

## CHAPTER IV

### FINDING AND DISCUSSION

#### **A. The Implementation Shadowing Technique in Teaching Speaking.**

Shadowing technique is one of strategies which often used in language teaching such as reading, listening and speaking. In this technique the students asked to repeat and remember what the audio/speaker said including the intonation, accent, stress, grammar, vocabulary and expression. Thus, the students could speak and pronouncing the words correctly.

In first meeting on 2<sup>nd</sup> April 2019, the researcher taught the students speaking using shadowing technique. The researcher as a teacher applied shadowing technique in VIII G class and observed the student's activities in classroom. After that the researcher made a pair group to applied shadowing technique as Murphey describe shadowing as "immediately repeating part or all of an interlocutor's words during a conversation"<sup>1</sup>. The researcher gave the steps to do shadowing in speaking.

---

<sup>1</sup> Abbas Ali Zarei, "The Effect of Multimedia Instruction and Shadowing on EFL Learners' Reading Comprehension", *Teaching English Language*, Vol. 10, No. 2, (Islamic Azad University, 2016), p. 6.

Step 1: Students should read conversation text which provide by the researcher and listen to the audio/video what they had previously read for about 7 minutes.

Step 2: The researcher give the students 10 minutes to listen the audio/video again (while their books are closed) and shadow (say) what they hear.

Step 3: The researcher make a pair group then students make an interactive activities with their pair group by shadowing technique.

Alternately, the researcher could divide the steps above into two parts. The first, the researcher has students shadow while reading (books open). The second, the researcher has the students shadow without reading (books closed). At the beginning, students can repeat immediately after they hear something; little by little, they should delay and then repeat. The purpose of this training is to cultivate learners' split of attention and the skill of speaking while listening. The following is an example of shadowing technique that researcher applied in teaching speaking:

Audio : "Do you want to see a movie with me?"

Student : "Do you want to see a movie with me?"

Audio : “Sure! I never have time to see a movie. When?”

Student : “Sure! I never have time to see a movie. When?”

In practicing shadowing or video voiceovers, the researcher found some problems faced by student in teaching shadowing technique. First, student should have the necessary technology (computer, laptop and smartphone) and be able to use it. The classroom should also have the necessary equipment to display the video while presenting. Second, student might find difficult in their initial trials to keep up with the speed of the native speakers or imitate the speakers and other difficult words. A lot of practice can overcome this problem.

In the second meeting, the researcher applied shadowing technique used headphone to improve their pronunciation and fluency. The researcher through the following steps:

1. Choose a clip: The researcher provides students with a list of video sample from VOA Lets Learn English. The researcher asked students to work in pairs or small group to choose segment that appeal to their interest.
2. Student prepare: The researcher give the video’s script, thus student can prepare either in class or at home by synchronizing the speech of

the character with a focus on segmental. It is helpful to provide student with the rules of these features before rehearsals.

3. Student present: when delivering their presentations, the researcher asked students to speak aloud during the shadowing. The students synchronizing the pronunciation, intonation, accent and tempo.

### **B. Student's Speaking Ability Using Shadowing Technique**

To get the result speaking ability, the researcher used oral test. The students had to shadowing the conversation in front of class. In this test the researcher gave the student the audio/video and transcript conversation. The researcher gave the students time to do shadowing in front of class.

**Table 4.1**

**The students' score of speaking by used shadowing technique.**

No	Name	ACC	GRAM	VOC	FLUE	COMP	Total	Average
1	AA	3	36	12	12	12	75	18,7
2	ADN	2	36	8	10	8	64	16
3	ADR	2	36	8	10	8	64	16
4	CA	2	36	8	10	8	64	16
5	DAP	2	36	8	10	8	64	16
6	DDY	2	36	8	10	8	64	16

7	DS	2	36	8	10	8	64	16
8	F	2	36	12	12	12	74	18,5
9	FF	2	36	8	8	8	64	16
10	FJ	3	36	8	10	8	65	16,2
11	FN	2	36	8	10	8	64	16
12	HR	2	36	8	10	8	64	16
13	MAS	2	36	8	8	8	64	16
14	MDA	2	36	8	10	8	64	16
15	MI	2	36	8	10	8	64	16
16	MS	2	36	8	10	8	64	16
17	NF	2	36	8	10	8	64	16
18	NI	2	36	8	10	8	64	16
19	PA	3	36	12	12	12	75	18,7
20	RA	2	36	8	10	8	64	16
21	RD	2	36	8	10	8	64	16
22	RM	2	36	8	10	8	64	16
23	SA	2	36	8	10	8	64	16
24	UJS	2	36	8	10	8	64	16
Total							1825	392.1
Maximum Score							75	18.7
Minimum Score							64	16

Based on the table above can be seen that the highest score was 75 and lowest score was 16.

From the data of table 4.1, the researcher analyzed into the formula to know how the percentage of students' speaking ability:

$$\begin{aligned} S &= \frac{R}{N} \times 100\% \\ &= \frac{1825}{24} \times 100\% \\ &= 76,04\% \end{aligned}$$

The average percentage after calculating is 76,04%. As it was mention before, the data collected to measure the students speaking ability were classified into five ranges (see 2.1 table). The percentage obtained for students speaking ability used shadowing technique in the second grade at MTS N 5 Serang was "Very Good".

Based on the result of students' oral test, the researcher classified their ability as follow:

**Table 4.2****The level of group and students' score**

<b>Score</b>	<b>Number of Students</b>	<b>Description</b>
<b>83-105</b>	-	<b>Excellent</b>
<b>65-82</b>	<b>4</b>	<b>Very good</b>
<b>50-64</b>	<b>20</b>	<b>Good</b>
<b>33-49</b>	-	<b>Enough</b>
<b>16-32</b>	-	<b>Low</b>

From the table 4.2, the researcher found that there was 4 students who got very good score, and 20 students got good score.

From the result of oral test can be concluded that this technique can help student in speaking ability. In this test, the researcher analyzed students' one by one although they did a conversation in pair group. Thus, the researcher could see the ability of students in speaking ability using shadowing technique. The researcher found that there were some students who were good in pronouncing, accent and grammar. The researcher also found some of them fluent in speaking though some of them less in vocabulary and comprehension. Although they are in the same class, the researcher couldn't say that they have the same English proficiency in speaking because the shadowing was taught about

imitating the native speaker which is taught how to pronouncing word correctly.

In the end of learning the researcher evaluated students' speaking during shadowing technique. The following is evaluation by the researcher:

**a. Accent**

1. Pronunciation: the important thing of applying shadowing technique is pronunciation. The researcher evaluated students' pronouncing because there were some mistakes during shadowing and some of them did a slip tongue when shadowing applied. Thus, the researcher tries to correct the wrong pronouncing of students.
2. Intonation: the intonation is needed when the shadowing technique applying in speaking. Some students less attention with their intonation in speaking. Thus the researcher tries to repeat the audio, and students correct their intonation in shadowing.

**b. Grammar**

Researcher found there's nothing grammar mistake during applying shadowing technique because the audio that researcher used is VOA English Learning. The students only imitating the audio without



scared make mistake in grammar when teacher got student to speaking in front of class.

**c. Vocabulary**

The word that student used is good though some students don't know what the meaning of words that they have used when shadowing is applied.

**d. Fluency**

Some student doing slow tempo when they doing the shadowing technique. It is make students got problem with the fluency because they have to listen and remember the sentence during shadowing is applied.

**e. Comprehension**

Some students understand what they were talking during conversation, including the topic and the meaning of words during shadowing technique.

To support the data, the researcher has interviewed 5 students to know their speaking ability after shadowing technique applied as the follow:

**Respondent 1**

*Respondent 1: I feel good in speaking because shadowing is easily than I tried to speak without help by the audio.*

**Respondent 2**

*Respondent 2: Yes, I feel better when I pronouncing the word with shadowing technique. It is interesting.*

**Respondent 3**

*Respondent 3: Not too bad, My English a little bit different than before after try this shadowing technique. But I don't like to memorizing the words that spoken by the audio.*

**Respondent 4**

*Respondent 4: it is hard to imitating the audio but I enjoyed during shadowing, and I feel good when I speaking through shadowing technique.*

**Respondent 5**

*Respondent 5: Actually, I don't feel good in speaking, but it is quiet fun when I try to shadowing.*

Based on the interview, the researcher sees that the researcher as a teacher was good preparing shadowing technique in teaching speaking. After interviewing students, almost all of them felt a good in pronouncing words and speaking fluently. In addition, the observation sheet showed that shadowing has done well according to the procedure and the the result of oral test student can reach the good score. Therefore, the researcher can concluded that using shadowing technique in teaching

speaking can help the student to speaking well and improving students' listening as well as speaking skills.