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THE USE OF SHADOWING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS IN SMA YPK PEMATANGSIANTAR

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ABSTRACT

This research aims to determine the effectiveness of the shadowing technique on students' speaking skills among the tenth-grade students of SMA YPK Pematangsiantar. This research was classified as a quasi-experimental. It uses two groups, class X IPS 3 as the experimental group and class X MIPA 1 as the control group. The experimental group was students who taught by using the shadowing technique whereas the control group was students who taught without using the shadowing technique. The sample of this research was 28 students of the experimental group and 28 students of the control group. The data were obtained using the pre-test and post-test that was given to both groups. The data of the pre-test and the post-test of both groups were analyzed by using SPSS 26 forms. Based on the data analysis, the researcher found that the students taught speaking using the shadowing technique will show better achievement than those taught without using the shadowing technique. From the result of the computation, in which the value t-test is higher than t-table (2.050 > 1.703). Therefore, Ha was accepted and H0 was rejected. From the description above, it can be concluded that the shadowing technique is effective on students' speaking skills at the tenth-grade students of SMA YPK Pematangsiantar. After conducting this study, the researcher can give some suggestions to students to be more creative and motivated to practice speaking skills, improve vocabulary and grammar, and continue to work hard to be able to speak English well and correctly. Teachers are advised to provide varied teaching methods, prepare materials and students well, organize time effectively, and encourage more speaking practice. Overall, the shadowing technique is a valuable tool for improving English speaking.

Keywords: English, Speaking Skills, Shadowing Technique

I. INTRODUCTION

Humans need communication to help survive, one of which is by using language as a means of communication. Language is the most effective communication tool in conveying messages, thoughts, feelings, goals to others and allows for creating cooperation between humans. So, the role of language becomes very dominant in various human daily life (Okarisma Mailani, Irna Nuraeni, Sarah Agnia Syakila, Jundi Lazuardi, 2022). English is widely used worldwide and plays a dominant role in various aspects of daily life. Listening, speaking, reading, and writing are the four primary language skills that contribute to effective communication and understanding. Among these skills, speaking is considered fundamental but often challenging for English learners. Pronunciation is a key aspect of speaking and can significantly impact communication effectiveness. Indonesian students, in particular, struggle with mastering English pronunciation due to its complexity.

According to the researcher's experience, while carrying out the practical fieldwork at the SMA Teladan Pematangsiantar from February until April 2023, there are still many students who find it difficult to pronounce English vocabulary. For example, when students say cake (keik) it changes to (cek), may (mei) changes to (mai), and so on. The cause is the difference in pronunciation between English and Indonesian as well as a lack of practice. Apart from that, students are less motivated to learn in class, most students are less active so students become passive in the class. The researcher also found that students were not good at speaking English because they tended to not believe in themselves due to the factors of ridicule and peers. *"sok Inggris kamu!", "ah, norak! Baru bisa bahasa Inggris doang!"* These sentences sometimes make students reluctant to speak English in class.

The problems with English speaking depicted above must be resolved. Thus, the researcher found various appropriate learning methods are expected to improve student learning. One of the most effective methods for teaching English speaking is the shadowing technique. According to Hamada

(2012: 2), shadowing is defined as the activity of using headphones to hear and recite a sound as parrots do.

Shadowing in English is one of the best ways to improve students' speaking skills as it helps improve pronunciation, intonation, and vocabulary. It can also help students unconsciously improve other things in English such as rhythm, stress, grammar, and more.

The effectiveness of shadowing as a listening learning method was researched in 2012 by Yo Hamada, a professor at Akita University in Japan. At that time, Hamada applied shadowing to English language learning and got the results that shadowing can improve students' listening skills. Using the same method, researchers are interested in examining the use of shadowing in English learning to determine students' pronunciation ability in the tenth grade of SMA YPK Pematangsiantar.

The Problem of the Research

The research problem focuses on addressing the difficulties Indonesian students face in pronouncing English vocabulary. The main question is whether the use of the shadowing technique can improve the speaking skills of tenth-grade students at SMA YPK Pematangsiantar.

The Objectives of the Research

The research aims to introduce and explore the use of the shadowing technique to enhance the speaking skills of tenth-grade students at SMA YPK Pematangsiantar.

II. LITERATURE REVIEW

The Definition of Speaking

Speaking is a fundamental skill in English and is crucial for effective communication. It involves producing, receiving, and processing information in an interactive process. Furthermore, speaking skills are closely linked with listening skills, and together they form the foundation of verbal communication. In the communication process, speaking skills cannot process information alone because speaking is not a discrete skill (Tailor & Francis, 2016: 6). The fact that studying speaking involves some overlap with other skills is one of the main challenges. Speaking skills are usually associated with listening skills. Listening and speaking are complementary and reciprocal, although they draw on different mental processes (Anaheim University, 2010: 5). In most communication, we do not simply listen, nor do we just speak. We listen and speak. Byrne said that speaking or oral communication is two ways of the process between speaker and listener involving productive skills and receptive skills.

The Types and the Components of Speaking

The types of speaking include imitative, intensive, responsive, interactive, and extensive (Brown, 2004). 1) Imitative: the ability to imitate (parrot back) a word or a phrase or possibly a sentence. 2) Intensive: goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. 3) Responsive: interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. 4) Interactive: complex interaction which sometimes includes multiple exchanges and or multiple participants. 5) Extensive (monolog): Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from the listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Speaking ability consists of comprehension, grammar, vocabulary, pronunciation, and fluency. 1) Comprehension. Oral communication involves both responding to and initiating speech. 2) Grammar. Students must arrange a correct sentence in the discussion. Heaton (1978: 5) suggests that students' capacity to modify structure and recognize suitable grammatical forms is related to their appropriateness. 3) Grammar is also useful for learning the proper technique to build skills in a language. Both orally and in writing. 4) Vocabulary refers to the suitable diction that can be used in communicating. A limited vocabulary hinders efficient communication and expression, both verbally and in writing. Having a restricted vocabulary is an additional obstacle that prevents learners from learning a language. 5) Pronunciation. The researcher defined pronunciation as the unambiguous production of words in a certain language during speech. Proper pronunciation is essential for clear communication. 6) Fluency is described as the ability to talk fluently and accurately. In other words, the speaker can read, interpret, and answer in a language clearly and simply while trying meaning to context. Many language learners strive to be fluent speakers. Signs of fluency include speaking

quickly, with little pauses and "ums" or "ers". These signals show that the speaker did not spend much time searching for linguistic items to explain their point.

The Assessment of Speaking

Assessing speaking skills can be challenging and typically involves observing live oral performances or capturing performances for later evaluation. Direct assessment methods, such as interviews and presentations, are commonly used to evaluate speaking skills. There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, and comprehension has stated on the table below:

Table 1. The assessment of speaking

Aspects	Scores	Indicators
Pronunciation	16-20	Equivalent to and fully accepted by an educated native speaker
	11-15	Errors in pronunciation are quite rare and errors never interfere with understanding and rarely disturb the interlocutor
	6-10	Accents are intelligible though often quite faulty
	1-5	Errors in pronunciation are frequent but can be understood by an interlocutor used to dealing with foreigners attempting to speak his language
Grammar	16-20	Equivalent to that of an educated interlocutor and Able to use the language accurately on all levels normally
	11-15	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical
	6-10	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar
	1-5	Errors in grammar are frequent, but the speaker can be understood by an interlocutor used to dealing with foreigners attempting to speak his language
Vocabulary	16-20	Speech on a level is fully accepted by an educated interlocutor in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references, can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary
	11-15	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional
	6-10	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	1-5	Speaking vocabulary inadequate to express anything but the most elementary needs
Fluency	16-20	Has complete fluency in the language such that his speech is fully accepted by an educated interlocutor and able to use the language fluently on all levels normally pertinent to professional needs
	11-15	Can discuss particular interests of competence with reasonable ease
	6-10	Can handle with confidence but not with facility most social situations, including introductions and casual conversation
	1-5	No specific fluency description. Refer to the other four language areas for implied level of fluency
Comprehension	16-20	Equivalent to that of an educated interlocutor and can understand any conversation within the range of his experience
	11-15	Comprehension is quite complete at a normal rate of speech
	6-10	Can get the gist of most conversations on non-technical subjects
	1-5	Within the scope of his very limited language experience, can understand simple questions and statement

Source: A Study on the Speaking Ability of the Second-Year Students of SMK Telkom Pekanbaru by Azlina Kurniati, Eliwarti, and Novitri (2016)

The Definition of Shadowing Technique

Shadowing is an advanced language-learning technique that involves repeating verbal expressions to improve intonation and pronunciation. It is a simultaneous listening and speaking task that aids in enhancing listening and speaking skills. The basic definition of shadowing is a paced

auditory tracking task that involves the immediate sounding of auditory presented stimuli (Lambert S, 2012). According to Shiki et al., the shadowing technique can be defined as a process of rapidly repeating a verbal expression, while repetition is an online task because it provides the learner with silent pauses to produce sounds. Shiota argues that shadowing is a training technique used to improve performance skills (Shiota, 2012). According to (Cassilas, 2020) shadowing is a listening activity or task, where the student observes the speech heard and repeats it as accurately as possible listening carefully to the incoming information. (Thi Huyen, 2020) developed a model of working memory that shows the mechanism of memory retention and voice recognition. Shadowing shares many of the same properties as reflection, and the two concepts are often used interchangeably, even though they are very distinct techniques. Mirroring involves and performs a simulation of physical gestures. According to this model, shadowing is a highly cognitive action as opposed to a purely automatic memory action or parroting.

According to the researcher's opinion, the shadowing technique is an imitation technique where one is imitating another speaker or certain aspects or elements of someone else's speech. The shadowing technique leads students to repeat what the speaker says word by word or phrase by phrase. The researcher has also used this shadowing technique on herself by using media in the form of podcasts and listening to English songs every day, and the results are satisfactory. In about two weeks, the researcher's pronunciation ability developed for the better.

The Types of Shadowing

There are two types of shadowing: 1) Quick usage is full shadowing and slash shadowing. Full shadowing means that the audience listens completely in shadow and immediately repeats the speaker's words. Slash shadowing means that the listener listens and immediately repeats what the speaker says with a pause. 2) Based on the script usage, shadowing can be classified as direct and indirect shadowing. Direct shadowing means that the listeners listen and directly repeat what the speaker says without looking at the text. Indirect shadowing means that the listener listens and repeats what the speaker says while looking at the texts.

The Procedures for Using the Shadowing Technique

According to Kadota and Tamai (as cited by Eva Leonisa, 2020), the procedures for using shadowing techniques include Mumbling: Listeners shadow by focusing not on their pronunciation but on the incoming sounds they are listening to. Synchronized reading: Listeners shadow the audio, reading aloud the script, stimulating every sound and intonation. Prosody shadowing: Listeners try to shadow as they do in the synchronized reading without a script. Content shadowing: Listeners shadow as well as focus on the contents of the speech.

The Benefits of Using Shadowing Technique

The shadowing technique is effective in enhancing listening, speaking, and pronunciation skills and can be easily practiced by students. Below are some of the benefits of using the shadowing technique obtained by Bilingual:

1. Speech shadowing helps in better pronunciation
2. Improves vocabulary of the target language
3. Can gain fluency in the language by using speech shadowing
4. Creates an impression of the sentence structures in mind
5. Imparts targeted learning.

III. The Research Methodology

Research Design

Arikunto (2002) states that the research method is crucial for obtaining valid and reliable data. It is a scientific way to collect data for specific purposes. The scientific method is based on characteristics such as rational, empirical, and systematic approaches. The research design used in this study is a quantitative research design, specifically a quasi-experimental design. This design was chosen due to the nature of the investigation being conducted.

Location of Research

The location of the research is SMA YPK Pematansiantar, which was chosen as the field of the research due to its accessibility and the researcher's familiarity with the school and its students.

Population and Sample

The population of the study consists of the tenth-grade students of SMA YPK Pematangsiantar for the 2023/2024 academic year. The total population is 56 students, with two classes (X IPS 3 and X MIPA 1) selected as the sample for the research using the cluster random sampling technique.

Research Instrument

In this study, a set of tests, including pre-tests and post-tests, was used to measure students' speaking skills. The validity of the test was measured through a tryout test and a normality and homogeneity test.

Technique of Analysis and Collecting Data

The researcher collected data through pre-tests, treatments, and post-tests. The treatment involved using the shadowing technique to assess students' speaking skills.

Data analysis was conducted using SPSS 26. The analysis included a normality test, a homogeneity test, and a hypothesis test to determine whether there was a significant difference between students' speaking skills using the shadowing technique and those not using it.

In summary, the research methodology used in this study was a quantitative research design, conducted at SMA YPK Pematansiantar, with a population of tenth-grade students. The research instrument used was a set of tests, and data analysis was conducted by using SPSS 26, including normality and homogeneity tests. The key focus of the study was to assess the effectiveness of the use of the shadowing technique on students' speaking skills.

IV. The Data and Data Analysis

4.1 The Data Analysis of Students' Pre-test in the Experimental Class

a. Frequency of Pre-test in Experimental Class

Scores of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	3.6	3.6	3.6
	39	1	3.6	3.6	7.1
	41	1	3.6	3.6	10.7
	42	1	3.6	3.6	14.3
	44	1	3.6	3.6	17.9
	45	2	7.1	7.1	25.0
	46	2	7.1	7.1	32.1
	47	1	3.6	3.6	35.7
	48	1	3.6	3.6	39.3
	49	3	10.7	10.7	50.0
	50	1	3.6	3.6	53.6
	51	1	3.6	3.6	57.1
	53	2	7.1	7.1	64.3
	54	1	3.6	3.6	67.9
	55	2	7.1	7.1	75.0
	57	1	3.6	3.6	78.6
	58	2	7.1	7.1	85.7
	59	1	3.6	3.6	89.3
	60	1	3.6	3.6	92.9
	63	1	3.6	3.6	96.4
	74	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

The table above shows that the scores of students in speaking were varied. There were 3,6% or a student received scores in 38 points it has become the lowest score in this class, 3,6% or a student received scores in 39 points, 3,6% or a student received scores in 41 points, 3,6% or a student received scores in 42 points, 3,6% or a student received scores in 44 points, 7,1% or 2 students received the scores in 45 points, 7,1% or 2 students received the scores in 46 points, 3,6% or a student received scores in 47 points, 3,6% or a student received scores in 48 points,10,7% or 3 students received the scores in 49 points, 3,6% or a student received the scores in 50 points it has become the middle score in this class, 3,6% or a student received the scores in 51 points, 7,1% or 2 students received the scores

in 53 points, 3,6% or a student received the scores in 54 points, 7,1% or 2 students received the scores in 55 points, 3,1% 0r a students received the scores in 57 points, 7,1% or 2 students received the scores in 58 points, 3,6% or a student received the scores in 59 points, 3,6% 0r a student received the scores in 60 points, 3,6% 0r a student received the scores in 63 points, and 3,6% or a student received the scores in 74 it has becomes the highest scores in this class.

b. Statistic Score of Pre-test in Experimental Class

Statistics

Scores of Pre-test

N	Valid	28
	Missing	0
Mean		51.00
Median		49.50
Std. Deviation		7.944
Variance		63.111
Range		36
Minimum		38
Maximum		74
Sum		1428

Based on the statistic table shows that the mean of the total scores pre-test was 51,00, the median was 49,50, the standard deviation was 7.944, the variance was 63.111, the range was 36, the minimum was 38 and the maximum was 78. Furthermore, it can be concluded that the total sum was 1428 with N (the total number of students in the experimental group) are 28 students. Thus, the overall total of the pre-test is a fairly high score for tenth-grade students.

c. Normality Test of Pre-test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Pre-test Experimental
N		28
Normal Parameters[a,b]	Mean	51.00
	Std. Deviation	7.944
Most Extreme Differences	Absolute	.099
	Positive	.099
	Negative	-.051
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the calculation of SPSS 26 above, it can be seen that the test uses the Kolmogorov-Smirnov test. The data of the pre-test in the control class is normally distributed. It can be seen from the value of sig. (2-tailed) that is higher than 0,05. The pre-test has a significance of 0,200[c,d] > 0,05 so the pre-test result is normally distributed.

4.2. The Data Analysis of Students' Post-test in Experimental Class

a. Frequency of Post-test in Experimental Class

Scores of Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	2	7.1	7.1	7.1
	62	1	3.6	3.6	10.7
	63	2	7.1	7.1	17.9
	64	1	3.6	3.6	21.4
	65	2	7.1	7.1	28.6

66	2	7.1	7.1	35.7
70	1	3.6	3.6	39.3
71	1	3.6	3.6	42.9
72	2	7.1	7.1	50.0
73	1	3.6	3.6	53.6
74	2	7.1	7.1	60.7
75	4	14.3	14.3	75.0
76	2	7.1	7.1	82.1
77	1	3.6	3.6	85.7
81	2	7.1	7.1	92.9
86	1	3.6	3.6	96.4
95	1	3.6	3.6	100.0
Total	28	100.0	100.0	

The table above shows that the scores of students in speaking were varied. There was 7,1% or 2 students received scores in 61 points it becomes the lowest score in this test, 3,6% or a student received scores in 62 points, 7,1% or 2 students received the scores in 63 points, 3,6% or a student received scores in 64 points, 7,1% or 2 studentS received the scores in 65 points, 7,1% or 2 students received the scores in 66 points, 3,6% or a student received the scores in 70 points, 3,6% or a student received the scores in 71 points, 7,1% or 2 students received the scores in 72 points, 3,6% or a student received the scores in 73 points it becomes the middle score in this test, 7,1% or 2 students received the scores in 74 points, 14,3% or 4 students received the scores in 75 points, 7,1% or 2 students received the scores in 76 points, 3,6% or a student received the scores in 77 points, 7,1% or 2 students received the scores in 81 points, 3,6% or a student received the scores in 86 points, and 3,6% or a student received the scores in 95 points it becomes the highest scores in this test.

b. Statistics of Post-test in Experimental Class

Statistics

Scores of Post-test

N	Valid	28
	Missing	0
Mean		71.93
Median		72.50
Std. Deviation		8.009
Variance		64.143
Range		34
Minimum		61
Maximum		95
Sum		2014

Based on the statistics table shows that the Mean of the total scores post-test was 71.93, the Median was 72.50, the Std Deviation was 8.009, the Variance was 64.143, the Range was 34, the Minimum was 61 and the Maximum was 95. Furthermore, it can be concluded that the total Sum was 2014 with N (the total number of students in the experiment class) are 28 students. Thus, the overall total of the post-test in this class is a high score for tenth-grade students.

c. Normality Test of Post-test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Post-test Experimental
N		28
Normal Parameters[a,b]	Mean	71.93
	Std. Deviation	8.009
Most Extreme Differences	Absolute	.128
	Positive	.128

	Negative	-.086
Test Statistic		.128
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

a. If sig > α (0,05), so the test is normal
b. If sig < α (0,05), so the test is not normal

Based on the table above, it is found that the pre-test scores of the control class are distributed normally because the significance in the pre-test is lower than α (0,200[c,d] > 0,05) in the control group.

4.3. The Data Analysis of Pre-test in Control Class

a. Frequency of Pre-test in Control Class

Scores of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39	2	7.1	7.1	7.1
	40	1	3.6	3.6	10.7
	41	1	3.6	3.6	14.3
	42	2	7.1	7.1	21.4
	43	1	3.6	3.6	25.0
	44	2	7.1	7.1	32.1
	45	1	3.6	3.6	35.7
	46	3	10.7	10.7	46.4
	48	1	3.6	3.6	50.0
	49	1	3.6	3.6	53.6
	50	3	10.7	10.7	64.3
	52	2	7.1	7.1	71.4
	53	3	10.7	10.7	82.1
	54	1	3.6	3.6	85.7
	55	2	7.1	7.1	92.9
	57	1	3.6	3.6	96.4
	58	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

The table above shows that the scores of students in speaking were varied. There were 7,1% or 2 students who received scores in 39 points which becomes the lowest score in this test, 3,6% or a student received scores in 40 points. 37,1% or 2 students received the scores in 41 points. 3,6% or a student received scores in 42 points. 3,6% or a student received score in 43 points. 7,1% or 2 students received the scores in 44 points, 3,6% or a student received the scores in 45 points, 10,7% or 3 students received the scores in 46 points, 3,6% 0r a student received the scores in 48 points, 3,6% 0r a student received the scores in 49 points, 10,7% or 3 students received the scores in 50 points which becomes the middle score in this test, 7,1% 0r 2 students received the scores in 52 points, 10,7% or 3 students received the scores in 53 points, 3,6% or a student received the scores in 54 points, 7,1% or 2 students received the scores in 55 points, 3,6% or a student received the highest scores in 57 points, and 3,6% or a student received the highest scores in 58 points it has becomes the highest scores in this test.

c. Statistic of Pre-test in Control Class

Statistics

Scores of Pre-test

N	Valid	28
	Missing	0
Mean		48.07
Median		48.50

Std. Deviation	5.643
Variance	31.847
Range	19
Minimum	39
Maximum	58
Sum	1346

Based on the table shows that the Mean of the total scores pre-test was 48.04, the Median was 48.50, the Std. Deviation was 5.686, the Variance was 32.332, the Range was 19, the Minimum was 39 and the Maximum was 58. Furthermore, it can be concluded that the total Sum was 1345 With N (the total number of students in the control class) are 28 students. Thus, the overall total of the pre-test is a fairly high score for tenth-grade students.

c. Normality Test of Pre-test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Pre-test Control
N		28
Normal Parameters[a,b]	Mean	48.07
	Std. Deviation	5.643
Most Extreme Differences	Absolute	.114
	Positive	.107
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

a. If sig > α (0,05), so the test is normal
b. If sig < α (0,05), so the test is not normal

Based on the table above, it is found that the pre-test scores of the control class are distributed normally because the significance in the pre-test is lower than α (0,200[c,d] > 0,05) in the control group.

4.3. The Data Analysis of Post-test in Control Class

a. Frequency of Post-test in Control Class

Scores of Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	7.1	7.1	7.1
	56	1	3.6	3.6	10.7
	60	4	14.3	14.3	25.0
	61	1	3.6	3.6	28.6
	62	1	3.6	3.6	32.1
	63	1	3.6	3.6	35.7
	64	1	3.6	3.6	39.3
	65	2	7.1	7.1	46.4
	66	1	3.6	3.6	50.0
	67	2	7.1	7.1	57.1
	68	2	7.1	7.1	64.3
	70	1	3.6	3.6	67.9
	73	1	3.6	3.6	71.4
	74	1	3.6	3.6	75.0
	76	1	3.6	3.6	78.6
	77	1	3.6	3.6	82.1
	78	2	7.1	7.1	89.3
	79	1	3.6	3.6	92.9
	80	1	3.6	3.6	96.4

	81	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

The table above shows that the scores of students in speaking were varied. There were 7,1% or 2 students received the scores in 55 points it becomes the lowest score in this test, 3,6% or a student received the scores in 56 points, 14,3% or 4 students received the scores in 60 points, 3,6% or a student received the scores in 61 points, 3,6% or a student received the scores in 62 points, 3,6% or a student received the scores in 63 points, 3,6% or a student received the scores in 64 points, 7,1% or 2 students received the scores in 65 points, 3,6% or a student received the scores in 66 points it becomes the middle score in this test, 7,1% or 2 students received the scores in 67 points, 7,1% or 2 students received the score in 68 points, 3,6% or a student received scores in 70 points, 3,6% or a student received scores in 73 points, 3,6% or a student received the scores in 74 points, 3,6% or a student received scores in 76 points, and 3,6% or a student received scores in 77 points, 7,1% or 2 students received scores in 78 points, 3,6% or a student received scores in 79 points, 3,6% or a student received scores in 80 points, 3,6% or a student received scores in 81 points it becomes the highest point in this test.

b. Statistics of Post-test in Control Class

Statistics

Scores of Post-test

N	Valid	28
	Missing	0
Mean		67.43
Median		66.50
Std. Deviation		7.988
Variance		63.810
Range		26
Minimum		55
Maximum		81
Sum		1888

Based on the table, the Mean of the total scores post-test was 67.43, the Median was 66.50, the Std. Deviation was 7.988, the Variance was 63.810, the Range was 26, the Minimum was 55 and the Maximum was 81. Furthermore, it can be concluded that the total Sum was 1888 with N (the total number of students in the control class) are 28 students. Thus, the overall total of the post-test in this class is a high score for tenth-grade students.

c. Normality Test of Post-test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Post-test Control
N		28
Normal Parameters[a,b]	Mean	67.43
	Std. Deviation	7.988
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.108
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

a. If sig > α (0,05), so the test is normal
b. If sig < α (0,05), so the test is not normal

Based on the calculation of SPSS 26 above, it can be seen that the test uses the Kolmogorov-Smirnov test. The data of the post-test in the experimental class is normally distributed. It can be seen

from the value of sig. (2-tailed) that is higher than 0,05. The post-test has a significance of 0.200[c,d] > 0,05 so the post-test result is normally distributed.

4.5. Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Results of Students Learning	Based on Mean	.150	1	54	.701
	Based on Median	.114	1	54	.737
	Based on Median and with adjusted df	.114	1	53.234	.737
	Based on trimmed mean	.104	1	54	.749

Based on the table above, the researcher found that based on the mean as df1 (degree of freedom) = 1 followed by df2= 54 with significance= 0.701. Then, based on the median df1= 1 followed by df2= 54 with a significance 0.737. Next, based on the median and with adjusted df has df1= 1 followed by df2= 53.234 with a significance 0.737.

1. If the significance is less than 0,05 (sig. (2-talied) < 0,05), the variants differ significantly (not homogeneous).
2. If the significance is greater than 0,05 (sig. (2-talied) > 0,05), the variants are significantly similar (homogeneous).

Based on the table above, the researcher found the significance value of the post-test is 0.701. So, 0.701 > 0.05, it means that the data of post-test homogeny.

ANOVA

Results of Students Learning

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	283.500	1	283.500	4.431	.040
Within Groups	3454.714	54	63.976		
Total	3738.214	55			

Based on the the table of Anova above, the researcher found that the total of sum of squares between groups and within the groups is 3738.214 and the df in between groups is 1 and the df within groups is 54. In addition, the mean square between groups is 283.500 and the mean square within groups is 63.976. Then, between groups have sum of squares is 283.500, and within groups have sum of squares is 3454.714. Based on the table $f_{count} = 4.431 > f_{table} = 4.019$ at significance level $\alpha = 0.05$. with degrees of freedom (df)= 1 degree of freedom (df) can be obtained from the total sample less of the variable of the research in the control group and experimental group. So 28-1= 27 for experimental class and 28 -1= 27 for the control class. Based on the table above, it means that H0 improves the students' speaking ability significantly.

4.6. The Hypotheses Testing

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Post-test Experiment - Post-test Control	4.500	11.616	2.195	-.004	9.004	2.050	27	.050

Based on the table above shows that the researcher found that $t_{count} = 2.050 > t_{table} = 1.703$ at the significance level $\alpha = 0.05$ and degrees of freedom (df) = 27, H_O is rejected and H_α is accepted. It

means that the shadowing technique can improve students' speaking ability in tenth grade of SMA YPK Pematangsiantar.

Research Findings and Discussion

The research findings showed that the students' speaking ability improved when taught using the shadowing technique. The researcher used SPSS version 26.00 to obtain accurate results. The effectiveness of the shadowing technique was assessed by implementing it in the experimental class after conducting a pre-test. The pre-test was also given to the control class. The scores from the pre-test in the experimental class were valid and showed a mean score of 51.00. The post-test scores in the experimental class had a mean score of 67.43, indicating improvement. Similarly, the control group also showed improvement in their post-test scores.

Based on the findings, it was evident that the experimental group performed better than the control group. The scores were significantly different, demonstrating that the shadowing technique had a positive impact on students' speaking ability. The analysis of variance showed that there was a significant improvement in students' speaking ability in the experimental group compared to the control group.

The discussion highlighted that previous research has also shown the positive effect of the shadowing technique on speaking ability. In this research, the use of the shadowing technique in SMA YPK Pematangsiantar was effective, with the experimental class performing better than the control class. The technique not only improved speaking ability but also increased students' motivation to work together and allowed lower-ability students to learn from their higher-ability peers.

V. Conclusion and Suggestion

In conclusion, the research findings support the hypothesis that the shadowing technique can improves students' speaking ability in English. The shadowing strategy can be applied to first-year students in senior high school to enhance their speaking skills. Students responded positively to the technique and found it interesting and helpful.

Suggestions for students include being more creative and motivated to practice speaking skills, improving vocabulary and grammar, and continuing to work hard. Teachers are advised to provide various teaching methods, prepare materials and students properly, manage time effectively, and encourage more speaking practice. Overall, the shadowing technique is a valuable tool for improving speaking ability in English.

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