digital Publishing Institute (MDPI) Journal Language*, 2(19), 1-27.

- Tyagi, B. 2013. Listening: An Important Skill and Its Various. The Criterion an International Journal in English, 12, 1-8.
- Underwood, M. 1996. Teaching Listening. New York: Cambridge University Press.
- Wallace, M.J. 1998. Action Research for Language Teachers. Cambridge: Cambridge University Press.
- Yonezawa, M., & Ware, J. L. 2008. Examining extensive listening. In K. Bradford-Watts, T. Muller, & m. Swanson (Eds), JALT 2007 Conference Proceedings. Tokyo: JALT.