THE EFFECT OF SHADOWING METHOD TOWARDS STUDENTS' LISTENING ABILITY IN RECOGNIZING MINIMAL PAIRS AT THE SECOND SEMESTER OF THE ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2021/2022.

A THESIS

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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING STATE
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ACADEMIC YEAR 2021/2022

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A THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
at English Education Program in Faculty of Education and Teacher Training
State Islamic Institute of Kerinci

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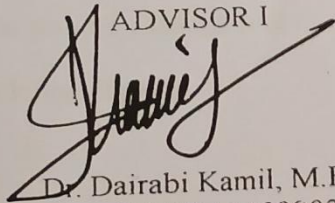
Assalamu`alaikum Warahmatullahi Wabarakatuh

After guiding analyzing, briefing and correcting, the writing of Ralian Natasha's thesis, (the student's number is 1810203049) entitled: **"The Effect of Shadowing Method Towards Students' Listening Ability Recognizing Minimal Pairs At The Second Semester Of The English Department Of IAIN Kerinci Academic Year 2021/2022 "**, we are the opinion that thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Eduaction Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.
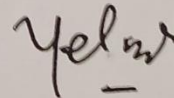
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CERTIFICATE OF ORIGINALITY

the researcher hereby declares that thesis entitled **"The Effect of Shadowing Method Towards Students' Listening Ability Recognizing Minimal Pairs at the Second Semester of the English Department of IAIN Kerinci Academic Year 2021/2022 "** is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by other, with whom the researcher has worked at State Islamic Institute of Kerinci of elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent the assistance from others in the project's design and conception or style, presentation and linguistic expression is acknowledged.

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eacher

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **A CORRELATION AMONG STUDENTS' VOCABULARY MASTERY, READING INTEREST AND THEIR ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 27 KERINCI ACADEMIC YEAR 2021/2022** by **Amelia Sari** with students' number **1810203009** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 10th 2022 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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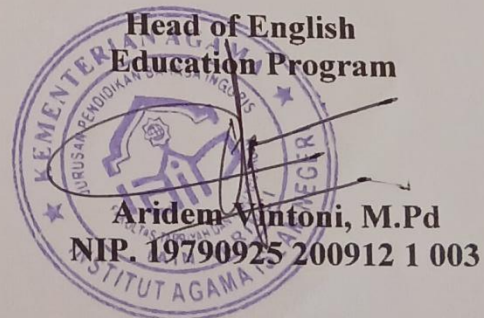
ABSTRACT

RALIAN NATASHA,   **: The Effect Of Shadowing Technique Towards Students' Listening Ability Recognizing Minimal Pairs At The Second Semester Of The English Department Of Iain Kerinci Academic Year 2021/2022**

ADVISOR   **:**   **1. Dr. Dairabi Kamil, M.Ed**
                                     2. Yelni Erniyati, M.Pd

The purpose of this research was to know the effect of shadowing technique. This research used quasi-experimental design to collect the data. The population of this research was the second semester students of the English Department of IAIN Kerinci which consisted of 38 students as the sample were collected through total sampling technique. In collecting the data, the researcher used Pre-test and Post-test. The instrument of the data collection was listening given as pre-test and post-test given to both experimental and control class. The data collected were analyzed using t-test. Data analysis from the pre-test resulted that the control class gained a higher mean score (60.00) than the experimental class (51.31). However, the post-test resulted than the experimental class eventually gained a higher mean score (77.10) than the control class mean score (63.15). In other words, it clearly showed that the use of Shadowing Technique was statically proved to be effective. Therefore, it can be said that Shadowing Technique has significant effect on students' listening ability recognizing minimal pairs in second semester students at IAIN Kerinci Acadmeic Year 2021/2022.

Keywords: Shadowing Technique, Listening Ability, Minimal Pairs.

ABSTRAK

RALIAN NATASHA, **:** **Pengaruh Metode Shadowing Terhadap Siswa Kemampuan Mendengarkan Mengenali Pasangan Minimal Pada Semester Kedua Jurusan Bahasa Inggris Iain Kerici Tahun Pelajaran 2021/2022**

ADVISOR **:** **1. Dr. Dairabi Kamil, M.Ed**
2. Yelni Erniyati, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik shadowing. Penelitian ini menggunakan metode kuasi-eksperimental dan kuantitatif untuk mengumpulkan data. Populasi dalam penelitian ini adalah mahasiswa semester 2 Jurusan Bahasa Inggris IAIN Kerinci yang berjumlah 38 mahasiswa sebagai sampel yang diambil melalui teknik total sampling. Dalam pengumpulan data, peneliti menggunakan Pre-test dan Post-test. Instrumen pengumpulan datanya adalah listening yang diberikan sebagai pre-test dan post-test yang diberikan baik pada kelas eksperimen maupun kelas kontrol. Data yang terkumpul dianalisis menggunakan uji-t. Analisis data dari pre-test, bahwa kelas kontrol memperoleh nilai rata-rata lebih tinggi (60,00) dibandingkan kelas eksperimen (51,31). Namun, pada post-test, kelas eksperimen akhirnya memperoleh nilai rata-rata yang lebih tinggi (77,10) daripada nilai rata-rata kelas kontrol (63,15). Dengan kata lain, itu dengan jelas menunjukkan bahwa penggunaan Teknik Bayangan secara statis terbukti efektif. Dengan demikian dapat dikatakan bahwa Teknik Shadowing berpengaruh signifikan terhadap kemampuan menyimak siswa dalam mengenal pasangan minimal pada mahasiswa semester II di IAIN Kerinci Tahun Ajaran 2021/2022.

Kata Kunci : Teknik Membayangi, Kemampuan Mendengarkan, Pasangan Minimal.

DEDICATION AND MOTTO

DEDICATION :

Bismillahirrahmanirrahim

I decided this thesis for :

My beloved mother (almh) Lemi Oktavita and father Nursal for their endless love and affection,

suggestion, encougragment and praying for my success in the future.

My little sister Salma Munawaroh and my Cousin Andini Veronica who always given me support.

My dearest friend Pina and Nurul who always motivated and giving spirit to me.

And all people in my life

May Allah SWT. Bless them

I am so thankful to you all

Big love and hug

MOTTO

<div dir="rtl">وَمَن يَتَوَكَّلْ عَلَى ٱللَّهِ فَهُوَ حَسْبُهُۥٓ</div>

Meanings :

" And if anyone puts his trust in Allah, sufficient is (Allah) for him. "

Artinya :

" Dan barang siapa yang bertawakkal kepada Allah, niscaya Allah akan mencukupkan keperluannya. "(QS. Ath-Thalaaq: 3)

ACKNOWLEDGEMENT

Praise to be Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) od Kerinci. Sholawat and greetings are hopefully given to greatest hero in the world is our prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled : **"The Effect of Shadowing Technique Towards Students' Listening Ability Recognizing Minimal Pairs At The Second Semester of The English Department of Iain Kerinci Academic Year 2021/2022 "** the researchers has difficulties, but guidance and suggestions, the researcher could finish this thesis. Therefore, the researcher would like to express thank to :

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4. Musdizal,M.Pd. as the secretary of the English Education Program

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6. Yelni Erniyati M.Pd as the Second Advisor who always giving precious advices, suggestion, guidance and support as long as accomplishes.

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8. All parties who support and assist the researcher in completing this thesis that the researcher cannot mention one by one.

<div align="right">

Sungai Penuh,   June 2022
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CHAPTER I

INTRODUCTION

A. Background of study

Students should learn all English skills to master English properly. Krashen as cited by Lesiak said that learners should be familiar with four language skills in learning processing, those are listening, speaking, reading, and writing (Lesiak, 2015 : 249) . Listening is the most important part of the ability to understand the meaning that other people say.

For many EFL leaners , listening is a difficult skill to be learn. Of the four language skills, listening is the most difficult skill to learn (Etal, 2015: 263). Listening is not as easy as people think, particularly when the English language has status as a foreign language that is different from a second language as well as first language. In general, listening is seen as a passive skill because it refers to the process of decoding the incoming sounds, from the smallest sound units to complex sound units. however, now several studies on foreign languages say that listening is an active skill. Rost for example, defined it as the activity in which the processes of receiving what speakers actually say; construct, and represent meaning; negotiate to mean with the speaker and respond; and create meaning through involvement, imagination, and empathy (Rost, 2002: 3,4). Furthermore, listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication.

However, in reality many students have problem in listening. Many students are poor listening. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent of pronunciation, grammar and vocabulary, and grasping his meaning (Howatt, Dakin, 1974). In listening we can identify the difference of sounds in English, such as vowel sounds, consonant sounds and minimal pairs. and also this becomes one of the difficulties in listening, the learners has difficulties to discriminated minimal pairs in listening. Distinguishing sounds within a foreign or second language (L2) that are not found in the students' mother tongue (L1) or which can be confused with similar, but different, sounds in the L1 can be immensely difficult and cause an array of communication problems. One of the many problems that students face in learning a second or foreign language (L2) is hearing and distinguishing sounds in the target language that are not found in their mother tongue (L1) or which appear to be similar, but different (Dowling, 2020: 1). Minimal pairs are some words that have similar sound and it is make the learners difficult to distinguish every word.

In Indonesia, especially for English learners, there are often difficulties in minimal pairs. Because in Indonesia the pronunciation tends to sound firm and clear, in contrast to English which has many ways of pronouncing and often sounds the same even though they are different, and that makes students in Indonesia have difficulty learning listening in the target language (English).

Based on the explanation above about difficulties in listening, it can be concluded that there are still many students who have high problems in listening,

And in this study, the researchers limited to the use of minimal pairs, and the researcher only focused on the sound " /θ/ and the sound /ʃ/ " to find out whether or not the "Shadowing Technique" is effective in listening using minimal pairs, and compare them with the sound /s/ in Indonesia.

There are many techniques that can be used to enhance listening skills students. and one of them is the shadow technique. Shadowing is an activity/action where learners listen to a spoken text in the target language and then they will repeat it simultaneously as clearly as possible from what they hear. This technique can help students how to listen English concentrating and how native speakers pronounce words. Furthemore, (Renandya and Farrell 2011) mentioned that recognizing words in listening is one of ten listening problems that learners found while they are listening. Being difficult to recognize words will make listeners fail to interpret the meaning of what they hear. Because of that, the listeners must have the ability to recognize words through identifying the sound before they interpret the meaning. The effectiveness of shadowing as a listening learning Technique was investigated in 2012 by Yo Hamada (2012) . At that time, Hamada applied shadowing to English learning and got the result that shadowing was able to improve the 3 learner's listening ability (Horiyama, 2013: 2). Not only that, shadowing can improve word recognition skills, pronunciation, vocabulary, and listening to listening in English.

The differences between shadowing and repetition are in the practice. In shadowing the students do not have time to delay and think about the words. It makes the students pay attention to follow what the speaker says. This activity

avoids the students to listen without paying attention to the incoming information. There are some advantages of the shadowing technique according to (Hisaoka 2004) are (1) Shadowing facilitates the attention to language input; (2) Shadowing helps the students to follow fast speech and get rid of their distraction; (3) Shadowing creates more practice opportunities; (4) Shadowing motivates the learners.

Because many students have difficulties and lack of motivation to learn listening in English, the researcher wanted to examine what factors influence these difficulties by the title "THE EFFECT OF SHADOWING TECHNIQUE TOWARDS STUDENTS' LISTENING ABILITY IN RECOGNIZING MINIMAL PAIRS AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2021/2022."

B. Identification of the problem

Based on the background of the study, the problems of the study was formulated as follow :

" The students have difficulties in recognizing minimal pairs and the researcher will be focused on sound "/s/ and /θ/ and the sound /s/ and /ʃ/ "

C. Limitation of the problems

This study focuses on the listening ability .The difficulties in listening ability are broad and varied but this study focused on the three aspects which include the intensive listening in minimal pairs with sounds " /s/ and /θ/ and the sound /s/ and /ʃ/"

D. Research Questions

The researcher formulated the research question as follow: "Is there any significant effect of shadowing technique on the students' listening ability in recognizing minimal pairs " /s/ and /θ/ and the sound /s/ and /ʃ/" of sound at the second semester at IAIN Kerinci academic year 2021/2022?"

E. Purpose of the Research

The objective of the research was to find out whether the use of shadowing technique give the effect on students' listening ability in recognizing minimal pairs "Is there any significant effect of shadowing technique on the students' listening ability in recognizing minimal pairs " /s/ and /θ/ and the sound /s/ and /ʃ/" of sound at the second semester at IAIN Kerinci academic year 2021/2022?"

F. Significances of the Study

The result of this research was to contribute to English Education students, English Education Department at English Department students at IAIN Kerinci. (1) For English Lecture ; The findings of the research can be used by English teacher as information or inspiration in order to select Shadowing technique in teaching listening. By using Shadowing technique, it will motivate the students to listen English continuously. It would be useful for the English teacher especially in developing and enhance the students' listening skill.For students. (2) For Students ; It is hoped that this technique will help students their difficulties in listening comprehension and the students can develop their listening ability in recognition word especially in minimal pairs by using shadowing technique. The students are expected to be motivated and improve their listening comprehension. (3) For IAIN Kerinci ; The result of this study is expected to improve the quality of teaching and learning English at IAIN Kerinci, especially in the English Department. (4) For Other researchers ; The result of this study has expected to be used as a reference to conduct a research in similar area.

G. Definition of Key Terms

In order to clarify the key terms used in this research, come definitions are put forward :

Effect : A change which is a result or consequence of an action or other cause. (Lexico, Oxford Dictionary)

Shadowing Technique : a practice of repeating what one hears as simultaneously and accurately as possible. (Hamada, 2020)

Listening Ability : Ability in receiving messages, constructing meaning, responding the utterances of the speakers in various ways depending on the purpose of communication. (Sari F.M 2013)

Minimal Pairs   : Refers to pairs of words which have different meaning and which different in pronunciation on the basis of one sound only. (Avery and Erlic, 2009:207)

H. Hyphothesis

H_a : There is significant difference in students' ability in words recognition of minimal pairs between experiment and control group.

H_0 : There is no significant difference in students' ability in words recognition of minimal pairs between experiment and control group.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of related theories

1) Listening

a. Definition of listening

Listening is the activity of understanding what someone is saying. Listening based on Broughton, Listening is a process a receptive skill is involved in understanding the message (Broughton, 1980: 65). Nunan, as cited by Nation & Newton said that listening plays important role in learning second language or foreign language. It is because language acquisition depends on listening. It has been acknowledged that more than 50 percent of the time students spend in learning foreign language will be devoted to listening (Nation, Newton, 2009). Proportional to Ekrem argued listening is an active and interactional process when listeners hear speech sounds and try to get the meaning of the spoken words (Ekrem, 2016) Which means, to understand the intent of the speaker, the task as a listener is to acquire or master at least the same basic knowledge or background as native speakers, so that the communication can run well and also listening as a basic input material is very important for the students in learning English. It is a highly complex process that draws on knowledge of the linguistic code (language form).

As one of the language skills, listening is the ability where we understand what other people are saying. Rost stated that listening is catching what the speaker actually says (Rost, 2002: 2-4). Thomlinson 'as cited by Hamouda' stated that listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speakers grammar and vocabulary and comprehension of meaning. An able listener is capable of doing this (Hamouda, 2013:212)

From the above understanding, it can be concluded that listening is the listener's ability to capture or identify what the speaker really means, such as vocabulary or sentences, accents, pronunciation and grammar used by the speaker and then with the ability of the listener this will be interesting. understanding or the meaning of what is conveyed by the speaker.

There are two well-known processes in listening: bottom-up and top-down processing (Hamada, 2016:9-10)

1. Bottom-up processing

involves understanding what is heard by starting with the smallest units of the acoustic message such as individual sounds, phonemes, which are combined into words, then together making up

phrases and sentences. Individual sentences combine to formulate ideas and concepts.

2. Top-down processing

in contrast, puts more emphasis on the use of previous knowledge than the use of the individual sounds and words when processing information. Listeners apply contextual knowledge to interpret by using pre-established patterns of knowledge and discourse structures they already have in mind (i.e., schema). Thus, listeners' comprehension levels are much higher when they are already familiar with the topic they are dealing with than when they are not familiar with the topic.

In addition the process contained in shadowing is a bottom-up skill. Since beginner level listeners often lack in bottom-up skills, they need to reinforce the bottom-up processing, which will eventually contribute to a more effective interactive processing of bottom-up and top-down processing. In the long run, shadowing activates the interactive aspects of listening by reinforcing the bottom-up processing skills, which therefore provides a kind of "total workout" for the learners (Hamada, 2016:11) In conclusion, shadowing can develop bottom-up listening skills in listening comprehension Bottom-up frame, focus on perceiving sounds, recognizing words and syn - tactic structures more accurately.

b. Kinds of listening

According to Brown some types of listening as follow (Brown, 2004:120).

1) Intensive Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larnger stretch of language.

2) Responsive Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3) Selective Listening stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

Based on the type of listening above, the researcher will use intensive for research. This is because intensive listening is suitable to be applied in listening learning by using shadowing technique.

c. Component of listening

According to Vishwanath Bite The component of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding as follow:

1) Receiving (Hearing)

Hearing it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

2) Understanding (Learning)

Understanding this step helps to understand the symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For

successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3) Remembering (Recalling)

Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind''s storage bank. Listening to our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4) Evaluating (Judguing)

Evaluating only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

5) Responding (Answering)

Responding this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received this stage becomes the only overt means by which the sender may

determine the degree of success in transmitting the message (Bite, 2013:2-3)

From the explanation above about the component purpose of the listening is to have social relationships with people around and we can do many things because the conversation has many functions one of which we can mingle with everyone and The purpose of listening performance is not necessarily to look for global or general meanings but to be able to comprehend designated information. Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures.

d. Teaching listening

Teaching listening is considered a challenge by many teachers because of the fact that many students believe that these skills are difficult skills to develop during the English learning process, due to many factors, cannot recognize words, pronunciation, new vocabulary, accent, anxiety, and cultural components which include expressions, idioms. thus making the language more complex to understand.

Every views of teaching listening considered listening to be a passive skill that would develop naturally with speaking and reading. To some extent, this is true since there are underlying compotences for all language skills. Hoewever, listening is now receiving fresh attention as an

active skill that can be taught directly. In the last part of the twentieth century, a number of teaching methodologies developed that included a key role for listening, among them: the Audio-Lingual Method (ALM), with its focus on presentation of models; Communicative Language Teaching (CLT), with its focus on authentic conversation; Content-Based Instruction (CBI), with its focus on rich input; the Natural Approach, with its focus on immersion in comprehensible input (and its proposed avoidance of speaking), (Rost, 2016:146).

The difficulties that are often found in students in listening to foreign languages are starting from the failure to catch some sounds or words and missing some important points from the spoken text. Then there are 10 problems in listening such as: speaking level, distraction, unable to recognize words, new vocabulary, missing the next input, anxiety, frustration, and unusual pronunciation. In addition, Yilmaz and Yavus (2015) are assumed to mention seven problems: (1)   Unable control speaker speed (2) Unable repeat things (3) have little vocabulary (4) fails to recognize signals (5) Unable   interpret incoming data (6) Unable concentrate (7) study habits (Yilmaz and Fatih, 2015).

2) **Shadowing Technique**

a. **Defenition of Shadowing Technique**

Initially, shadowing is a practice of interpreting. In interpreting, interpretation is provided as soon as the translator listens to speech in a

foreign language and redefines the message in the target language. The translator's essential skill is the ability to listen and speak at the same time. Because shadowing is a double task to listen and speak at the same time, shadowing is considered as a good translation training program (Horiyama, 2012:114).

In the shadow phase, someone repeats what is heard slightly behind the input, while in the phonemic shadow, one repeats each voice simultaneously (Hamada, 2017: 4), Words repeat words. In shadowing the listener, echo the words they can hear at the same time as the speaker. Shadowing is an act or listening task in which students look for and hear speech and repeat it as much as possible while listening to information.

Shadowing can be said to be one of the improved audio-lingual methods. in this audio-lingual method, later the teacher will ask students to repeat the words they say, but in this activity, students will be slightly hampered in listening because when repeating audio, students can lose focus/attention due to time delays. The difference between repetition and shadowing techniques is: repetition techniques, to a certain degree, can distract students from paying attention to reproduction because a lot of attention is diverted by good pronunciation at the word and sentence level and text reading. On the other hand, the shadowing technique allows participants to use sentence lines without wasting their effort on short-term memory and reading texts (Kun Ting Hsieh etc. 2013:57-58).

The point is, shadowing technique is a listening activity/act in which the learner tracks the speech heard and simultaneously echoes and repeats while listening for information. This technique is good for phonological working memory as means which will play an important role in one's ability to learn new words through the phoneme system.

b. Type of shadowing

According to the (Khawla and Bouthania, 2019: 18) there are many ways to shadow. They are:

1) Full shadowing.

   Say everything listeners hear. Use this in English class, not in "the real world.

2) Slash shadowing.

   This is like full shadow but with pauses. This gives listeners more time to shadow. Use this in class. It is easier than full shadowing.

3) "Key word/last word"

   Shadowing the most important words. Say the last words. Use this often! It shows the listeners are listening.

4) "About you" shadowing.

   Says what listeners hear. Change "I" to "you". This is usually for English class. The listeners have to think about the sentence to do this.

In terms of the classification of shadowing above given by unknown writer, the researcher took a conclusion that the types of shadowing dealing with the speed are and to used in this research is slash shadowing. Slash shadowing is the listener listens and repeats directly what the speaker says with pause.

c. **The Advantages of Shadowing Technique**

In compliance by (Tanaka 2004), pointed out that shadowing leads learner to reproduce the heard speech within a short time. She said that through this exercise, the learners' listening comprehension (receptive skill) and reproduction skill are highlighted.

Shadowing technique reinforces the working memory since it activates several areas in the brain. Firstly, it activates the echoic memory "which stores information one hears for short period" (Kadota, 2007), to grasp incoming sounds information more accurately. Secondly echoic memory is operated to maintain the incoming sounds information. Additionally, learners can spend more time analyzing incoming sound information. In this respect, learners will be allowed to automatize their speech perception and develop their working memory. Additionally, mentions the benefit of using the shadowing technique, which covers activating bottom-up and top-down processes, and echoic memory is operated to maintain the incoming sound information more precisely (Sumarsih, 2017:5).

Rost (2011) said attention is one of the factors needed to successfully listen to a wide variety of acoustic features beyond the linguistic aspect. Students' listening attention can be distracted by internal or external factors (Rost, 2011).

Therefore, listening is different from hearing. In listening, the listeners must pay attention to the speaker to catch what they say. Shadowing makes learners concentrate on listening. Shadowing tasks challenge the listener by echoing every word of spoken utterances and preventing 'hearing' by not paying attention to incoming information. Besides, shadowing can change passive listening to become active listening.

d. Disvantages of Shadowing Technique

The disadvantage of using shadowing is that it uses limited time, because shadowing tends to make students bored if it is done for a long time. And also the shadowing technique is only used for materials with a word count of less than 100 words.

e. Procedure of Shadowing Technique

Based on Tamai (2001) and Hamada (2011), the procedure of shadowing technique will be done for 20-30 minutes.

Table 1 Procedure of shadowing Technique Kadota & Tamai (2005)

Step	Procedure
Mumbling	Listener shadow by focusing not on their own pronounciation but on the incoming sounds they

	are listened to.
Synchronized Reading	Listeners shadow the audio while read aloud the script, stimulating every sound and intonation
Prosodory shadowing	Listener try to shadow as they do in the synchronized reading without a script.
Content Shadowing	Listener shadow as well as focus on the contents of the speech.

Procedure which has been made by Hamada (2012). He made innovation steps and procedures based on the instructions recommended in Kadota & Tamai (2005) for procedures of every lesson, as follow :

Table 2 Procedure of Shadowing Technique by Hamada (2012)

Step	Procedures
Dictation cloze	Fill in the blanks of written scripts
Mumbling	Silently shadow the incoming sounds without scripts.
Parallel reading	Shadow while reading the script of the passage.
Check understanding	Check with the scripts written both in English and Indonesian for three minutes
Shadowing	Shadow three times
Check details	Check with the written scripts for three minutes for sounds one could not hear or shadow; and meanings one could not understand.
Content shadowing	Concentrate on both shadowing and interprenting the meaning of the passage.
Dictation cloze	Dictation cloze (same as step 1).

In this study, the researcher used procedure which has been made by Kadota & Tamai (2005). The reason why the researcher uses the Kadota & Tamai procedure is because the procedure fits with the problem that is currently being investigated by the researcher, There is an additional step in the above procedure, which is to add slash shadowing

f. Teaching listening by shadowing

Based on tamai (2001) and hamada (2011), the procedure of shadowing technique will be done for 20-30 minutes. And there are three listening activities in teaching of listening procedure by using Shadowing technique, as follow :

1) **Pre-Listening Activities**

   a) Motivation : students are given a brief explanation of the material

   b) The teacher introduces and explains procedure of shadowing technique to the students.

   c) Teacher gives a copy of worksheet to students

2) **While Listening Activities**

   a) Mumbling : Listeners shadow by focusing not on their own pronounciation but on the incoming sounds they are llistened to.

   b) Synchronized reading : Listeners shadows the audio while read aloud the script, stimulating every sound and intonation.

c) Slash shadowing : This is like listener do full shadow but with pauses. This gives listeners more time to shadow.

d) Prosodory shadowing : Listeners to shadow as they do in the synchronized reading without a script.

e) Content shadowing : Listener shadow as well as focus on the contents of the speech

the researcher describes/applies how to teach listening with shadowing from the Kadota & Tamai procedure that will be used in the research.

3) **Post-Listening Activities**

a) Students conclude about the materials that have been taught the teacher.

b) Students can ask the teacher if they do not understand something about the materials yet.

c) The teacher gives the tasks or question to the students.

3. Minimal Pairs

According to Avery and Erlic said that minimal pair refers to pairs of words which have different meaning and which different in pronunciation on the basis of one sound only (Avery etc, 2009:207). As an example, in the pair of words, very and ferry, the only distinguishing sounds are /v/ and /f/. Minimal pairs have been used for teaching pronunciation. They provide a means of differentiating between sounds with vowels and consonants. English has many minimal pair in consonants and vowels.

Table 3 Some example minimal pairs in vowel sounds

/oʊ/	/ɔ:/	/æ/	/e/	/æ/	/ʌ/
coat	court	bag	beg	calf	cough
dome	dorm	bat	bet	Bass	bus
moan	Mourn	fast	fest	mast	must
cope	corp	man	men	cam	come
dose	Doors	Mantle	Mental	Lack	luck

Table 4 Some example minimal pairs in consonant sounds

/b/	/v/	/n/	/ŋ/	/s/	/ʃ/	/f/	/v/	/s/	/θ/
Berry	Very	Thin	Thing	Sea	She	Fan	Van	Sink	Think
Beer	Veer	Band	Banged	Seat	Sheet	Leaf	Leave	Face	Faith
Boat	Vote	Hand	Hanged	Sock	Shock	Off	Of	Sort	Thought
Bowl	Vole	Sin	Sing	Save	Shave	Gif	Give	Miss	Myth

Ser**b**	ser**ve**	**Wi**nd	**Wi**nged	**S**ort	**Sh**ort	**L**ife	**L**ive	**S**eem	**Th**eme

In this study, the researcher focused on the sound /s/ & /ʃ/ and /s/ & /θ/. Minimal pairs are not only useful for pronunciation practice but also for listening practice. Minimal pair helps students practice listening skill to recognize English sound and contrast the differences of the sound of words, hence the students understand that there are the differences in the sound and different in meaning of the words.

4. Relevant Research

The previously relevance study as follows: The first research was carry out by Mukminatus Zuhriyah (2017) Improving Students' Listening Skill Through Shadowing. The research subjects were 18 students for the third semester. The data was obtained from observations got from notes written by collaborators and listening tests. Thus, it can be concluded that shadowing could improve students' listening skill." The second research was carry out by Mawar Jingga (2019) the effect of shadowing technique on students' listening ability in words recognition (A Quasi-experimental Study at the Seventh Grade of SMPN 9 South Tangerang). This study has some problems which are worth to investigate: (a). The students got difficulty in distinguishing similar sounds. (b). The students got difficulty in distinguishing consonant and vowel sounds.(c). The students got difficulty in rewriting the sound into the correct forms. objective of the study is to find out whether the use of shadowing technique is effective or not on students"

listening ability in words recognition. The purpose of this research is to analyze the impact of shadowing technique in listening ability as a teaching-learning strategy. The third research, Hamada (2012) who conducted a research with the title "An Effective Way to Improve Listening Skills through Shadowing" found in his study that learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. The research above used quantitative method that used one experimental group and one control group. Both experimental group and control group used shadowing technique to improve the listening comprehension. The control group used the same level of materials and the experimental group used a different level of difficulties alternately from TOEIC test new official book (2008) for pre-post test and TOEIC test new 127 official book (2009) for treatment. Both the research above and this research used quantitative method. The research above found that the learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. However, the result of this research was expected to improved the students' speaking performance.

The differences between this research and these relevant study are this researcher using shadowing to improve listening through shadowing while this research uses shadowing techniques to see the effect of shadowing Technique towards students listening ability in minimal pairs. The second difference between those researcher and this research is researcher used shadowing techniques on students' listening skills in word recognition, and used a quasi-experimental design, while this research used shadowing techniques for students'

listening ability in minimal pairs. and the third research The research found that the learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. However, the result of this research was expected to improved the students' speaking performance.

The similarity in this research is the same to find out there is an increase in students listening ability or not and the researcher used pre-test and post-test to find out the effectiveness.

5. Conceptual Framework
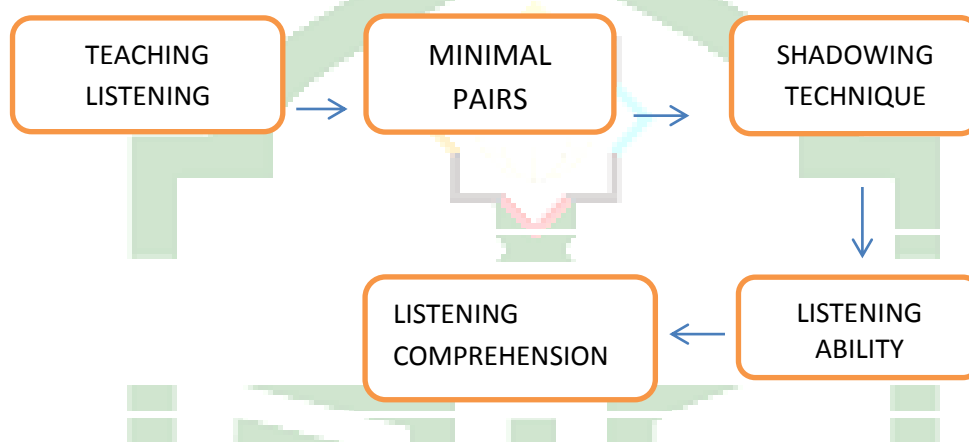
Listening is very important in learning a foreign language because communication starts from listening. This research was conducted to solve the problem of listening difficulties using shadowing technique to improve listening ability in minimal pairs. Shadowing technique of listening, where students repeat simultaneously what they heard at the same time when the speaker speaks, is an improvement of the repetition techique. It can be solution for the students to recognize the words and remember the words that they heard. This technique have the advantages to motivated students, helping students, enjoy and creating more practice. Therefore, shadowing technique can minimize the use of teachers' voices.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research as a method. The design of this research was quasi-experimental. The reason was because the study sought to see the effect of shadowing technique by comparing controll class and experimental class. The experiment class was taught by using shadowing technique while the controlled class was taught using (TPT) Three Phase Technique, Three Phase Technique is a learning technique using 3 steps, namely 1) pre-activities, students are given activities that fun to be interested and motivated to learn. Student introduced to the topic to be studied. Students answer questions about the topic to be studied. 2) core activities (main activities), students get activities related to the core material. Students practice skills that are the learning objectives. 3) and final activities (post activities), Students conclude learning activities (Christiani, 2016).

To answer the research question, researcher compares the test result. Pre-test and Pos-test group design was used in this research. The research design can be presented as follows :

$$O_1 \: X \: O_2$$

$$O_3 \quad O_4$$

O1 = pretest value (experiment class)

X = Shadowing Technique learning model

O2 = posttest value (experiment class)

O3 = pretest value (control class)

O4 = posttest value (control class)

B. Population and Sample

Population is a group of individuals who have the same characteristic (Creswell, 2012:142). The population of this research was the second semesnter students of English Department at IAIN Kerinci with 38 students. Sample is a member of the population with certain requirements can represent the population. Sample is a part of the number and characteristic possess by the population (Sugiyono, 2009:81).

The technique or sampling used in this research is cluster sampling. The cluster sampling technique is also called the group technique, this technique is done by selecting a sample based on the cluster not the individual (Sukardi, 2013). The sample in this study is the second semester at IAIN Kerinci with 38 students which consists of 2 classes A and B.

C. Research Procedure

The treatment procedure (shadowing technique) perform four times; At the first meeting, the researcher conducted a pre-test, namely a listening test for the experimental class and the control class as the test. The pre-test consisted of 20 questions with a duration of 40 minutes. Then, at the second meets the researcher teach the students minimal pairs by using shadowing technique (experimental class) and by using three phase technique (TPT) the procedure of control class as the following :

a) Experiment class (Shadowing Technique)

for experiment class the procedure of teaching proses as the following :

a. Students were given an explanation of the material to be learn, before begin the class

b. Students were given explanation about the shadowing Technique, purpose of shadowing and what benefits would be gained from using shadowing techniques in listening.

c. Students listened to the audio provided

d. Students were limited to 3 times repetitions while listening

e. **Mumbling** : Listeners shadowed by focusing not on their own pronounciation but on the incoming sounds they were llistening to.

f. **Synchronized reading** : Listeners shadowed the audio while reading aloud the script, simulating every sound and intonation.

g. **Slash shadowing** : This was like listener do full shadow but with pauses. This gives listeners more time to shadow.

h. **Prosodory shadowing** : Listeners shadowed as they did in the synchronized reading without a script.

i. **Content shadowing** : Listener shadowed as well as focused on the contents of the speech

j. Students wrote the results they hear on the worksheet

b) Control class (TPT)

For experimental class the procedure of teaching proses as the following :

a. Students were given an explanation of the material to be learn, before begin the class

b. Students were listened to te audio provided

c. Students were limited to 3 times repetitions while listening

d. Students were wrote the word what they got during listening

e. Students were wrote the result based on they hear on the worksheet.

For more detail it can bee seen in appendix 4 pages 63 and 64.

D. Technique of data collection

Test was used in collecting data. The test were administered to find out the effect of shadowing technique in teaching listening skill. There two test conducted : pre-test and post-test for experimental and control class. The researcher used pre-test and post-test on the control and experimental class to see the effectiveness of shadowing technique by looking at the pre-test, and post-test measurements and comparing the gained scores between both classes. The effectiveness could be seen from the improvement of students "score of experiment class in the post-test. The score was gained by the researcher after the student was given the treatment of shadowing technique in the experimental class and in control class.

The test was carried out in two classes, namely the control and experimental classes, where each class carried out 5 meetings, the first meeting was conducted with a pre-test in both classes, then the second, third, and fourth meetings were treated in the experimental class, used shadowing technique and in the control class used TPT (Three Phase Technique), and the last meeting was conducted by post-test in both classes.

E. **Instrument of the research**

The instrument used in this research is a question made by the researcher who has gone through the process of validity and reliability. The instrument test consists of 20 questions that have 2 choices of words that have similar pronunciation, students will choose one word that may be correct between the two words.

(SEE APPENDIX 2 page 61)

F. Technique of data analysis

Analysis of research data is a very important step in research activities. Correct and precise data analysis will produce correct conclusions. Data analysis is carried out after the data obtained from the sample through the selected instrument and will be used to answer the problem in the research or to test the hypothesis proposed through the presentation of the data. In this research, researcher used quantitative data analysis. The statistic used was t test. The following requirements were met before the t-test is carried out, namely:

1. The Normality Test

Normality test is use to determine whether the data population is normally distributed or not. If the analysis uses the parametric method, then the normality requirements must be met, namely the data comes from a normal distribution. If the data is not normally distribute, or the number of samples is small and the type of data is nominal or ordinal, the method use is non-parametric statistics.

To test the normality of the data can use the Shapiro Wilk test with the following conditions:

a. If the value of Sig. <0.05 then H0 that the data is normally distributed is rejected. This means that the result data from the pre-test are not normally distributed.

b. If the value of Sig. > 0.05 then H0 is accepted. This means that the sample data comes from the pre-test with a normal distribution.

In this research, the test used the help of the SPSS (Statistical Product and Service) program.

2. Homogeneity Test

Homogenity Test of variance as proposed by Singgih Santoso that the homogeneity test is to find out whether the two groups have the same average or not (Singgih, 2014-79). The homogeneity test is shown to test the similarity of several parts of the sample, so that generalizations to the population can be made. The homogeneity test used the Levene test formula. In this research, the homogeneity test uses the help of the SPSS data processing program with the Levene test. The test criteria is if the value of Sig. <0.05 then the data comes from a population that has unequal variances, whereas if the value of Sig. >0.05 then the data comes from populations that have the same variance.

3. Hypothesis testing

Hypothesis testing was conducted to determine whether the hypothesis proposed in this research was accepted or rejected. Hypothesis testing is done by using statistical test techniques that match the distribution of the data obtained. Testing the hypothesis by comparing the average value of the initial ability (pretest) and the

average final ability (posttest) of students between the experimental class and the control class.

If the data obtained are normally distributed data, the researcher would used the t-test, whereas if the data obtained are not normally distributed, the researcher would use the Mann Withney U Test. Implementation of t test and Mann Withney U Test. Done by using SPSS program:

a) If the value of Sig. < 0.05 then H0 is rejected. This means that there is an actual average difference between the post test results of the experimental class and the control class.

b) If the value of Sig. > 0.05 then H0 is accepted. This means that there is no actual average difference between the post-test results of the experimental class and the control class

1) Formulating the Hypothesis

The hypothesis in this study can be described as follows:

a) Null Hypothesis (Ho): There is no significant differences effect using shadowing Technique towards students' listening ability of the second semester at IAIN kerinci academic year 2021/2022.

b) Alternative Hypothesis (Ha): There is a significant differences effect using shadowing Technique towards

students' listening ability of the second semester at IAIN kerinci academic year 2021/2022.

The hypothesis can be proved with following criteria:

- H_a : $T_{observe} > T_{table}$

- H_0 : $T_{observe} < T_{table}$

Conclusion   :

-     If $T_{observe} > T_{table}$ it means H_a is accepted

-     If $T_{observe} < T_{table}$ it means H_0 is accepted

G. Validity and Realibity

a. Validity

A measuring instrument is said to be valid, if it measures what the instrument is supposed to measure (Nasution, 1996:74) Therefore, to find out whether this research instrument is valid or not, a try-out was carried on to determine the validity of each item and analyzed using SPSS. With the decision rule if the value of Corrected Item - Total Correlation > from the number r table, the validity is fulfilled.

In this research the researcher used content validity to measure an instrument used is valid or not . Proof of content validity is obtained with the agreement of experts (expert judgments), namely people who have expertise in the appropriate field with the instrument for research. The expert referred to in this study is a lecturer in the English Department.

Experts play a role in providing assessments and input on the instrument for later improvement. From the results of these calculations, it will be seen which parts of the instrument have a high or low level of correlation. If the correlation between the items is low, then this indicates that the validity of the instrument is not good. Thus, a re-examination is needed to consider which items should be revised.

.

b. Reliability Test

A measuring instrument is said to be reliable if the tool in measuring a symptom at different times always shows the same results (Nasution, 1996:77). The reliability test in this study the author uses the Alpha Cronbach method using SPSS. A construct or variable is said to be reliable if it gives a Cronbach Alpha value > 0.60. The minimum requirement that is considered eligible is if the reliability coefficient obtained is 0.7 if the coefficient obtained is less than 0.6 then the research instrument is declared unreliable.

In this case, the researcher used an alternative form of reliability, which is related to the consistency between the items of a test/instrument. As well as testing the reliability of the instrument using the type of internal consistency where the test is only done once, then the data obtained will be analyzed with certain techniques, which then the results of the analysis can be used to predict the reliability of the instrument.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research finding

1. The Result of Try Out

Before conducting the research, the researcher first conducted a try out of two classes, namely class 4a and 4b for terms of validation requirements and reliability of the questions. in this case the researcher only held one meeting, which was held on March 10th for class 4a and 16th for class 4b.

And after that, the researcher conducted research at the English Department of IAIN Kerinci at Second Semester, which class 2a and 2b where the second semester only had two classes. The two classes was be determined which is the control class and the experimental class with a pre-test, where the highest score was be the control class and the lowest was be the experimental class. In this study, there were 5 meetings in each class.

a. Result try out of Listening Ability Test

(1) Validity

Validity is the degree to which a test measures what is it supposed to measure (Gay 1987). To calculated the validity of listening test, the researcher was used SPSS (statical program for social science) 28.0 for windows. Besides, the minimum standard of validity test is 0,05 (5%)

The researcher has distributed test of students' listening ability . the test of listening ability was an objective, just put (√) on the answer and the test which consisted 20 questions.

The result of validity of listening ability test, there were 20 items got valid and 10 items were invalid, they were item 1, 7, 9, 16, 23, 24, 26, 28, 29, 30. Therefore, the researcher removed 10 items that invalid and only used 20 items were valid for real test.

(SEE APPENDIX 1 Page 60)

(2) Reliability

A reliable test is consistent and dependable (Douglas Brown). The test has been tried out first to find out reliability of the test. This test function was to make the researcher more accurate and to find out whether the test appropriate or not. The result of try out was calculated by using Cronbach's Alpha was a statistic generally used as a measurements of internal consistency or reability.

Table 5 Reability Test

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.837	30

Based on the result of the test, it has found that the value of reliability was 0,837. It means the interpretation criteria of the

correlation coefficient was high levels. However, from 30 questions there were only 20 valid questions that could be used for the real test.

2. Result pre-test and post-test

In this section, the researcher described as the result of pre-test and post-test data. Pre-test was given to the students before treatment was begun and post-test was given after the treatment finished. In order to know the result of the per-test and post-test, the results were used for empirical evidence about the effect of shadowing technique on students' listening ability in recognizing minimal pairs at second semester of the English department of IAIN Kerinci Academic year 2021/2022. The results obtained in the experiment class were that the average pre-test was 51.31, with 25 as the lowest score and 80 as the highest score. While the average post-test score was 72.36, this post-test was given after they received treatment: the lowest score was 60 and the highest score was 85. And the result for controlled class were seen the result of the pre-test and post-test is different. The result of the pre-test obtained a mean of 60.00, with 25 as the lowest score and 85 as the highest score . Meanwhile, the result for the mean of post-test is 63.15, this post-test given without they received the treatment: with 45 the lowest score and 80 as the highest score. Even though the controlled class was not taught by shadowing technique but they still show improvement.

In addition, the post-test score of the experimental and control class in which experimental class showed an improvement and got higher mean score than control class. Experimental class got mean score of 72.36, while controlled

class got a lower mean score which is 63.15. It means that there was a significant effect of the use of Shadowing Technique on students‟ listening ability in recognizing minimal pairs. Furthermore, the highest score of post-test in the experimental class was 85 and the lowest score was 60. Meanwhile, the highest score of post-test in a controlled class was 80 and the lowest score was 45.

(the table of result can be see at Appendix 11 and 12 page 71 and 72)

Table 6 Histogram Of Pre-test and Post-test Experimental and Controll Class

	pre-test	post-test
■ eksperimental class	51,31	72,36
■ controlled class	60	63,15
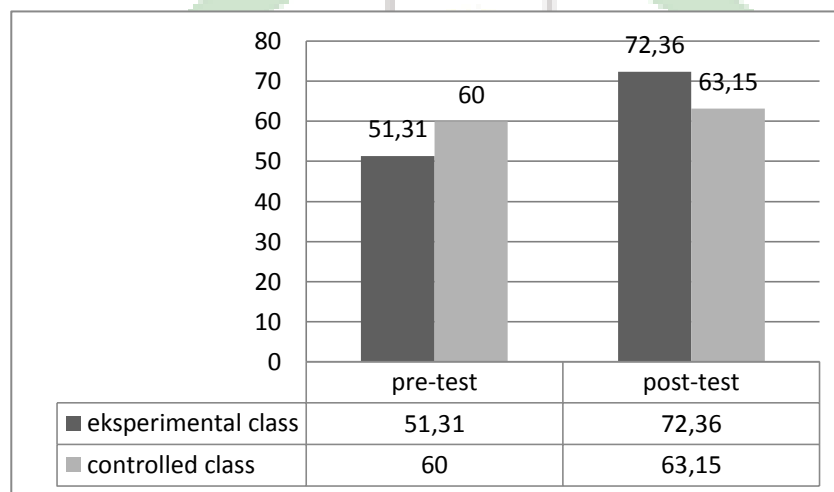
3. **Data Analysis**

   a. **Normality test**

   To know whether the data were normally distributed, the researcher initiated to calculate the data by normality testing. The result as follows:

   Pre test and post test experiment and controlled class

Table 7 Normality test

Tests of Normality

kelas	Kolmogorov-Smirnov[a]	Shapiro-Wilk

		Statistic	df	Sig.	Statistic	Df	Sig.
hasil belajar siswa	Pre ex	.161	19	.200*	.940	19	.268
	Post ex	.149	19	.200*	.911	19	.077
	Pre cont	.150	19	.200*	.958	19	.528
	Post cont	.148	19	.200*	.933	19	.220

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the normality test, the total of sample (N). Shapiro-Wilk, significant and result were analyzed. That test was considered norrmal whenever it was higher than 0.05. the data were obtained from students' pretest and posttest in experiment and control group. Then, the result analysis in measuring the normality test of students' pretest and posttest in experiment and control class above in table

From the table above, result analysis, it was found that from students' pretest in control and experimental groups were 0,268 and 0,528 . from those scores, it can be stated that the students' pretest score in experimental and control class were considered normal since 0,268 and 0,528 > 0,05. It can be concluded that they were higher than 0,05. And posttest in control and experiment group were 0,077 and 0,195. From those, it can also be stated that the students' posttest score in experimental and control class were considered normal since 0,077 and 0,195 > 0,05. It can be concluded that they were higher than 0,05.

a. **Homogeneity test**

In the homogeneity test, the students' pretest and posttest scores in control and experimental class were analyzed by using levene statistics analysis.

(a) Students' pretest scores in experiment and control class

Homogeneity test was used to find whether the groups was homogenous or not. The calculation of homogeneity were used in SPSS 28. The result of homogeinity test of students' pretest in control and experiment groups in table

Table 8 Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	.740	1	36	.395
	Based on Median	.693	1	36	.411
	Based on Median and with adjusted df	.693	1	34.477	.411
	Based on trimmed mean	.747	1	36	.393

Based on measuring homogeneity test of students' pretest scores in experimental and control class, it was found that significance level was on 0,393. From theresult, it can be stated that the students' pretest scores in experimental and control class were homogeneity since it was higher than >0,05.

(b) Students' posttest scores in experiment and control class

Then, the result of homogeneity test of students' posttest in experimental and control class id figured out in table

Table 9 Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
haisl belajar	Based on Mean	2.317	1	36	.137
	Based on Median	1.506	1	36	.228
	Based on Median and with adjusted df	1.506	1	34.637	.228
	Based on trimmed mean	2.285	1	36	.139

Based on measuring homogeneity test of students' posttest scores in experimental and control class, it was found that significance level was on 0,139. From the result, it can be stated that the students' pretest scores in experimental and control class were homogeneity since it was higher than >0,05.

a. **The result of Hyphothesis Testing**

The results of the normality and homogenous data are acceptable because the data is normal and similar. Furthermore, the writer used t-test to calculate the data in order to see the difference between the experimental (teaching listening using Shadowing Technique) and controlled class (TPT). The hypothesis test is done by using t-test with sig level of 5%. The result analysis of paired sample t-test is describes in table

Table 10 Hyphothesis Test

Independent sample T-Test			H0	Ha
T	Df	Sig.		
2.847	36	0.007	Rejected	Accepted

Based on table above, it was found that was 0,001 with df=36, t-oserve = 2.847 and t-table = 2.110. $T_{observe} > T_{table}$ it means, the null hypothesis (H0) was rejected, and the alternative hyphothesis (Ha) was accepted. In contrary, It can be assumed that there was significant effect of shadowing technique at second semester at IAIN Kerinci before and after treatment

4. Discussion

In the previous research conducted by Zuhriyah (2017), it also found that shadowing could improve listening skill. mukminatus zuhriyah had a subject were 18 students for third semester and the data was obtained from observations got from notes by written by collaborators and listening test, meanwhile, in this research the subject was conducted to 38 students and measured by using test (pre-test and post-test). Besides, according to Jingga (2019) "The Effect Of Shadowing Technique On Students" Listening Ability In Words Recognition". The objective of the research was to get empirical evidence of the influence of intervention using the shadowing technique on students" listening ability in word recognition. Mawar jingga and this research have similarities in terms of data analysis, yaitu the design of this research was quasi-experimental study and the instrument of the data collection was listening test given as pre-test and post-test given to both experimental and control class. The data collected were analyzed usingt-test. the difference is in the focus of using shadowing, Mawar Jingga focuses on word recognition, while this research focuses on minimal pairs, and also the sample in the Mawar Jingga research is shown to 7th graders of junior high school with a population of 60 students, with 4 meetings, while this study is

aimed at second semester students with 38 students and 5 meetings. In other words, it clearly showed that the use of the Shadowing Technique was statistically proved to be effective. Therefore, it can be said that the Shadowing Technique has a significant effect on students" listening ability in word recognition at the seventh-grade of SMP Negeri 9 Tangerang Selatan in Academic Year 2018/2019. Hamada (2012) who conducted a research with the title "An Effective Way to Improve Listening Skills through Shadowing" found in his study that learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. The research above used quantitative method that used one experimental group and one control group. Both experimental group and control group used shadowing technique to improve the listening comprehension. The control group used the same level of materials and the experimental group used a different level of difficulties alternately from TOEIC test new official book (2008) for pre-post test and TOEIC test new 127 official book (2009) for treatment. Both the research above and this research used quantitative method. The research above found that the learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. However, the result of this research was expected to improved the students' speaking performance.

Meanwhile, this research result showed that the students' listening ability in minimal pairs using shadowing technique showed the significant effect in students' listening ability in minimal pairs. From this effect, it can be seen that the process in the pre-test and post-test. The researcher found that the average

post-test score of students was greater than pre-test, it is supported by the different score between pre-test and post-test.

Test result on the pretest is total row score on pretest (975) devide 19 students = 51.31, and the mean scoreof the students' test result on posstest is total row on posttest (1375) devide 19 students' = 72.36 it show that the mean score of posttest is greater than pretest. The gain of means score of the pretest and posttest 2350. The result of the data indicates that there a significant difference between the result of pretest and posttest, at the level of significance (Sig) = 0.05 and df = 36, the value of the T-observe = 2.847, T-table = 2.110.

The differences between this research and these relevant study are this researcher using shadowing to improve listening through shadowing while this research uses shadowing techniques to see the effect of shadowing Technique towards students listening ability in minimal pairs. The second difference between those researcher and this research is researcher used shadowing techniques on students' listening skills in word recognition, and used a quasi-experimental design, while this research used shadowing techniques for students' listening ability in minimal pairs. and the third research The research found that the learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately. However, the result of this research was expected to improved the students' speaking performance. The similarity in this research is the same to find out there is an increase in students listening ability or not and the researcher used pre-test and post-test to find out the effectiveness.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, this research concludes that there is a significant effect on using shadowing technique towards students listening ability recognizing minimal pairs, score Pre-test 51.31 and Post-test 72.36 in experimental class and Pre-test 60.00 and Post-test 63.15 in control class . the result of students' score who were taught by applying the shadowing technique was higher than those who were taught without shadowing technique and taught listening by applying shadowing technique become more interactive and easier to do the students.

It means the answer of research problem was answered, that there was a significant different between the score of post-test of experimental and controlled class. In addition, based on the calculation of the t-test that Ho= there is no significant effect of using shadowing Technique towards students' listening ability in words recognition of minimal pairs of the second semester at IAIN Kerinci Academic year 2021/2022 was rejected and Ha= there is significant effect of using shadowing Technique towards students' listening ability in words recognition of minimal pairs of the second semester at IAIN Kerinci Academic year 2021/2022 was accepted.

B. Suggestion

Based on the conclusion above, the researcher can be delivered some suggestions. The suggestions as follows:

1. For Lecturer : Lecturers can use this Technique by first informing the students of the brief theoretical background of shadowing technique. The Lecturer also need to inform the steps of shadowing technique clearly to the students. Learn the lesson contents and practice shadowing with script in order to review what the students have learned. Besides, the lecturer have to prepare listening materials and make sure the listening device work properly. Moreover, it is suggested to use audio of native speakers. Also, lecturer should motivate the students to listen by using shadowing technique.

2. For Students : Shadowing technique helps students in anxiety to be an active listener. Shadowing also grows the feeling positive interdependence among students. In addition, it is suggested to students practice shadowing with friends. The students can help the correct mispronounce words while doing shadowing. Moreover, the student should have a positive attitude and great motivation in listening to English using shadowing.

3. For Institution : The institution has to prepare a learning device which supports students in listen to English. Establish students" listening habit starts from the early level of the school particularly in junior high-school.

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RALIAN NATASHA
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Appendix 1 Pre-test Validity (Try Out)

Validity test of each Question item	Corrected item-total Correlation	R-table	Result
Item1	0,316	0,325	Invalid
Item2	0,421	0,325	Valid
Item3	0,381	0,325	Valid
Item4	0,455	0,325	Valid
Item5	0,327	0,325	Valid
Item6	0,350	0,325	Valid
Item7	0,160	0,325	Invalid
Item8	0,536	0,325	Valid
Item9	0,306	0,325	Invalid
Item10	0,480	0,325	Valid
Item11	0,523	0,325	Valid
Item12	0,477	0,325	Valid
Item13	0,523	0,325	Valid
Item14	0,458	0,325	Valid
Item15	0,583	0,325	Valid
Item16	0,160	0,325	Invalid
Item17	0,477	0,325	Valid
Item18	0,590	0,325	Valid
Item19	0,536	0,325	Valid
Item20	0,416	0,325	Valid
Item21	0,648	0,325	Valid
Item22	0,458	0,325	Valid
Item23	0,275	0,325	Invalid
Item24	0,165	0,325	Invalid
Item25	0,421	0,325	Valid
Item26	0,316	0,325	Invalid
Item27	0,523	0,325	Valid
Item28	0,160	0,325	Invalid
Item29	0,188	0,325	Invalid
Item30	0,106	0,325	Invalid

Appendix 2 Pre-test Soal

SOAL PRETEST-POSTEST (after validity)

A. Put a tick "√" in the bracket next to the word you hear

1. a. sing ( )
   b. thing ( )

2. a. face ( )
   b. faith ( )

3. a. force ( )
   b. fourth ( )

4. a. sick ( )
   b. thick ( )

5. a. sink ( )
   b. think ( )

6. a. miss ( )
   b. myth ( )

7. a. use ( )
   b. youth ( )
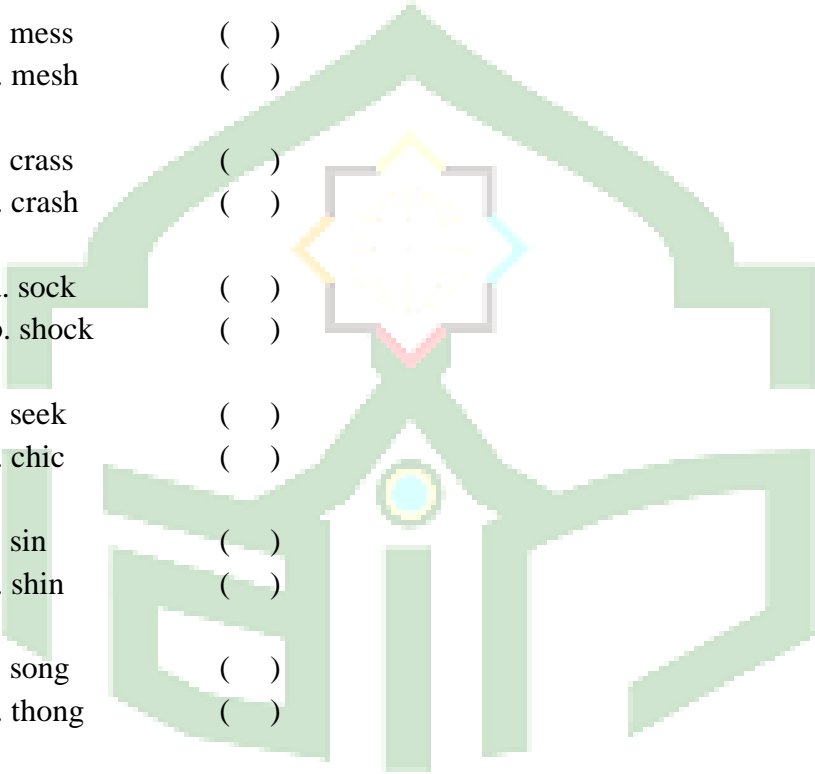
8. a. sea ( )
   b. she ( )

9. a. seat ( )
   b. sheet ( )

10. a. see ( )
    b. she ( )

11. a. sore ( )
    b. sure ( )

12. a. sign   ( )
    b. shine   ( )

13. a. same   ( )
    b. shame   ( )

14. a. sigh   ( )
    b. shy   ( )

15. a. mess   ( )
    b. mesh   ( )

16. a. crass   ( )
    b. crash   ( )

17. a. sock   ( )
    b. shock   ( )

18. a. seek   ( )
    b. chic   ( )

19. a. sin   ( )
    b. shin   ( )

20. a. song   ( )
    b. thong   ( )

Appendix 4 LESSON PLAN EXPERIMENTAL AND CONTROLLED CLASS

	INSTITUT AGAMA ISLAM NEGERI KERINCI FAKULTAS TARBIYAH DAN ILMU KEGURUAN JURUSAN TADRIS BAHASA INGGRIS RPS (RENCANA PEMBELAJARAN SEMESTER)
Course Name	**Listening**
Study Program	**English Education**
Semester	**2**
SKS	**2**
Experimental Class	

Learning Objectives using the shadowing technique	1. Improve comprehension ability in listening 2. Able to capture messages from sentences or words conveyed by native speaker 3. Able to connect words into sentences that will be interpreted to from new meanings.
Learning Steps Description : students will be guided on how to apply the shadowing technique which they will independently practice after listening to the audio.	**1. Pre-Listening Activities (10 minutes)** ● **Motivation** : students are given a brief explanation of the definition and structure of recount text in daily life. ● **Appereception** : teacher directs students' learning by reviewing the material that has been studied. ● The teacher introduces and explains procedure of shadowing technique to the students. ● Teacher gives a copy of worksheet to students **2. While Listening Activities (40 minutes)** ● Students listen to the audio provided ● Students are limited to 5 repetitions while listening ● **Mumbling** : Listeners shadow by focusing not on their own pronounciation but on the incoming sounds they are llistened to. ● **Synchronized reading** : Listeners shadows the audio while read aloud the script, stimulating every sound and intonation. ● **Prosodory shadowing** : Listeners to shadow as they do in the synchronized reading without a script. ● **Content shadowing** : Listener shadow as well as focus on the contents of the speech

	• Students write the results they hear on the worksheet
	3. Post-Listening Activities (10 minutes) • Students conclude about the materials that have been taught the teacher. • Students can ask the teacher if they do not understand something about the materials yet. • The teacher gives the tasks or question to the students.
Alat, Bahan, dan Media : 1. Audio 2. Speaker	
Assessment : 1. Knowledge 2. Practice	: Test understanding through practice questions : Students can repeat the sentences contained in the audio

	INSTITUT AGAMA ISLAM NEGERI KERINCI **FAKULTAS TARBIYAH DAN ILMU KEGURUAN** **JURUSAN TADRIS BAHASA INGGRIS** **RPS (RENCANA PEMBELAJARAN SEMESTER)**
Course Name	**Listening**
Study Program	**English Education**
Semester	**2**
SKS	**2**
Control Class	

Learning Objectives using the shadowing technique	4. Improve comprehension ability in listening 5. Able to capture messages from sentences or words conveyed by native speaker 6. Able to connect words into sentences that will be interpreted to from new meanings 7. Improve speaking ability 8. Long-term memory
Learning Steps	**1. Pre-Listening Activities (10 minutes)** • **Motivation** : students are given a brief explanation of the definition and structure of recount text in daily life. • **Appereception** : teacher directs students' learning by

	reviewing the material that has been studied. • The teacher introduces and explains procedure of listening to the students. • Teacher gives a copy of worksheet to students **2. While Listening Activities (40 minutes)** • Students listen to te audio provided • Students are limited to 5 repetitions while listening • Students write the point what they get during listening • Students write the result based on they hear on the worksheet. **3. Post-Listening Activities (10 minutes)** • Students conclude about the materials that have been taught the teacher. • Students can ask the teacher if they do not understand something about the materials yet. • The teacher gives the tasks or question to the students.
Alat, Bahan, dan Media : 3. Audio 4. Speaker	
Assessment : 3. Knowledge : Test understanding through practice questions 4. Practice : Students can repeat the sentences contained in the audio	

Appendix 5 SHADOWING EXERCISE

Meeting 1.

Group these words into the collums based on the part of their phonetics transcriptions.

- Thick, sofa, faith, rust, mouth, saw, fourth, fist, thing, sea, force, she, sing, shore, sick, rushed, face, chauffeur, mouse.

/S/	/θ/	/S/	/ʃ/

Underline sound **/S/** in these sentences :

1. I can't wait to sleep in tomorrow
2. He plays the bass guitar
3. Can I please have some more tea?
4. I watch horror movies sometimes
5. Let's stay up all night and wait for the sunrise

Underline sound **/ʃ/** in these sentences :

1. I'm afraid of using a sharp knife because I may cut my fingers
2. The show was amazing
3. He is a true professional
4. Give me a sheet of paper
5. It was a great shock to me

Meeting 2

A. Listen to the words and circle the part of their phonetics transcriptions.
1. /s/ or /θ/
2. /s/ or /θ/

3. /s/ or /ʃ/
4. /s/ or /ʃ/

5. /s/ or /θ/
6. /s/ or /θ/

7. /s/ or /ʃ/
8. /s/ or /ʃ/

9. s/ or /θ/
10. /s/ or /θ/

11. /s/ or /ʃ/
12. /s/ or /ʃ/

B. **Listen to the words and underline the words.**
1. **Shump – Thump**
2. **Sank – Thank**
3. **Truce – Truth**
4. **Sin – Thin**
5. **Norse – North**
6. **Sock – Shock**
7. **Gas – Gash**
8. **Sop – Shop**
9. **Seize – She's**
10. **Sill - Shill**

Meeting 3

Group these words into the collums based on the part of their phonetics transcriptions.

- Sink, shoes, growth, scene, thin, shack, worth, sift, north, sine, worse, sack, norse, shift, sink, shine, gross, sue, sin, sheen

/S/	/θ/	/S/	/ʃ/

Underline sound **/s/** in these sentence.

1. Everybody was singing except me
2. Her face was burning
3. I felt sick to my stomach
4. I'm sort of busy
5. I could use the help

Underline sound **/θ/ in these sentences**

1. One thing was sure
2. I think I'm catching a cold though
3. He caught his thumb in the door
4. Just have a little faith
5. Enjoy your youth while it last

Listen to the words and circle the part of their phonetics transcriptions.

1. /s/ or /θ/
2. /s/ or /θ/
3. /s/ or /ʃ/
4. /s/ or /ʃ/
5. /s/ or /θ/

Appendix 6 REABILITY TEST

Reliability Statistics

Cronbach's Alpha	N of Items
.837	30

Appendix 7 HOMOGENEITY TEST PRE-TEST

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	.740	1	36	.395
	Based on Median	.693	1	36	.411
	Based on Median and with adjusted df	.693	1	34.477	.411
	Based on trimmed mean	.747	1	36	.393

Appendix 8 HOMOGENEITY POST-TEST

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
haisl belajar	Based on Mean	2.317	1	36	.137
	Based on Median	1.506	1	36	.228
	Based on Median and with adjusted df	1.506	1	34.637	.228
	Based on trimmed mean	2.285	1	36	.139

Appendix 9 NORMALITY TESTING

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	pretest eksperiment	.161	19	.200[*]	.940	19	.268
	postest eksperiment	.193	19	.062	.936	19	.222
	pretest kontrol	.150	19	.200[*]	.958	19	.528
	postest kontrol	.148	19	.200[*]	.933	19	.195

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 10 HYPHOTHESIS TESTING

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
						Significance					
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
hasil belajar siswa	Equal variances assumed	2.449	.126	3.832	36	<,001	<,001	13.158	3.433	6.195	20.121
	Equal variances not assumed			3.832	31.649	<,001	<,001	13.158	3.433	6.161	20.155

Appendix 11 ANSWER OF KEY PRE-TEST AND POS-TEST

1. A
2. A
3. B
4. A
5. B
6. B
7. B
8. A
9. B
10. A
11. A
12. .B
13. B
14. A
15. A
16. A
17. B
18. A
19. A
20. A

Appendix 12 DISTRIBUSI NILAI rtabel SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	**0.361**	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

APPENDIX 13 EXPERIMENTAL CLASS PRETEST POSTTEST

No	Students	Pre test	Post tets
		X_1	X_2
1.	S1	25	60
2.	S2	40	70
3.	S3	75	85
4.	S4	45	75
5.	S5	30	60
6.	S6	25	60
7.	S7	40	80
8.	S8	35	60
9.	S9	55	75
10.	S10	65	85
11.	S11	80	70
12.	S12	70	80
13.	S13	75	75
14.	S14	40	70
15.	S15	55	75
16.	S16	40	80
17.	S17	70	80
18.	S18	50	65
19.	S19	60	70
	MEAN	51.31	72.36

APPENDIX 12 CONTROLLED CLASS PRETEST POSTTEST

No	Students	Pre test	Post tets
		X_1	X_2
1.	S1	50	45
2.	S2	70	50
3.	S3	45	55
4.	S4	25	45
5.	S5	85	60
6.	S6	80	80
7.	S7	60	65
8.	S8	45	50
9.	S9	70	70
10.	S10	50	65
11.	S11	65	70
12.	S12	35	50
13.	S13	65	75
14.	S14	60	60
15.	S15	50	70
16.	S16	65	80
17.	S17	70	65
18.	S18	70	70
19.	S19	80	75
	MEAN	60.00	63.15

APPENDIX 13 T-table

dk	α untuk Uji Satu Pihak (*one tail test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (*two tail test*)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

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