

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section contains data that has been collected through several research instruments to answer two questions in chapter I including: 1) How does the teacher implement shadowing technique in teaching speaking 2) How are students' perceptions about the implementation of shadowing technique. Data were taken on January 24 – 27, 2023. To answer these two research questions, the researcher observed the teacher implementing the shadowing technique in class XI A at MA Ni'matul Aziz. Then, the data from this observation is supported by interviews with students about their perceptions of using the shadowing technique.

1. The Implementation of Shadowing Technique

Observations were made for two meetings. The teacher used shadowing technique based on the following classifications which are Shadowing, Delayed Shadowing, Phrase Shadowing, Parallel Reading, and Speed Reading. The researcher follow and collected learning activities with the following details:

a. Observation Day 1

1) Pre Activity (15 minutes)

The teacher comes to class on time. The teacher gives a greeting, and checks the presence of students in class. Then, the

teacher introduced and gave a brief explanation of the day's material, namely cause and effect. After that, the teacher gave directions about the activities that had been carried out, namely the shadowing technique. Each student gets a dialogue text by the topic is Corona Virus. Then the teacher prepares a sound system as a learning media.

2) Main Activity (35 minutes)

The teacher tests students' speaking skills by asking students to read the dialogue text that has been shared first before using the shadowing technique. Then, teacher played the audio. Students are asked to listen to the audio being played. Students are asked to understand the vocabulary, pronunciation, and intonation in the audio. Students are asked to shadowing by reading the text and imitate what the speaker says while listening to the audio at the same time. Students are asked to delay shadowing by do the same thing but not at the same time, rather, after a second. The teacher then demonstrated how to use the shadowing technique. The teacher plays back the audio and asks students to do phrase shadowing by imitating the audio phrase by phrase. The teacher asks vocabulary words that are difficult to pronounce in the audio and gives an example of the correct pronunciation. The teacher plays back the audio and asks students to read aloud looking at a text while listening to the audio three times, that's called parallel

reading. Teacher makes sure that the students can do the shadowing technique as well (Speed reading) by asked some of them to work in pairs in order to practice shadowing technique in front of class.

3) Post Activity (10 minutes)

Students are asked to conclude the lesson that day. Teacher lets students to ask something that they don't understand about the material. Teacher gives a homework. The teacher closed the class that day by saying Hamdallah and salam.

b. Observation Day 2

1) Pre Activity (15 minutes)

The teacher comes to class on time. The teacher greets, and checks the presence of students in class. Then, the teacher repeats the previous material and gives a brief explanation about cause and effect. After that, the teacher explained that they would learn to use the shadowing technique again. Each student gets a new dialogue text by the topic is Garbage. Then the teacher prepares a sound system and laptop as a learning media.

2) Main Activity (35 minutes)

The teacher tests students' speaking skills by asking students to read the dialogue text that has been shared first before using the shadowing technique. Then, teacher played the audio. Students are asked to listen to the audio being played. Students are asked to understand the vocabulary, pronunciation, and intonation in the

audio. Students are asked to shadowing by reading the text and imitate what the speaker says while listening to the audio at the same time. Students are asked to delay shadowing by do the same thing but not at the same time, rather, after a second. Then, the teacher gave an example of how to do the shadowing technique. The teacher plays back the audio and asks students to do phrase shadowing by imitating the audio phrase by phrase. The teacher asks vocabulary words that are difficult to pronounce in the audio and gives an example of the correct pronunciation. The teacher plays back the audio and asks students to read aloud looking at a text while listening to the audio three times, that's called parallel reading. Teacher makes sure that the students can do the shadowing technique as well (Speed reading) by asked some of them to work in pairs in order to practice shadowing technique in front of class.

3) Post Activity (10 minutes)

Students are asked to conclude the lesson that day. Teacher lets students to ask something that they don't understand about the material. The teacher closed the class that day by saying Hamdallah and salam.

2. Students' Perception about Shadowing Technique

Based on the interview conducted on January 26-27, 2023 there are some finding related to the students' perception about shadowing technique.

a. The Advantages of Shadowing Technique

There are some advantage of shadowing technique:

- 1) Shadowing technique makes students more enjoys, and attracts students' learning interest.

The researcher asked the students, "Do students feel more interested and enjoyed in learning English with using the shadowing technique?" The student answered, "It is very interesting to learn because the use of this technique can be used in any grade and using this technique is very exciting so that can improve my ability to speak English" (Az, Results of interview, January 2023). Likewise, other students felt that the shadowing technique was very interested and enjoyed in learning English using the shadowing technique. Another student answered, "Yes, I am happy and enthusiastic in learning because it uses media and there are cartoons" (M.A, Results of interview, January 2023)".

- 2) Shadowing techniques can help students to improve speaking skills.

Based on the results of the interviews, the researchers interviewed students about whether the shadowing technique implemented by the teacher when teaching could help students improve their English speaking skills with the correct pronunciation and intonation as same as audio or video played. All students answered that the shadowing technique was very helpful

in improving their ability to speak English. One of the student said, "Yes, after I learned using this technique I found it easier to speak English" (F, Results of interview, January 2023). Other student answered, "Yes, I become to speak English properly, understand the intonation when speaking in English and make me know how to pronounce vocabulary that is rather difficult to pronounce. Other than that, I don't think there are any drawbacks" (AH, Results of interview, January 2023).

3) Student felt more confident by using shadowing technique.

The researcher also asked the students whether they felt more confident in speaking English after using the technique. Some students answered that they felt braver and more confident to speak English when using the shadowing technique. A student answered, "I feel more confident speaking English using this technique, but it's still limited to my classmates" (M.A, Results of interview, January 2023). Another student added, "Yes, this technique has really helped me to increase my confidence in speaking English" (Az, Results of interview, January 2023).

4) Shadowing technique makes students more active in learning English.

Based on the results of the student's interview regarding the question, "Do students feel more active when learning to use shadowing techniques in class?" All students answered that the

technique made them more active when learning English. A student said, “Of course, I am excited to learn more about using shadowing techniques” (R. A (S), Results of interview, January 2023). Another student added, “Yes, I feel more active when using the shadowing technique” (N. F, Result of interview, January 2023).

b. The Disadvantages of Shadowing Technique

There are some advantage of shadowing technique:

1) Speaker is too fast to follow

The disadvantages according to students are dialogue that is too fast. A student answered, "The disadvantages is that the speaker speaks too fast, so the intonation is difficult to follow" (N. A, Results of interview, January 2023).

2) Students' focuses are divided

The focus of learning is divided between imitating and listening. Other student said, “I feel like my focus is divided between reading text and listening to speakers” (N, Result of interview, January 2023).

But there are also some students who say that there is no disadvantages of shadowing techniques. The student answered, "I don't think there are any drawbacks” (A. H, Results of interview, January 2023).

B. Discussion

In this section, the researcher presents a discussion about findings from the results of the research that has been done. From the results of the research above, researcher can present discussions about findings to answer the research questions. From the previous explanation, the researcher aims to (1) find out how the teacher implements shadowing technique in teaching speaking, (2) find out the students' perceptions about the implementation of shadowing technique. Below is the discussion of findings.

1. The Implementation of Shadowing Technique

Based on observational data, the researcher got the results from implementing the shadowing technique in class. The steps in implementing the shadowing technique in teaching speaking include 1) Listening to MP3/MP4 related to the topic, 2) Understanding vocabularies, intonation, and pronunciation from the audio or video, 3) Trying to imitate what the speaker says, 4) Repeating the steps until we can follow the speakers correctly in almost the same time (Yahya, 2020). This theory is appropriate with the results of observations which show that in the first and second meetings the teacher always teaches using the steps above with the same material. Then it is classified again into shadowing, delayed shadowing, phrase shadowing, parallel reading, and speed reading (Tamai, 2005). The teacher asked the students to do shadowing and the students did well, although they still stammered and still had a bit of difficulty when speaking following the text and audio tempo. After that students were

asked to do delayed shadowing, the results showed that students' ability to follow the audio was better. Then continued with phrase shadowing, the teacher aims that students can not only follow the tempo but also be able to speak with good pronunciation as well through phrase shadowing. Then, the teacher asked the students to do parallel reading at three times. Finally, speed reading, this aims to make teachers check students' abilities in shadowing. However, at the first meeting the teacher only used smartphones and speakers, then at the second meeting the teachers used laptops and speakers. The teacher said, "That's because in the first meeting I focused more on discussing the material while still using the shadowing technique and in the second meeting I only did a little repetition of the material which then continued using the technique." The dialogue text used was different between the first and second day.

2. Students' Perception about Shadowing Technique

There are students' perception about shadowing technique:

a. The Advantages of Shadowing Technique

- 1) Shadowing technique makes students more enjoy, and attracts students' learning interest.

Students' perception about the implementation of shadowing techniques in class are making them more interested in learning and enjoyed the class because the teacher uses learning media that is also fun, namely in the form of animation. This is relevant with Shiota's theory cited from Tamai: "Tamai provides actual proof of

shadowing's good influence on listening abilities. Additionally, he makes the assumption that students start to pay more attention to their learning process than they previously did because the recurrence element of shadowing shows them their progress clearly (Shiota, 2012, p. 79).

2) Shadowing techniques can help students improve speaking skills.

Based on the results of the interviews, the students' perceptions about using shadowing techniques in class were they agreed that shadowing techniques could improve their speaking skills. This is in accordance with previous research (Yahya, 2020), it was found that teaching English by using shadowing techniques could improve the students' speaking abilities.

3) Student felt more confident by using shadowing technique.

Based on students' perception, the researcher found the result that shadowing technique increased students' self-confidence. Student felt more brave and confident when speaking in English even though some student feel more comfort to speak with classmates. This is in accordance with Omar and Umehara state that, "The four key areas of progress as a result of adopting shadowing technique in classroom education include changes in the natural tempo of speech, understanding, engagement in shadowing, and confidence in each cycle" (Umehara, 2010).

- 4) Shadowing technique makes students more active in learning English.

Based on the interview results, the researcher found that according to students' perceptions, learning to use shadowing techniques can make them more active. In the active and highly cognitive practice of "shadowing," students follow the spoken word and attempt to pronounce it as precisely as possible as they hear it. (Zakeri, 2014, p. 21)." From this explanation, shadowing makes the students track the speech and repeat it as much as possible at the same time they listen to it. Based on the observation, the researcher also found that students is really active when using shadowing technique. It is also because of using interesting learning media so that is easier to understand.

b. The Disadvantages of shadowing Technique

The disadvantages that according to students, are dialogues that are too fast, and also the focus of learning is divided between imitating and listening, some even answer that there are no disadvantages. This is not suitable with Ingrid's theory, "shadowing exercises are purely mechanical exercises, which are likely to reinforce students' natural tendency to stick too closely to the speaker's words by teaching them to parrot words" (Sari, 2018). In other words, the shadowing technique is claimed to be a "too simple" technique

because it makes students only imitate the speaker. They cannot speak as their way.

However, the findings are appropriate with the theory that the technique's intricacy and lack of study are its disadvantages. The difficulty of the method is due to the immediate nature of shadowing, which requires that the language sequence be spoken as soon as it is heard (Miyake, 2009). In addition, limited studies have been carried out into shadowing in English language learning which another disadvantage is.

Based on the explanation above, it shows that through the implementation of shadowing technique, it makes students more enjoy, and attracts interest in learning. Shadowing technique can help students improve speaking skills and self-confidence. Many advantages are given from learning to use these technique. Also, the use of these technique makes students more active in learning English. Thus, the researcher can conclude that the students' perception of the implementation of shadowing technique is positive.