

## **THE EFFECT OF SHADOWING TECHNIQUE IN TEACHING SPEAKING AT A UNIVERSITY**

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**Abstract:** This study aimed to know the extent effect of the shadowing technique in developing students' abilities at Institut Pendidikan Nusantara Global. The method used in this study is quasi-experiment, involving two classes as the experiment class. The sample consists of 78 students in the third (3rd) semester. The data collection techniques used are observation sheets and audio tests that must be followed by students. The result of this study then calculates utilizing SPSS to know the difference between the Pre-Test and Post-Test. The result of this study shows that there is an effect of the shadowing technique on students' speaking ability at Institut Pendidikan Nusantara Global. It can be proved by the result of the hypothesis test, which showed a significant level of 0.000, which means  $<0.05$ . Thus, it can be concluded that  $H_a$  was accepted and  $H_o$  was rejected.

**Keywords:** Shadowing Technique; Students' Speaking Ability.

### **INTRODUCTION**

English as an international language has become a standard of education in a country because it is used as a requirement for those who want to study abroad. Besides, English is used as a communication tool in international scientific meetings. In Indonesia, English is included as a foreign language that is learned from an early age to a higher education level. The problems found in learning English from kindergarten to university level are usually the difficulty of expressing vocabulary according to the rules of correct expression. Besides that, the problems that often occur are errors in composing sentences and lack of confidence from students, which makes English learners difficult. To be proficient in English, one must master the four core skills of English, namely speaking, writing, reading, and listening (Tarigan, 2008; Muliadi & Rosyidi, 2021; Haerazi et al., 2019; Win, 2020). In teaching those skills, however, some different methods and techniques can be applied. For example, audio media can be used to assist students in learning listening skills (Puspita Sari & Sintia, 2021). Besides, speaking skill is one of the most important skills to be taught to students because it is considered as one of the ultimate goals of the foreign language learner (Al-Hosni, 2014; Ariyanti, 2016; Brown, 2001).

In general, speaking is an activity that aims at allowing someone to transfer ideas during communication. In other words, it can be used as a means to provide a direct response to encourage individuals to do something and to express opinions (Rahmawati, 2016). Setyonegoro (2013) says speaking is a speech act in the form of sounds produced by the human speech organ, and it is followed by gestures and facial expressions. Mualiyah (2017) also argues that speaking is an interactive process of making meaning that includes producing, receiving, and processing

information from one to another. By Speaking, someone can interact and convey ideas and feeling to others (Rabiah 2018). Someone could communicate with others freely and find it easier to get information if he/she can speak well. In addition, good speaking skills can also reflect someone's level of knowledge. People tend to listen to and be interested in a person who has good speaking skills. According to Pakula (2019), speaking is one of the essential skills in learning a language. However, it is effortful to learn or teach this skill, so it needs an applicable and right strategy or technique. According to Tarigan (1982), speaking is a skill to produce articulation, sound, or expressions (saying, showing, thinking, and idea), teaching, and feeling. In addition, Nunan, in his book (1989), says that speaking is one of the most important aspects of a foreign language, and its success can be seen from the way the speaker uses the language in a dialog. Based on the explanation above, it can be assumed that speaking is a process of conveying messages to the hearer.

Speaking ability has important in our role as well as in education. Conversely, speaking ability is a skill that cannot be acquired easily. Some students consider that English is difficult because they lack the confidence and understanding to learn and speak English, so their speaking ability is not good. The most common problem faced by students is the lack of interest in the teaching and learning method used by the lecturer. They tend to easily get bored when the lecturer conducts the learning activity. As a consequence, students become lack understanding related to the material. This also happened to the English education students at Institut Pendidikan Nusantara Global in 3<sup>rd</sup> semester. Therefore, innovation regarding learning styles and techniques is needed to overcome those problems. A good learning technique is a technique that can be applied and assist students in achieving their goals in learning (Mandaniyati & Sophia, 2020). In addition, Teaching techniques are the means that reflect the success of the learning process and the competencies of the teacher (Al-Rawi, 2013). The shadowing technique is one of the techniques that can be used in learning to speak.

The shadowing technique is an interesting technique to apply in learning speaking because this technique requires students to figure out audio based 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. According to Karasawa (2010), shadowing is a learning technique that refers to the practice of listening to a sound as much as possible without giving a pause, following the sound like a shadow. Many interpreters use this technique because shadowing allows them to reproduce the sound, including its speech act and gesture. Furthermore, in the education field, this shadowing technique has been widely used to teach listening. This method also can be used to teach pronunciation in other languages. Yajima (1997) argues that the shadowing technique was first developed to teach simultaneous interpretation in Europe, and it has great interest to many

language teachers in improving students' listening and speaking abilities. In the other opinion, this technique also was used to help translators to do their work; then, it was adopted to teach the language Nakanishi & Ueda (2011). In the application, therefore, this technique requires high competence in speaking and listening. Moreover, Tamai (1997) says that the shadowing technique is an active and very high cognitive activity in which students track a speech they heard and pronounce it as clearly as possible based on what they heard.

With the popularity of the translation method in teaching, the shadowing technique is one of the techniques used to develop translation ability Shiota (2012). As a result, many English teachers in many countries often use shadowing techniques nowadays because this technique is easy to apply. Here are the following steps in applying the shadowing technique; those are:

1. Listening to MP3/MP4 relates to the topic.
2. Comprehending the vocabulary, intonation, and pronunciation from the audio and video.
3. Imitating what the speaker says in the audio and video.

Research on shadowing techniques has been conducted by several researchers in different languages, such as the Japanese language in Zainul et al. (2020). This study focuses on the implementation of the shadowing method in the *Nihongo Kiso Renshu* Course, which focuses on acquiring vocabulary and grammar skills. The research design used was a quasi-experimental method with One Group Pre-test and Post-test Design. The results showed that there was a significant difference between students' abilities before and after using the shadowing method in the *Nihongo Kiso Renshu* Course.

Other research in the Japanese language is also has been conducted by Puspita et al. (2016). This study tries to apply the shadowing technique in *kaiwa* learning. The research design used was a pre-experimental design, namely the selected type of one-group pre-test – post-test design. The results of the questionnaire analysis can be said that the student responses are positive, and interesting shadowing techniques are also fun to apply in *kaiwa* learning. Thus, it is felt that the shadowing technique needs to be applied in *kaiwa* learning in the classroom.

Research on the use of shadowing techniques has also been carried out in French by Andani (2020). This study aims to apply shadowing techniques with audiovisual media to the learning outcomes of speaking French. The research design used was a pre-experimental design with a one-group pre-test–post-test pattern. The research results obtained showed a significant increase in the results of the pre-test and post-test on the ability to speak French.

Hamada (2012) conducted research on the use of shadowing techniques in English. This study examines the use of the shadow technique in improving students' English listening comprehension skills in Japan. The research design used was a quasi-experimental method with two groups Pre-test and Post-test Design. The results of this study showed that there was an

increase in students' abilities in low students. So it can be concluded that the use of shadow techniques is very likely to be applied in improving listening skills.

The difference between this research and previous research is the aspect of language that is examined and the focus of the research. The previous study studied the use of shadowing techniques in Japanese and French, while this study focused on English speaking skills. Furthermore, the research conducted by Hamada was focused on listening skills, but this research focuses on the application of shadowing techniques in improving speaking skills so that the aspects studied in this study can be said to be different.

From the four studies that have been conducted, it can be concluded that learning with shadowing techniques can be said to be successful. According to Reggie (2008), some advantages of using the shadowing technique are; (1) Shadowing facilitates attention to language input; (2) Shadowing helps the students to follow fast speech and get rid of their distractions; (3) Shadowing creates more practice opportunities; (4) Shadowing motivates the learners.

Derived from the description of the problems above, this study on the use of shadowing techniques in teaching speaking at Institut Pendidikan Nusantara Global is aimed to know the effect of shadowing techniques in developing students' speaking skills. The results of this research are expected to add to knowledge and can be used as an effort to improve students' speaking skills so as to make English lessons fun and not boring.

The results of this study can be an alternative to overcoming problems in English. This is intended so that students can discover and construct their knowledge concepts and make it easier for teachers to convey material to students in order to build basic concepts in speaking. In addition, this research is also expected to provide sufficient information for researchers who wish to research and develop shadowing techniques in speaking learning.

## **METHOD**

This experimental research used quantitative data analysis. According to Sugiyono (2010), experimental research is a research method used to find out the effect of certain treatments on others in controlled conditions. Furthermore, Sugiono (2018) argues that the experimental method is a research method used to know the effect of certain treatments.

The research design used in this research was quasi-experimental by dividing the samples into two classes; the experiment class was taught using the shadowing technique, and the control class was taught using the conventional learning method. The research design can be seen in Table 1.

**Table 1.** *Research Design*

Kelompok	Pre Test	Perlakuan	Post Test
K1	Y1	X1 Konvensional	Y2
K2	Y1	X2 Teknik <i>shadowing</i>	Y2

Note:

K1: Control class with the conventional technique

K2: Experiment class with shadowing technique

X1: Treatment using the conventional technique

X2: Treatment using shadowing technique

Y1: Pre-Test

Y2: Post-Test

This research was done at Institut Pendidikan Nusantara Global, located in Central Lombok. The samples consisted of 78 students in the 3<sup>rd</sup> semester. In collecting the data, the researcher used an oral test. This test was aimed at knowing the students' ability after treatment. The test was done twice, before and after treatment. The test before the experiment (Y1) was the pre-test and after being given treatment (Y2) was the post-test. The difference result between Y1 and Y2 were assumed as the effect of treatment or experiment.

The following points are steps in collecting data using tests:

- Giving a pre-test to know students' abilities before treatment.
- Giving treatment to the class as the research subject using conventional and shadowing techniques.
- Giving a post-test to know the students' achievement after treatment.
- Evaluating the result of the test in both classes; control class with conventional technique and experiment class with shadowing technique. The researcher then analyzed the data and made a research report.

This research used three different stages of data analyses, namely descriptive statistics, inferential statistics, and hypothesis tests. Descriptive statistics were used to know the comparison mean score between the result of the pre-test and post-test of the experimental class and the control class. Then, the inferential statistic was conducted to know the normality and homogeneity of the result of the research. A hypothesis test was conducted to see the significance of the data. As a result, it can be indicated that the hypothesis was accepted or rejected.

## RESULTS AND DISCUSSION

This experimental research was focused on students' speaking achievement by using two classes, namely, the control class and the experiment class. This research was done at Institut Pendidikan Nusantara Global, which was aimed at knowing the students' speaking achievement in the 3<sup>rd</sup> semester. The instruments of the research were pre-test and post-test. A pre-test was conducted to know students' abilities before treatment, and a post-test was done to know students' abilities after treatment. To know the effectiveness of the shadowing technique on students' speaking achievement, the present researcher performed SPSS version 26 with a 95% confidence level. The following are some results of the calculated data using SPSS.

### Descriptive Statistic

A descriptive statistic is a calculation that aims to compare the mean score, standard deviation, highest and lowest score, pre-test and post-test. The following table was the result of the descriptive statistic.

**Table 2.** *Descriptive Statistic*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST EXPERIMENT	38	50	86	69.53	8.732
POSTTEST EXPERIMEN	38	60	93	77.26	8.242
PRETEST CONTROL	38	52	86	68.97	8.928
POSTTEST CONTROL	38	57	91	74.24	8.455
Valid N (listwise)	38				

Based on the result of the descriptive statistics, it was known that there were average differences between the pre-test and post-test in the experimental class. The pre-test was 69.53, and the post-test was 77.26. Meanwhile, the mean score of the pre-test in the control class was 68.97, with the post-test 74.24. The highest score on the post-test in the experimental class was 86, and the lowest score was 50. Meanwhile, the highest score on the post-test in the experimental class was 93 and the lowest score was 60. Furthermore, the highest score on the pre-test in the control class was 86, with the lowest score of 52. Meanwhile, the highest score on the post-test in the control class was 91, and the lowest score was 57. From the comparison above, there was a significance difference between the pre-test and post-test in the experimental class and control class. Thus, it can be indicated that the shadowing technique in Teaching speaking was successful.

### Normality Test

A normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. The result of normality testing utilizing Kolmogorov Smirnov, the following scores were gained:

**Table 3.** *Normality Testing*

Tests of Normality							
	KELAS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
HASIL BELAJAR	PRE TEST EXPERIMEN	.139	38	.061	.952	38	.107
	POST-TEST EXPERIMENT	.125	38	.139	.967	38	.310
	PRE-TEST CONTROL	.126	38	.130	.949	38	.082
	POST-TEST CONTROL	.101	36	.200*	.966	36	.324
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the statistical analysis of the student's achievement, the significance level of the pre-test in the experimental class was 0.139, and the post-test was 0.327 (or  $p > 0.05$ ). It proved that the result of the pre-test and post-test in the experimental class were in normal distribution because the significance level was higher than 0.05 (or  $p > 0.05$ ). In the control class, the significance level of the pre-test was 0.084, and the post-test was 0.221 (or  $p > 0.05$ ). It showed that the pre-test and post-test in the control class were in normal distribution; because the significance level was higher than 0.05 (or  $p > 0.05$ ). Based on the result of the normality testing, it can be assumed that the pre-test and post-test of both the control and experimental class were in a normal distribution. So further statistical analysis was done by using Paired Sample T-Test.

### Homogeneity Test

A homogeneity test is a test carried out to determine whether the variances of two or more distributions are equal. The result of Homogeneity testing by using Levene's Test, it was gained the following score:

**Table 3.** *Homogeneity Testing*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
HASIL BELAJAR	Based on Mean	.065	3	156	.978
	Based on Median	.061	3	156	.980
	Based on the Median and with adjusted df	.061	3	154.680	.980
	Based on trimmed mean	.063	3	156	.979

Based on the result of Levene's Test on the student's achievement, it was gained that the score of Levene Statistic was 0.065 with a significance of 0.978 (or  $p > 0.05$ ). Thus, it can be concluded that there was homogeneity; because the significance level was higher than 0.05. It implied the data were homogenous.

### Hypothesis Testing

Hypothesis testing is a way of making decisions based on data analysis in favor of the truth from controlled experiments, as well as from observations. After conducting normality and homogeneity testing, the data then precede using a t-test. The t-test was done if the data were in normal distribution and homogenous. The following are the result of the t-test using Paired Sample T-test.

**Table 3. Paired Sample Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST EXPERIMENT – POST-TEST EXPERIMENT	-7.250	1.235	.195	-7.645	-6.855	-37.123	39	.000
Pair 2	PRE-TEST CONTROL – POST-TEST CONTROL	-5.250	1.515	.240	-5.734	-4.766	-21.918	39	.000

This research aimed to know the effect of the shadowing technique on the students' speaking achievement in the 3<sup>rd</sup> semester at Institut Pendidikan Nusantara Global. This research used a quasi-experimental design with a non-equivalent control group design. The quasi-experimental design was performed because the experimental class was given treatment while the control class was not. The non-equivalent control group design was conducted because the researcher used an existing class or it is not random (Sugiyono, 2016: 77). teaching and learning in the experimental class were conducted using the shadowing technique, while the lecturing method was performed in the control class.

The hypothesis of this research was to know the effect of the shadowing technique as the independent variable, with speaking ability as the dependent variable. The result of the research indicated that there was an effect of the shadowing technique on the student's achievement. This technique invites students to be actively involved in the teaching and learning process, which focuses on how to pronounce the sentence correctly.



The value of normality testing in the pre-test was 0.062 and in the post-test was 0.192 with the value of Asymp. Sig. (2-tailed) or ( $p > 0.05$ ). It proved that the pre-test and post-test in the experimental class were in a normal distribution because the value was higher than the significance of 0.05 (or  $p > 0.05$ ). Furthermore, it gained Asymp. Sig. (2-tailed) was 0.0678 and the post-test in the control class was 0.743 (or  $p > 0.05$ ). It showed that both the pre-test and post-test in control class were in a normal distribution, too, because the value was higher than 0.05 (or  $p > 0.05$ ). Based on the result of the normality testing showed that both the pre-test and post-test were in a normal distribution. The homogeneity testing using Levene's Test showed that  $F=3.456$  and the significance value was 0.068 (or  $p > 0.05$ ), which means that there is no difference between the two-variant data. Thus, the data had the same variant, so it can be said that the control and experimental class had homogenous variants.

In this research, the hypothesis testing used Paired Sample t-test, and the result of the research showed the Sig. (2-tailed) was 0.000. The result indicated that  $H_0$  was rejected and  $H_a$  was accepted. Thus, it can be assumed that there was an effect of the shadowing technique in speaking at Institut Pendidikan Nusantara Global. Additionally, students can practice their speaking freely with the assistance of audio and video. In line with the finding, Julian (2012) said that the shadowing technique is the best feature for students to practice their pronunciation and train him/herself to be fluent in speaking because they can practice every time and everywhere by using audio and video as the media. The other finding also that relates to the finding of this research was conducted by Omar and Umehara (2010). They state that the improvement as a result of using shadowing techniques in classroom instruction can be seen in four main areas, namely: changes in the natural rate of speech, comprehension, involvement in shadowing, and confidence in each cycle.

## **CONCLUSION**

Based on the result of the research and the discussion that has been conducted, it can be concluded that the shadowing technique affects students' achievement in speaking subjects at Institut Pendidikan Nusantara Global in the academic year 2019/202. It was proved by the result of the descriptive statistic, which was shown the average improvement of student's achievement in the experimental class with initially 69.03 going to 77.50. Besides, the result of the hypothesis testing using Paired Sample t-test showed the significance level after being calculated; it was 0.000. The score was lower than 0.05. In a nutshell, there was effect of the shadowing technique on the student's achievement in speaking subjects at Institut Pendidikan Nusantara Global.

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