THE EFFECT OF SHADOWING APPLICATION TOWARDS STUDENT'S SPEAKING SKILL AT TENTH GRADE STUDENT'S OF SMAN 6 PANDEGLANG IN ACADEMIC YEAR 2023/2024

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Abstract

The goal of the study is to determine whether using a shadowing application significantly improves students' speaking abilities in the tenth grade students' at SMAN 6 Pandeglang. Using a pre-test and post-test group design, the methodology is quasi-experimental, and the study methodology is quantitative. There are 350 students in the population of this study, and there are 70 students in the sample. The statistical analysis of the data was conducted using the IBM SPSS 29 software.

Based on the data analysis results, it is evident that the tenth-grade students of SMAN 6 Pandeglang benefit significantly from the shadowing approach in terms of their speaking abilities. The t-test findings show that the obtained sig value was less than or equal to 0.05 The statistics clearly shows that using the shadowing Application improves the speaking ability of SMAN 6 Pandeglang students' in the tenth grade.

Keyword: *Shadowing, Speaking skill, Application.*

INTRODUCTION

English has developed into a universal language that people use to communicate with each other worldwide. According to Novari, *et al* (2021:27) people used language to deliver ideas, opinions or feeling by oral or written way. Without language people could not communicated each other. English it self has four skills, namely; Listening, speaking, reading, and writing.

According to Pakula (2019:95) In language learning speaking is an important skill, and it was not an easy subject to learn or to teach. And according to Jaya *et al* (2022:105) It has

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been proven that speaking was a subject that looked basic but in reality it was not easy, 42% from 100% of the participant did well and 58% didnot perform well in speaking test.

However, the problem that often arises in the world was many students found the difficulties to speak English, there was many reasons for this problem. The first, students was often not fluent in speaking English well that's because the student's was less accustomed to speak English. Second, there was no partner to speak English, third was less of vocabulary.

The researcher found that students are less of motivation, so that's the reason why they were lazy to come it was caused by some teachers who could not provided a good teaching technique that could engage the students in developing their speaking skill.

The researcher had tried to find a learning media, then the researcher found an application that could develop the students' speaking skill, and the researcher foundShadowing application. According to Bovee (in Teeter, 2017:3) In the field of Second Language Acquisition (SLA), Shadowing was a general name for a method that repeated audio content practically simultaneously, either aloud or quietly, Shadowing application too gave students resources via their devices so they might practice shadowing when it's convenient for them. Speaking could not be separatedfrom shadowing application.

Shadowing

Shadowing was a simple media and everyone could apply it in learning English. (Sugiarto *et al*, 2020) The purposed of the shadowing application, which was first used in Japan in the 1970s to draw students, was to enhance listening and speaking skills. However, it took the field of English as a foreign language instruction nearly 20 years to officially recognize the shadowing as a valid pedagogical approach.

According to Ito *et al* (in Teeter, 2017: 126) Stated that Researchers at the university created a shadowing program that could be used on computers, tablets, and smartphones in order to solve the problem of students not having access to listening comprehension practice resources. Additionally, according to (Hsieh, *et al* 2013:49) stated that the shadowing approach was more challenging since it requires the ability to multitask between speaking and listening.

Based on the research above, when processing auditory data, student's must synchronize multiple cognitive processes in order to repeat what they heard. Scientific studies have used the notions of attention and cognitive resource to describe the shadowing process.

a) The Advantages of Shadowing

As a technique in English, shadowing had some advantages, According to (Hamzar, 2014) Shadowing had some advantages based on its steps, There are:

1. In order to teach the students' ear to listen to native speakers talk, it enhanced their listening comprehension.
2. It taught the students how to properly pronounced the words on the script of shadowing material, such as native speakers on video, CD, or MP3 files.
3. In order to help the students' vocabulary grow when they communicatetheir thoughts, it enhanced their vocabulary.
4. After using the shadowing technique, it allowed the students to recountthe substance of the subject.
5. After using the shadowing approach, it provided additional opportunities for discussion and debate among the students.

The researcher concluded that the students gained from the shadowing application multifaceted approach to language learning in terms of improved speaking

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comprehension, pronunciation, vocabulary growth, material retention, and debate and discussion possibilities.

Speaking

Every expert has been different definition, According to Armasita (2017:7) the term "speaking" came from the word "speak." "Speak" means say things; be able to use language, talk, express ideas and feeling, make a speech, etc. Speaking also was the vocal application of language to interpersonal communication.

Speaking was an effective oral skill. It entailed making methodical spoken words in order to communicate meaning. Speaking instruction was sometimes seen as a straight forward technique. People with no formal training are employed by commercial language schools all over the world to teach conversation.

According to Gert and Hans (in Zuhriyah, 2017:122) stated that Speaking was the method by which people conveyed their thoughts to others verbally, after which the listener interprets the words to determine the speaker's meaning.

According to Khorashadyzadeh (in Zuhriyah 2017:122) stated that Speaking required not just the learners' awareness of how to create linguistic competence, such as vocabulary, grammar, and pronunciation, but also theirunderstanding of sociolinguistic competence, which includes knowing when, why, and how to talk.

Based on the experts's speaking definition above, the researcher concluded that speaking was a method of verbally exchanging thoughts and feelings. Speaking required a certain level of proficiency with words, pronunciation, accuracy, and fluency.

a). The Elements of Speaking Skill

Speaking may be divided into several categories, (Kurniati & Eliwarti, 2015) there were three components in speaking, they are:
1). The speakers: A speaker was a person who created sound to communicate thoughts or emotions to a listener.
2). The listeners: Listeners were people who heard or understand the viewsor emotions conveyed by the speaker. If no one was listening, the speaker would write down their thoughts.
3). The utterances: Speakers created speech to express their opinions, whereas both speakers and listeners used signs if there is no speech.

From the three elements the researcher concluded that the speakers were crucial in conveying, If there were no listeners, the speaker's thoughts maynot be fully expressed or understood. Speakers could in the form of words or phrases, and if speech was not possible, signs could be used instead.

b). The Components of Speaking Skill

According to (Kurniati & Eliwarti, 2015) there were five components of speaking skill centered on fluency, pronunciation, grammar, vocabulary,and comprehension.
1). Fluency: fluency was the ability to read, speak, or write with easy. This means speakers connected meaning and context while reading, comprehending, and responding clearly and concisely.
2). Pronunciation: When students spoke, they produced clearer language by using correct pronunciation. Pronunciation consist of two components, they are: suprasegmental features and phonemes.
3). Grammar: When speaking, students were able to form a complete phrase. Learning grammar helped me become more fluent in the language both written and spoken.
4). Vocabulary: someone vocabulary was the ability to use appropriate language when speaking. Without a broad vocabulary, a person could not communicate well orally

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or in writing.

5). Comprehension: It definitely takes a subject to respond, as well as to start a speech in oral communication.

Based on components of speaking that using clear language in writing and speech, as well as correctly articulating words were crucial. With these five components it is known that at the comprehension stage the students were capable of speaking skill.

c). The Basic Types of Speaking

According to (Gayratovna, 2021) There were five main categories for assessing oral production, they are:

1). Imitative, Students simply repeated the words, they needed to accumulate knowledge so they repeated it orally without further explanation. performance demands might involve elements of vocabulary, grammar, and prosodic elements (rhythm, intonation).

2). Intensive, The creation of oral language segments intended to show proficiency in a limited range of grammatical, lexical, phrasal, or phonological links was commonly used in assessment contexts. Understanding meaning was important in this kind of evaluation, but there was little contact with the counterpart.

3). Responsive, either responsive or just having brief conversations. In contrast to the first two categories, responsive speaking require students to talk quickly. In contrast to interactive speaking, respondent inventiveness was employed in brief utterance.

4). Interactive, Interactive speaking assignments include talks, role-plays and interviews that require lengthy periods of interactive discourse. Interactive speaking called for several participants, whereas responsive speaking only requires two speakers.

5). Extensive or monologue in other words. Interaction between listener and speaker was minimal. Usually, Extended speaking assignments need sophisticated, protracted conversation segments, Pictusre-prompted.

After read the basic type of speaking the researcher used the imitative of basic types. Which was the student's must gather some knowledge so they could verbally repeated it without further explanation.

In using an imitative of basic type the researcher needed a teaching media. According to Arsyad (in Hamer & Rohimajaya, 2018:167) said that, media was a communication tool that helps to improve the efficiency of the learning process. Media enable teachers to find the different interested and demanded of their students. The used of media in the teaching and learning process was significant. Used a media in teaching process able to make easy the teachers deliver the materials as well as able to make the students easy to understand the lesson being learned.

According to Sadiman (in Hamer & Rohimajaya, 2018:172) There were three characteristics type of media used in teaching and learning process.

1. Graphic media

Visual media was included in graphic media. Graphic media serves as a channel for the sense of sight and as a means of conveying information. Graphic media was inexpensive, simple to create, and easy to use. There were many different kinds of graphic media, including globes, maps, sketches, diagrams, charts,

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pictures, cartoons, posters, flannel and bulletin boards.
2. Audio media
   With graph media, things were different. The sense of hearing was connected to audio media. There were several kinds of audio media, including language laboratories, magnetic, tape, and vinyl records.
3. Still projection medium
   Still projection media was comparable to graph media. While some projection medium simply used visual, some included audio recording. A few examples of still projection media were microfiche, film, loop film, slide, film strip, overhead transparency, medium, because in still projection medium not only used visual, some included audio recording.

METHOD

This research used a quantitative approach with a quasi-experimental design with two variables in this method. By gathering numerical data to examine the impact of the program using IBM SPSS STATISTICS version 29. The experiment class and the control class are the two groupings of classes that were utilized as a sample in this study. According to Ary *et al* (in Allawiyah *et al,* 2022:162) stated that quasi- experimental was alternation of an independent variable; its design were similar to randomized experimental design, but individual were not allocated to treatment groups at random. Pre-test and post-test gave to both experimental and control class. Before conducting the treatment, a pre-test used to determine the students' abilities and scores. Post-test conducted to asses the ability and score after the treatment. The pre-test and post-test help determine wether or not a different exists.

The research was conducted from February until June, the population of this research is the Tenth grade of SMAN 6 Pandeglang in academic year 2023/2024, and the sample was taken for two classes, which is X.6 as an experiment class & X.5 as a control class. Both of them given the pre-test and post-test while class X.4 given the instrument of speaking test, it does for proving whether the instrument valid or not.

Table.1
Sample of the research

No	Class	Sample
1	X.6 Experiment class	35
2	X.5 Control class	35
	Total	70

Table.2
Respondent of Validity and Reliability test

No	Class	Respondent
1	X.4	35

Based on the table above, the researcher taken two classes to measure this study. The researcher took two classes because, the researcher used Shadowing Application for experimental class and English speaking Practice for control class. So the sample of this research is 70 students, and the respondent for validity and reliability is 35 Students.

FINDING AND DISCUSSION

The following table describes the outcomes of the students' pre-test and post-test scores for the experimental class and control class, the following are:

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Table 3
Data of pre-test and post-test experimental class

NO	NAME	EXPERIMENT CLASS	
		Pre-Test	Post-Test
1	A1	45	55
2	A1	40	70
3	A1	70	90
4	A1	55	70
5	A1	50	60
6	A1	60	90
7	A1	55	80
8	A1	35	55
9	A1	70	90
10	A1	45	85
11	A1	40	60
12	A1	30	55
13	A1	60	85
14	A1	50	80
15	A1	55	75
16	A1	60	80
17	A1	75	95
18	A1	60	75
19	A1	55	70
20	A1	40	65
21	A1	55	80
22	A1	60	75
23	A1	45	70
24	A1	30	60
25	A1	65	80
26	A1	35	50
27	A1	55	85
28	A1	65	95
29	A1	35	50
30	A1	75	95
31	A1	75	85
32	A1	40	50
33	A1	45	60
34	A1	45	65
35	A1	40	60
TOTAL		**1.815**	**2.545**

Table 4.2
Data of pre-test and post-test control class

NO	NAME	CONTROL CLASS	
		Pre-Test	Post-Test
1	A2	40	55
2	A2	35	60
3	A2	70	85
4	A2	55	65
5	A2	60	70
6	A2	60	70
7	A2	55	75
8	A2	35	50
9	A2	70	85
10	A2	40	80
11	A2	45	60

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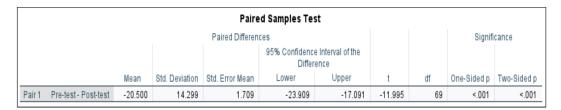| 12	A2	30	55
13	A2	60	85
14	A2	50	80
15	A2	50	75
16	A2	60	80
17	A2	75	90
18	A2	60	75
19	A2	55	80
20	A2	40	65
21	A2	55	80
22	A2	50	75
23	A2	45	65
24	A2	30	60
25	A2	65	70
26	A2	35	50
27	A2	55	60
28	A2	65	70
29	A2	35	55
30	A2	75	90
31	A2	40	60
32	A2	40	60
33	A2	40	70
34	A2	40	80
35	A2	45	65
TOTAL		**1.720**	**2.450**

Based on the data above, the descriptive statistic can be seen in the following table,

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	35	30	40	70	45.71	8.057
Post-Test Experiment	35	40	45	85	60.14	9.274
Pre-Test Control	35	50	25	75	42.71	9.877
Post-Test Control	35	50	35	85	55.29	10.069
Valid N (listwise)	35					

Picture 1. Descriptive statistics

From the picture of the descriptive statistics result, the number of respondents are 35 students. In the pre-test of experiment the maximum is 70, minimum 40, the range 30, mean 45.71 and the Std. Deviation is 8.057, while the minimum value of post-test of experimental class is 45, maximum 85, range 40, mean 60.14 and standard deviation 9.274. Furthermore, the minimum value of pre-test of control class is 25, maximum 75, range 50, mean 42.71 and standard deviation 9.877, while the minimum value of post-test of control class is 35, maximum 85, range 50, mean 55.29 and standard deviation 10.069.

In this research, the analysis of data used analysis t-test. The researcher used normality test and homogeneity test before calculated the T-test. The purpose of both of analysis is as pre-requirement of research analysis. Based on the calculation of SPSS 29 programe, the data was distributed normally and homogenous, therefore to find out the hypothesis (T-test) this research used parametric statistics, and the output of T-test by SPSS 29 programe are below.

Paired Samples Test										
		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-test - Post-test	-20.500	14.299	1.709	-23.909	-17.091	-11.995	69	<.001	<.001

Picture 2. Paired sample T-test

Based on the output of PSS 29 version above, it could be seen that sig. value <.001 = <a 0.05 so Ha is accepted and Ho is rejected. It means, there is any significant effect of using shadowing application towards speaking skill.

CONCLUSION

Based on the study results presented in the preceding chapter, the researcher had the conclusion of the research, there are:

First, the researcher tries to converse with students in English in both classes in order to gauge their proficiency in the language. After chatting with the students, the researcher found that most of them struggle with speech. The pre-test average for both classrooms was 42.71, indicating that most students' speaking in both the experimental and control class was still below average. The research found a number of issues that lead to students' below the standard English speaking. The issues include boring instruction that made students lose interest in their studies, lack of motivation to learn English because they think it's one of the hardest subjects to learn, and the fact that most of them find it hard to communicate in English because many words have different pronunciations and forms.

Second, the researcher found that after studying English speaking skill using Shadowing Application, the students had improved based on the research findings. The effect of Shadowing Application to improve students' speaking skill is employed to help student learn how to talk appropriately. The result of post-test in the control class indicated that while many students had improved their speaking, but they had not do as well as the experimental class. Out of 35 studentss in each class, the experimental class received a total score of 2.545, while the control class had a total score of 2.450. Students in X.5 who took the experimental class had an average post-test score of 60.14, which is above average. In contrast, the control class's average post-test score for students in X.6 was 55.29. The aforementioned result demonstrated that the students' pre-test speaking score fell short of expectations. Speaking in the experimental class significantly improved in the post-test. It is evident from the results that there is a significant difference between the pre-test and post-test. While the control class did show some improvement, it was not as noticeable as the experimental class. It proved that students may enhance their speaking skill by using the Shadowing Application.

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