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Article

### The Influence of Shadowing Technique to The Students Listening Ability

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#### KEYWORDS

The Influence;  
 Shadowing Technique;  
 Listening Ability.

#### A B S T R A C T

The objective to this research was to find out whether or not there was any significant difference between students who were taught listening by using Shadowing Technique and who were not taught by using Shadowing technique at the tenth grade students of SMK Muhammadiyah 3 Sukaraja. All of The tenth grade students of SMK Muhammadiyah 3 Sukaraja that consisted of 152 students was as population. By using purposive sampling, the sample was class X TKJ 1 with total 34 as experimental class and X TKJ 2 with total 35 as control class. The data analysis was carried out by using Independent t-test for SPSS 25 version. The result shows that value of  $t_{obt} = 3.434$  is higher than  $t_{t} = 2.000$  and the P-out put of sign (2-tailed) is  $(0.001 < 0.05)$ . Based on the result, it means that there is any significant difference between students who are taught listening by using Shadowing Technique and who are not taught by using Shadowing technique at the tenth grade students of SMK Muhammadiyah 3 Sukaraja.

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#### INTRODUCTION

The vital part of our daily life is listening. We spend much time about 45% for listening, but only 30% for speaking, 15% for reading, and 10 % for writing (Renukadevi, 2014). According to Vandergrift and Goh (2012:4) state that listening is influential skill because it allows language learners to get and to interact with language input and facilitates the development other language. Next, they predict what to know the culture, the grammar, and vocabulary of language is used by listening (Long and Tanh, 2016). Therefore, listening is very unavoidable to interact with each other in daily life and it is also very crucial to get information by connecting between linguistics and non- linguistics knowledge.

Most of the EFL learners, the difficult skill to improve is listening skill than among of the four language skills. It is supported by Nimehchisalem, et. al. (2015:263), "Listening is the most difficult skill to learn". In addition, EF EPI-s (2015) EF English Proficiency Index School reported in all of the 16 countries studied (including Indonesia). Students are on the average at B1 and B2 level in listening skill after five or more years of English instruction. Additionally, Common European Framework of Reference (CEFF) to illustrate B1 and B2 as Independent user. It indicates that they are still below C1 and C2 level (proficiency user) of the tenth class students of SMK Muhammadiyah 03 Sukaraja.

According to Kao (2013), listening comprehension and speaking proficiency can be improved by shadowing technique. In despite of shadowing can improve speaking

skill but only listening skill is improved very well. Shadowing is renewing what is heard at time, it can permit ELF teachers to guidance students' develop effective learning strategies ultimately improve their English pronunciation ability.

**METHOD**

In this research, the writers used the quantitative research for quasi experimental design. The design was as follow:

E	O1	X	O2
C	O3	.....	O4

Where:

- O1 : pre-test for experiment group
- O2 : post-test for experiment group
- O3 : pre-test for control group
- O4 : post-test for control group
- X : treatment for experiment group by using shadowing technique
- - - - - : dash line indicated that the experiment and control group had not been equated by randomization.
- ..... : no treatment
- E : experiment group
- C : control group

This research was populated by all of the tenth grade students of SMK Muhammadiyah 3 Sukaraja. The population of the research was presented below:

**Table 1:** Research Population

Class	Total of Students
X TKJ 1	34
X TKJ 2	35
X TBSM 1	30
X TBSM 2	28
X TP	25
<b>Total</b>	<b>152</b>

(Source: SMK Muhammadiyah 3 Sukaraja)

From the population above, the writers used sample for doing this research. The sampling was using purposive sampling. It was obtained from the two classes of X TKJ 1 and X TKJ 2 with the total number was 69 students. The reasons of using purposive sampling because X TKJ 1 and X TKJ 2 based on observation and interviewed to English teacher, they had the same background knowledge, same level of the tenth grade students, and the same difficulties for listening ability. X TKJ 2 was selected as control group and X TKJ 1 as experiment group.

The data was collected by using a test and the test was checked by using Cronbach Alpha formula to know the reliability of the test. It was obtained 0.708, so it meant

that the test for this research was reliable. Then, the data was analyzed by using Independent t-test for SPSS 25.

**RESULTS AND DISCUSSION**

Before analyzing the data, the test of normality and homogeneity data should be measured. In determining of the data, Kolmogorov-Smirnov was used. The normality test of post-test score in the experiment and control group were described as the following:

**Table 2:** Test of Normality

Students	Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk	
	Statistic	Df	Statistic	Sig.
Score shadowing technique	,133	34	,132	,105
no treatment	,131	35	,133	,016

a. Lilliefors Significance Correction

According to the table above, the result of normality test shows the significant value of shadowing technique is higher than 0.05 level, which has 0.1. It means that the distribution of the data in listening ability by using shadowing technique is normal.

To know whether the sample is homogenous or not, the writer uses the test of variance homogeneity. The writer calculates it by using SPSS 25. It could be seen in the following:

**Table 3:** Variances Homogeneity Test

Score	Based on Mean	Levene	df		Sig.
		Statistic	1	Df 2	
	Based on Mean	,902	1	67	,346
	Based on Median	,639	1	67	,427
	Based on Median and with adjusted df	,639	1	66,452	,427
	Based on trimmed mean	,846	1	67	,361

According to Table 3, the calculation of Levene Statistic by using SPSS 25, it is found that the value of sig is 0.346. It is higher than value of sig (0.05). So, it means that the sample taken from experimental and control group are homogeneous.

Then, the Independent t-test is the most commonly used method to evaluate the differences for the mean between the two groups. To find out whether there is any significant different or not in teaching listening by using shadowing technique for the tenth grade students of SMK Muhammadiyah 3 Sukaraja, the writers compare the result of the posttest in control group and experimental group by using Independent t-test. The result of the SPSS 25 calculation is described as follows:

**Table 4:** Independent t-test

		Levene's test for equality of variances			t-test for equality of means				
scores	equal variances assumed	sig.	t	df	Sig. (2- tailed)	mean Difference	Std. Error Difference	95% confidence interval of the difference	
								Lower	Upper
	equal variances assumed	,346	3,434	67	,001	9,508	2,769	3,982	15,034
	equal variances not assumed		3,442	66,070	,001	9,508	2,763	3,993	15,024

Therefore, based on Table 4 of Independent t-test, the value of  $t_{\text{obt}} = 3.434$  is higher than  $t_t = 2.000$ . And the P-out puts of sig (2-tailed) ( $0.001 < 0.05$ ). Finally, the writers conclude that alternative hypothesis ( $H_a$ ) of this research is accepted and null hypothesis ( $H_0$ ) of this research is rejected.

## CONCLUSION

Based on the result of the research, it can be concluded that Shadowing Technique has influence in students' listening ability, especial for the tenth grade students of SMK Muhammadiyah 3 Sukaraja. It is hoped that all of the teachers can use creative strategy to teach listening ability to increase their interesting to learn, one of them is Shadowing technique.

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