CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, English becomes an international language. English plays a very important role in every aspects of life. It demands all the society in every background especially for students to master it well. Mastering English becomes a need for students who want to be success later. English has been learned since primary school level in Indonesia. There are four abilities that must be mastered in learning English namely, reading, listening, writing and speaking.

Speaking is one of the important skills in English because speaking is the main communication of human. Speaking is also required as a prerequisite and it is tested in interview session when the applicants apply for job in companies or institutions. Some companies or institutions require them to speak English actively. According to Nunan "Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign

language and success is measured based on the ability to perform a conversation in the language".[1]

From the observation in MTS N 5 Serang, the researcher found the student's problem in English learning, especially in speaking ability. Many English teachers still spend too much of class time on reading and writing practice, almost ignoring speaking and listening skills. Therefore, students' speaking performance was very low. They didn't feel confident, shy and afraid when teacher asked student to speak. Students confessed that they afraid if they will make a mistake in English pronunciation. According to Dzurrotun Toyyibah who is the English teacher in MTS N 5 Serang in the interview on Thursday, 11th April 2019, student usually don't know what they will have to say in front of class because of lack of vocabulary and they usually using textbook. One of the factors of this problem is the teacher rarely apply the student to speak English. Even though, the goal of the language course is truly to enable your students to communicate in English. Therefore, speaking skills should be taught and practiced more and more in language classroom. In addition, the teacher is not always right to pronouncing words. When the teacher did the mistakes or errors at pronouncing, then the student will get the mistake as far as they don't know

---

[1] Lai-Mei Leong, "An Analysis of Factors Influencing Learners' English Speaking Skill", (International Journal of Research in English Education, School of Educational Studies, University Sains Malaysia, 2017), p. 1.

how to pronoun it correctly. Nunan stated "Speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence)".[2] The teachers should have teaching skill, they should master and apply an appropriate approach, method or technique, and they should provide some interesting activities that can encourage the students to speak English. Brown in Sumarsih's journal said that "There is no a single best method in teaching language, therefore, as lecturers or teachers, should find the relevant method to the students' needs and context".[3]

Student is more attention to the sounds (word pronunciation), vocabulary, and grammar when they are listening to English. Gilbert in Kun-Ting Hsieh's Journal stated that "intonation allows people to follow the flow of information in spoken English".[4] In addition students usually do the mistakes when they try to pronoun the word. Basically learning another

---

[2] Julia Fouladi Nashta & Ramin Rahimy, "The investigation of the effectiveness of dialogue shadowing technique (DST) on Iranian intermediate the EFL learner's conversation ability" (International Journal of Research in English Education, Department of English Language, Tonekabon Branch, Islamic Azad University, Tonekabon. 2018), p. 2.

[3] Sumarsih, "The Impact of Shadowing Technique on Tertiary EFL Learners Listening Skill Achievements", International Journal of English Linguistics, Vol. 7, No. 5, (Medan: Universitas Negeri Medan. 2017), p. 1.

[4] Kun-Ting Hsieh, et all, "A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction", Taiwan Journal of Linguistics), Vol. 11, No. 2, (The University of New South Wales, 2013), p. 5.

language in a way that's similar to how you learned your first language by repeating sounds exactly as you hear them. It's the best way not only to master colloquial speech, but accent and intonation as well.

Shadowing technique is an advance learning where you listen to a text in your target language, and then speak it aloud at the same time as the native speaker. Recently, shadowing has started serving as a unique practice activity for learners' pronunciation development. Déjean Le Féal stated, "Shadowing is a good way to improve a foreign language precisely in that it draws attention to every single word of an utterance, especially structure words which normally do not even register when heard".[5]

In this technique the students will listen the audio of the speaker which has been provide by the teacher, then they try to imitating what the speaker said, including the pronouncing, intonation, rhythm, accent and structure. This technique can give a student the chance to speak enough of the target language without fear of pronouncing and structure of text. This is the reason why students must do the shadowing speech. The shadowing speech can help student to pronoun the word well. Someya in Sumarsih journal said that "Shadowing technique assists to enhance the sense of

---

[5] Takayuki Nakanishi. "Extensive reading and the effect of shadowing", Reading in a Foreign Language) Vol. 23, No. 1 (Tokiwa University, 2011), p. 4.

prosody: the rhythm, intonation, and accent of speech".[6] Therefore, the shadowing technique can develop as we listen and repeat, the same way it does with the native language. Both accents and intonation are crucial to achieving language fluency. Shadowing technique leads to more intense concentration on the listening task, helps to develop better pronunciation and speaking speed and may also promote noticing of grammatical structures. Shadowing also designed to force student to focus on the sounds of your target language and develop pronunciation that mimics a native speaker.

Therefore, the researcher wants to applying shadowing technique to improve the students' speaking performance. The researcher would like to conduct a study under the title "APPLYING SHADOWING TECHNIQUE IN TEACHING SPEAKING" (A Case Study at the 8th Grade Students of MTs Negeri 5 Serang in the Academic Year of 2018/2019).

B. The limitation of the problem

Based on the problem above, the writer limits the problem from this research that concern about the students' ability in developing their speaking by using shadowing technique.

---

[6] Sumarsih, "The Impact of Shadowing Technique". p. 2.

C. The Focus of The Research

This research focuses on whether the shadowing technique in the speaking process contributes to student's speaking.

D. The Statement of Problem

1. How is the applying shadowing technique in teaching speaking at the MTS N 5 Serang?

2. How students' speaking after shadowing technique?

E. The Objective of the Research

1. To explain the applying shadowing technique in teaching speaking at the MTS N 5 Serang.

2. To identified students' speaking after shadowing technique?

F. The Significance of the Study

1. For the Researcher

The result of the research answer the question which is the basic of conducting this research and it is expected that it will be useful knowledge for the researcher when she starts her profession as a teacher in the future time.

2. For the Teachers

    This research can be used as guide and reference to increase learning system in the class.

3. For the students

    This research is expected to improve speaking skill using shadowing technique.

G. Previous study

In conducting this research, the researcher has read these following previous researches that are done by using shadowing Technique model as follow:

1. Sumarsih, International Journal of English Linguistics; Vol. 7, No. 5; 2017 with the tittle **"The Impact of Shadowing Technique on Tertiary EFL Learners'Listening Skill Achievements".[7]** The experimental research was conducted and the techniques on collecting the data were administrating pre- and post- tests to the experiment and control groups in English Department of Universitas Negeri Medan (UNIMED), Indonesia. There was a significant effect of applying shadowing technique on students' listening skill achievements (F=56.10, p=0.00<0.05) and the experimental group

---

[7] Sumarsih, "The Impact of Shadowing Technique". p.1.

grammatically outperformed the control group. In conclusion, the null hypothesis was rejected and the alternative hypothesis was accepted.

2. Elahe Sadeghi, et all, English Language Teaching journal; Vol. 9, No. 3; 2016 with the tittle **"Shadow-Reading Effect on Reading Comprehension: Actualization of Interactive Reading Comprehension: (A Vygotskyan View!)".**[8] In study used shadow-reading as a means of meaning internalization to see if it affected on reading comprehension. To this end, 52 junior EFL learners from two universities were randomly assigned to experimental and control groups. In this study using pre-test and post-test of reading comprehension including 4 reading passages with 20 Multiple Choice. During 10 sessions, the learners were provided with shadow-reading strategy in which they were required to listen and repeat the passage in a well-disciplined imitative task and, then summarize what they had comprehended from the text. The findings of the study showed that shadow-reading has significantly influenced learners' comprehension. The results also lent support to Vygotskyan theory in that using shadowing as a means of meaningful imitation and interaction facilitates comprehension

---

[8] Elahe Sadeghi, et. all. "Shadow-Reading Effect on Reading Comprehension: Actualization of Interactive Reading Comprehension" (Isfahan: 2016). p.1.

among learners. The results also shed light on the way through which instructors try to promote learners' comprehension. It seems that shadow reading due to its sociocultural traits can be used as an appropriate means of promoting reading comprehension all over the world.

3. Marziyeh Nekoueizadeh, and Taher Bahrani, International Journal of Language Learning and Applied Linguistics World Volume 4 (1) 2013 with the tittle **"The Effect of Conversational Shadowing on Teaching and Learning Conditional Sentences"**. [9]The main purpose of the current study is to consider whether or not conversational shadowing has any impact on the acquisition of English conditional sentences. This study has pedagogical implications for English instructors aiming at educating learners. During the study, the experimental group metacognitively centralizing their attention to language form and meaning of conditional sentences by shadowing everything that their instructor says during interaction and communication. The paired sample t-test computed between the means of the pre-test and post-test showed that there was a statistically significant difference between the

---

[9] Marziyeh Nekoueizadeh, and Taher Bahrani "The Effect of Conversational Shadowing on Teaching and Learning Conditional Sentences", International Journal of Language Learning and Applied Linguistics World, Volume 4, (1), (Islamic Azad University: September, 2013). p.1.

performances of the selected group on the post-test. Thus, the analysis of the students' answers in the post-test showed that conversational shadowing had positive impact on teaching and learning the conditional sentences.

Based on the research findings, the researcher concluded that no one who conducted a research relating to shadowing technique in improving the students' speaking performance, all of the researchers only conducted researches in improving the listening comprehension skill and reading skill. The results of those studies give inspiration to the teachers to use shadowing technique in teaching listening and reading in order to enhance the students' achievement. The researcher assumed that shadowing technique can be applied to teach speaking. Regarding that assumption, the researcher proved it by conducting this research dealing with the applying of shadowing technique in teaching speaking.

H. Organization of Writing

Chapter I: introduction, consisting of the background of the study, the statement of the problem, the objectives of the research, the significant of the study, previous study and Organization of writing.

Chapter II: theoretical framework and it contains of the definition of speaking, types of speaking, teaching speaking, the assessment of speaking, speech shadowing technique, kind of shadowing technique and the implementation of shadowing technique.

Chapter III: consist of the method of the research, place and time, the population, sample, the research instrument, the technique of data collecting, the technique of data analyzing.

Chapter IV: result and discussion, it provides the result of applying shadowing technique in speaking.

Chapter V: conclusion and suggestion, in this chapter the researcher concludes the research based on the analysis in chapter four as answer toward the statement of problem and giving the suggestion.