

## **SHADOWING TECHNIQUE IMPROVE STUDENTS' LISTENING SKILL IN CAPTURING THE WORD HEARD**

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### **Abstract**

Listening plays an important role in completing the other four skills in language class. Listening skills should need more attention because they have quite serious problems that are being experienced by students. In learning listening, students still find it difficult to master this skill naturally. One of the difficulties of students in performing listening skills is due to limited vocabulary so that they are unable to conclude the message conveyed by native speakers. The limitation of vocabulary is the main problem of many factors causing failure in listening class. In the process of activities in the listening class, they often fail to recognize the words that are heard and when that happens, they will stop to think about the word, resulting in falling behind from the next recording, eventually their focus will be destroyed. So, the research aims to prove how successful students are in capturing words with the shadowing technique, so that it can be said that the shadowing technique is a solution for both teachers and students in the listening class. This type of research is classroom action research called CAR consist four main parts of classroom action research such as planning, action, observation, and reflection. The research subjects were 27 students. The methods used to collect data are observation and test. The results of the study were the average value from 73.2 to 77.0 in cycle I to cycle II. The percentage of students on the average score that has been obtained proves to have increased from 59% to 78%.

**Keywords:** Shadowing Technique, Listening Skill, Teaching, and Learning

### **INTRODUCTION**

In English language education, listening skill is one of four skills in English including listening, reading, speaking, and writing. Tyagi (2013) stated that listening skill is more important than other skills because it helps students to understand the task well as expected, building good communication relationships in the classroom, building good cooperation in communication, having good communication without misunderstanding and finding the meaning of each message conveyed. Identifying sounds is the first step taken in listening activities before they interpret and conclude the meaning of the message conveyed. In a fact, listening class for many EFL learners, listening is a difficult skill to master. Generally, listening becomes a difficult activity which refers to solving the code receive in the form of sound. According to Walker (2014) listening is an input activity that is more complex than other skills, in the process many students fail to predict the content of oral discourse. For many EFL teachers, listening is difficult to teach. Students are rarely active during listening classroom. Hamouda (2013) claim that many teachers have the opinion that students will develop their listening skills naturally in English classes. Issue about listening skill, many researchers have conducted research studies that can help students in learning to listen, one of techniques is shadowing technique. There are some researchers that concern on shadowing technique in China, Australia, Japan and Indonesia, they conducted research on the effectiveness of shadowing techniques in listening skills with good results (Ekayati, 2020; Hamada, 2019; Trang, 2021; Wang, 2018). The results of their research suggested that shadowing techniques had a positive effect on students' listening

skill in listening classroom. Shadowing can improve students' pronunciation and intonation (Wang, 2018), Shadowing can improve students' syntax (Hamada, 2019), Shadowing can improve students' word recognition (Ekayati, 2020), Shadowing can improve students' new vocabulary (Trang, 2021). Shadowing as a tracking task that is presented from an auditory that is heard quickly that directly involves vocalization of stimuli (Hamada, 2019). Meanwhile, the shadowing technique is an active activity, which when we listen will produce a sound from what is heard (Hamada, 2014). Then they will look like parrots. They repeat whatever they hear, from the native voice in stating a sentence or phrase it will be accepted by the sense of hearing and then spontaneously will be demonstrated through sound by mouth. Procedure of shadowing technique by Hamada (2012) such as: Dictation cloze, Mumbling, Parallel Reading, Shadowing, Check Details and Check Answers of Dictation. The results of this study will later prove that the shadowing technique is a recommendation for learning techniques in the listening class, especially at the high school the level seen from their score in capturing the word heard. Therefore, the researcher raised a research entitled ***shadowing technique improve students' listening skill in capturing the word heard***. The importance of this research is to prove how successful students are in capturing words with the shadowing technique, so that it can be said that the shadowing technique is a solution for both teachers and students in the listening class.

## METHOD

This research was use the type classroom action research called CAR as the research design. Classroom action research is the method consist of two cycles. In every cycle, conclude 4 steps such as planning, implementating, observing, and reflecting. This type of research is used because it has a systematic procedure for obtaining data and besides that this research is seen to improve the way teachers teach and learn students. Classroom Action Research (CAR) by Kemmis and McTaggart is an action taken as an effort by individuals and even groups to understand, improve and even practice reform. This study conducted its research for three days. Making plans, conducting research, analyzing data and designing it into a report. This research was held on 1st July 2022 up to 3rd July 2022. The participants in this research were 27 student in eleventh grade students of SMAN 1 Kedung Waringin. The instruments in this study used observation checklists and field notes that could describe the conditions of the learning process. Then the next instrument is a test to determine students' improvement in listening by using the shadow technique.

## RESULTS AND DISCUSSION

### Results

In conducting the research, researcher play a role as teacher directly double personality as observer too. The activities of cycle I and II are the same. The researcher/teacher checks the attendance list and prepares everything needed. Then he explained the shadowing method that would be applied in the listening class. The steps are as follows; students listen to some audio that is played and fill in the blanks from assignment paper. Dictation is used as a skill test in the language class, especially on listening skills in every spelling of words (Dictation cloze stage). The audio is played to the second, students are invited to secretly shadow the received sound without text. Mumbling at this stage is used to fill the time where you think about what words or sentences are meant by the audio being played (Mumbling stage). The audio is played to third time with reading the text. Parallel reading is a reading activity that looks at the words one by one and then rereads the entire sentence (Parallel Reading stage). Audio plays to fourth time with deep shadowing. This stage is the core stage. Shadowing is done so that the audio is

more listened to and cared for in depth (Shadowing stage). Provide opportunities for students to examine sounds that have failed to be heard or shadowed and then corrected. At the next stage, which is an overall check in detail, aiming to make sure of what they are doing by themselves (Check Details stage). The last stage is to check student answers by the teacher from the results of the shadowing technique. The last stage is the linkage of the teacher's role in justifying what they are doing (Check Answers of Dictation stage). The results of each student's work are collected in meetings one and two of student activities. The difference from the first meeting, it was seen that students felt afraid and lacked confidence in what they had written from what they heard. Moreover, this was the first time for them to learn by shadowing techniques. Cycle I aims to measure students' initial ability in listening skills with shadowing techniques. Thus, the researcher found the average post-test score in cycle I was 73.2. So, the average score obtained proves that the student meets pass of minimum criteria is 59. The score is not adequate, this is why it is considered a failure and the next cycle is needed. In cycle II, the students seemed more comfortable at the next meeting because they already knew what to do in listening with the shadowing method. The activity in cycle II was the same as in the cycle I, but the average post-test score was 77.0. Students who pass the minimum criteria are therefore considered successful. From the activities in cycle I and cycle II, we can conclude that shadowing techniques can be applied to improve students' listening skills.

## Discussion

In a fact, students in language class have serious problems in listening skills. This is strengthened by related research according to Walker (2014) listening is an input activity (oral discourse) that is more complex than other skills, fail to predict the content of oral discourse that is students' do in listening. Remember of the importance listening skills, that is need something for solution to help students to solve their problem in listening because Tyagi (2013) stated that listening skill is more important than other skills. In this study, the shadowing technique is expected to be a solution for students' difficulties in listening. And finally, the results of research with observations and tests prove that students can improve their listening skill with shadowing technique. The student's score with an average 73.2 in cycle I, and continued in cycle II the student achieved a score with an average of 77.0. This clearly proves that there is an increase in capturing English words in the listening process. So, shadowing techniques can improve listening skills with basic aspects of listening, one of which is capturing words. The word heard has been written on the test sheet. Capturing new vocabulary needs to be a greater concern in teaching and learning foreign languages, such as English so that students are able to master all skills, one of which is listening skills, this can be helped by shadowing techniques (Trang, 2021).

## CONCLUSION

The conclusion of this study is that the shadowing technique to be a solution for students' difficulties in listening because it can be seen from the results of the research in cycles I and II. They can achieve minimal characteristics with a difference of 04.2. In addition, research proves that students are more active in the involvement of the listening process in the classroom. That's because the shadowing technique can completely take students' attention. As a result, the shadowing technique can improve students' listening skills in capturing English words.

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