

**USING SHADOWING TECHNIQUE IN INCREASING  
LISTENING AT MAS INSAN QURANI ACEH BESAR**

**(A Study at MAS Insan Qurani, Aceh Besar)**

**THESIS**

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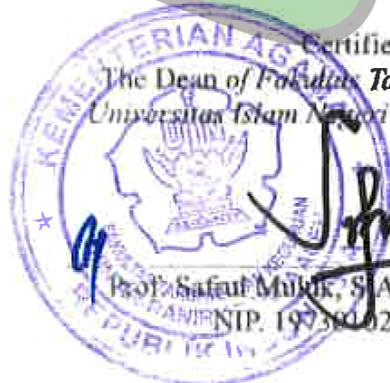
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**SURAT PERNYATAAN KEASLIAN**  
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**Using Shadowing Technique in Increasing Listening Skill at MAS Insan  
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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I recognize that nothing is perfect, and I may have made mistakes in preparing this thesis. Therefore, I sincerely apologize for any errors that may have occurred. I hope this thesis proves beneficial for readers and serves as a reference for future development. The truth belongs to Allah, and errors come from my own shortcomings. May Allah SWT always bestow His grace and guidance upon us all.

A R - R A N I R Y

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## ABSTRACT

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The purpose of this study was to determine whether or not the Shadowing technique improved students' group listening skills. The nonequivalent pretest-posttest group design, a quasi-experimental design, was employed. The study's population consisted of two classes of eleventh-grade students from MAS Insan Qurani who were available to participate. Purposive sampling was used, with 24 students assigned to the experimental group (XI-E) and 24 to the control group (XI-F). Tests were used in the data collection process. Both the experimental and control groups took the test twice: once as a pretest and once as a posttest. The pretest and posttest results for the experimental group and control group were analyzed using the paired sample t-test in order to confirm the hypotheses. The analysis revealed improvement in listening scores, with a mean difference of -14.74, a t-value of -5.810, and a p-value of 0.000. These findings indicate that the treatment effectively enhanced listening skills among participants in the experimental group. Thus, the null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted. It means that teaching listening using the Shadowing technique helped students improve their listening skills.

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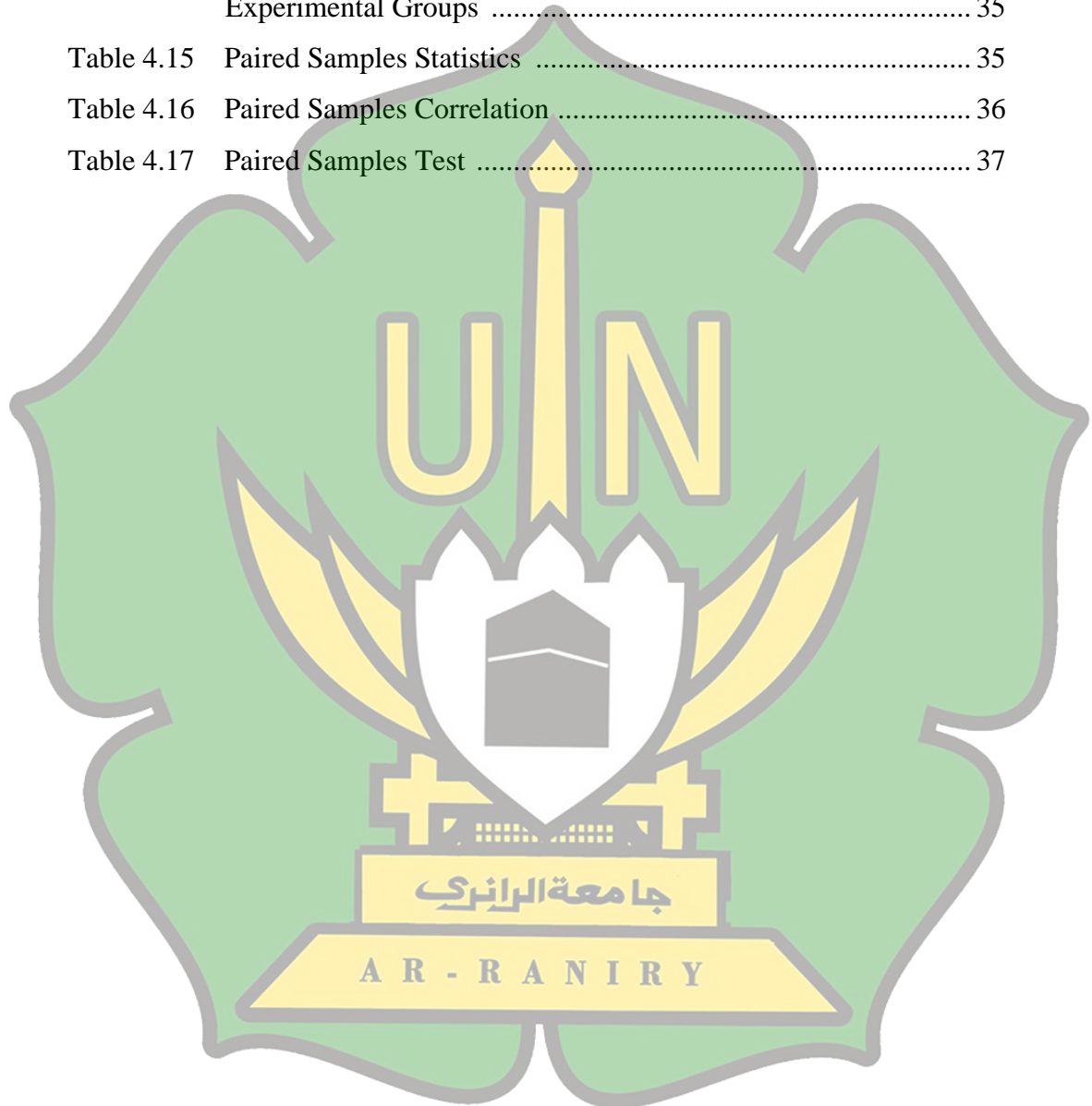




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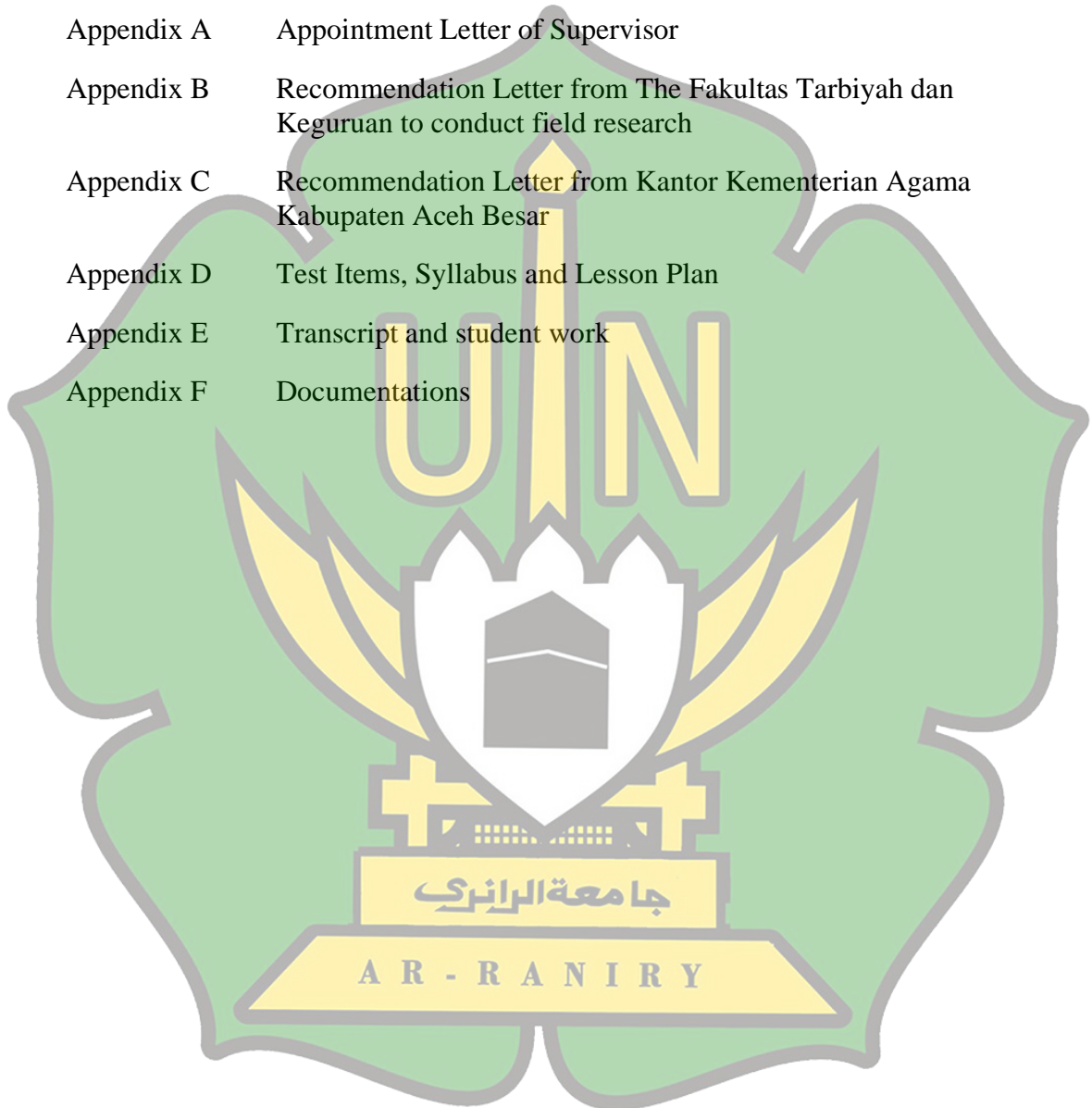
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# CHAPTER I INTRODUCTION

## A. Background of Study

According to Chomsky (2000), “language is the inherent capability of native speakers to understand and form grammatical sentences. language is a collection of (finite or infinite) sentences, each of finite length and made up of a limited number of elements”. Language is a system of communication used by humans to convey meaning and express ideas, feelings, and thoughts. It involves the use of sounds, gestures, symbols, and grammar to create messages that can be understood by others who share the same language. Language is a key aspect of human culture and is essential for social interaction, learning, and the transmission of knowledge and beliefs from one generation to another.

There are thousands of languages spoken around the world, each with its own unique structure and rules, but all serve the same basic function of allowing humans to communicate with one another. Among languages in the world (The Ethnologue, 2022) English is the most widely spoken language in the world in 2022. There are 1.34 billion people who speak English globally, either as a mother tongue or a second language (Tempo, 2021). Therefore, English becomes an international language that is studied in many countries around the world. Therefore, students must master English language skills.

There are four basic English language skills. Those are listening, speaking, reading and writing. The most crucial skill for English students to develop is listening. Listening is a crucial skill because it is the one that is used the most in

daily life. If people want to communicate properly, meaningfully, and naturally, they must hear various types of English. People cannot learn language without hearing since listening offers language input (Darti & Asmawati, 2017).

Listening means paying attention to sound or action. Stay focused while listening and try to understand what is being said to avoid misunderstandings. According to Tyagi (2013), listening needs a desire to comprehend another human being, an attitude of respect and acceptance, and a readiness to open one's mind in order to see things from another person's perspective. It helps us understand the world around us and is one of the key components of good communication. (Gilakjani and Sabouri, 2016). In short, listening is crucial for communication and knowledge transfer in everyday life. It involves responding to the speaker's words and instructions.

However, listening is not as simple as many people believe, especially when English is a foreign language in the country. For many learners, listening to something in English can be quite challenging. According to Bingol, Celik, Yildiz, and Mart (2014), learning to listen can be challenging for learners. Learning to listen can be challenging for many learners. Factors affecting language learning include poor recording and listening quality, limited access to commercial English textbooks, physical condition, differences in culture, lack of focus and unfamiliar vocabulary.

Listening is important but difficult to learn. Based on a study conducted by Alzamil (2021) on 87 Saudi female university student it was found that listening and speaking are the most crucial skills but difficult to learn. Speech rate,

pronunciation, anxiousness, a little vocabulary, and a lack of background knowledge were all factors in the participants' struggles to learn to listen to English (Alzamil, 2021). Additionally, a problem in listening is difficult to hear what speaker says. It appears when native speakers pronounce or accent English words or sentence.

According to a preliminary informal interview conducted at MAS Insan Qurani with an English teacher who teaches the eleventh grade, the English teacher had made attempts to improve students' abilities, particularly in listening, by having them listen to songs sometimes, practice TOEFL question and audio book traveller. The results showed that there were still many students' scores that were below the standard score of *Kriteria Ketuntasan Minimal* (KKM). Mostly students struggled with listening and became passive listeners, unable to retain the information taught by their English teacher. Students also had problem in grammatical structure, phonemes, pronunciation and lack knowledge about the words. They rarely practice both listening and speaking skill at their dorm. Moreover, the students at MAS Insan Qurani had a lot of difficulties mastering listening, according to the researcher's preliminary investigation. In fact, understanding the challenges students have in learning English language may help teachers create effective lesson plans for their students, which in turn may increase students' abilities.

One alternative listening teaching strategy that has been suggested in some research to solve the problems above is shadowing technique. The simplest definition of shadowing technique is to repeat what one hears simultaneously as accurately as possible (Hamada, 2018). There have been some studies conducted

on the shadowing technique. One of them is research conducted by Hamada (2011). According to Hamada (2011) the findings imply that shadowing with challenging textbooks might enhance students' listening abilities, and the listening issues the learners face after receiving brief shadowing instruction are addressed. This study applied in first year high school student in Japan.

Another study conducted by Junipisa and Aristana (2021) with the first-year students of Accounting Major in Triatma Mulya University. According to the findings of this study, the success rate of students achieving their KKM increased from 59% to 78%. Based on the finding, it can be concluded that shadowing technique could improve students listening abilities. Furthermore, shadowing technique can also be used with junior high school students. This can be seen from the research conducted by Mawar Jingga (2019) at SMP 9 Tangerang Selatan which found that the shadowing technique also significantly affects seven grade student's word recognition and listening skills. Beside, The shadowing technique can be applied to any type of content; in Hamada's research (2011), he employed an English textbook and a TOEIC book for university students. In the shadowing approach, the content consists of both dialogue and listening monologue (text). Therefore, the researcher has an interest in undertaking a study named "Using Shadowing Technique in Increasing Listening at MAS Insan Qurani Aceh Besar" in light of the issues identified in MAS Insan Qurani and in accordance with the underlying theories discussed above.

## **B. Research Question**

Research questions are the questions for which answers are being sought (Mackey & Gass, 2005). According to background of the study, the fundamental question that inspire this study is : is there any improvement on listening achievement of the eleventh grade students of MAS Insan Qurani before and after the treatment?

## **C. Research Aim**

According to the existing research question, the aim of this study is to determine whether there is any improvement to investigate listening achievement of the eleventh grade students of MAS Insan Qurani before and after the treatment?

## **D. Hypothesis**

In quantitative research, hypotheses are statements that communicate a prediction or speculation regarding the result of an attribute or characteristic connection (Creswell, 2008). A hypothesis is a form of prediction seen in many experimental research. It is a statement about what we expect to see in a study (Mackey & Gass, 2005). Research hypotheses and null hypotheses, which are commonly written as  $H_0$ , are the two primary types of hypotheses in research reports (Mackey & Gass, 2005).

A hypothesis is crucial because it is related to a researcher's prediction or postulate. The goal of hypothesis formation is to provide a direction for research and to establish a relationship between variables. (Binoy, 2019). The hypotheses of this study are as follow:



Ho: There is no improvement in the eleventh-grade students' listening achievement before and after the treatment at MAS Insan Qurani.

Ha: There is improvement in the eleventh-grade students' listening achievement before and after the treatment at MAS Insan Qurani.

### **E. Scope of The Study**

This study focuses on the result of using shadowing technique in the classroom with 11<sup>th</sup> grade high school students at MAS Insan Qurani. Here, only their listening abilities will be tested by the researcher.

### **F. Significance of Study**

By undertaking this study, the author hopes that this research can increase our knowledge about language teaching and learning, particularly listening. The significance of the research could also benefit a number of participants:

1. The Shadowing Technique is intended to help students overcome listening challenges and improve their listening skills.
2. This finding can provide information and inspiration to teachers who teach listening skill in order to improve teaching quality.
3. This study can be used as resource for researchers interested in this topic.

### **G. Research Terminologies**

#### **1. Listening**

Listening is at least the opportunity for speakers or listeners to exchange roles-as opposed to non-reciprocal or one way listening involved in (Anderson & Lynch, 1988). Another definition also states by Lynch & Mendelsohn (2010) Listening involves making sense of spoken language, which is usually accompanied

by other sounds and visual input, using prior knowledge and the context in which we are listening.

## **2. Shadowing Technique**

According to Hamada (2019) a brief explanation of shadowing technique in listening is A learner repeats what he or she is hearing, just as a shadow follows someone who is walking. Most importantly, without a written script, students must simultaneously replicate what they hear.

