"THE EFFECT OF SPEECH SHADOWING TECHNIQUE ON STUDENTS'

SPEAKING ABILITY"

(*An Experimental Research at The Second Semester Student of SMKN 6 RL 2017/2018*)

THESIS
This thesis is submitted to fulfill the requirement
for 'sarjana' degree In English Language Education

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Curup,   2018

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PREFACE

All praises be to Allah SWT that the Researcher had finally finished writing his thesis entitled *"The Effect Of Speech Shadowing Technique on Students' Speaking Ability"* *(An Experimental Research at The Second Semester Student of SMKN 6 RL 2017/2018).*

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the Researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup,   2018

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The researcher finished this thesis entitled ***"The Effect Of Speech Shadowing Technique on Students' Speaking Ability" (An Experimental Research at The Second Semester Student of SMKN 6 RL 2017/2018).*** This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, suggestion and motivation from others. In this chance, the researcher would like to express his deepest gratitude to:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Study programe specially in micro teaching subject. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

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MOTTO AND DEDICATION

"Whatever Happens,*Live it !"*

Allah, thankyou for anything I have. Thankyou for letting me to finish this thesis as soon as my hope. There is no miracle except by you, Allah.

In the name of Allah and His Messenger prophet Muhammad (Peace Be Upon Him), I would like to dedicate this thesis for my family. My Strong Mom "Erni Enti" who always loves and prays for me and my Great Dad "Chandra Junaidi" who always give me motivation in this life. You are my everything. And last, for my brothers "M.Ade Yusuf"and "M.Ade Harun" You are my happiness when I am sad.

ABSTRACT

Ricky Juneri.2018. The Effect Of Speech Shadowing Technique on Students' Speaking Ability (An Experimental Research at The Second Semester Student of SMKN 6 RL 2017/2018)

Advisor   : Mrs. Jumatul Hidayah,M. Pd

Co-Advisor   : Mr. Paidi Gusmuliana, M. Pd

The problems of this research is The Effect of Speech Shadowing Technique on Students' Speaking Ability. Its According to theories that Speech Shadowing Technique gives a significant effect toward students speaking Ability but in the fact at The Second Semester Students of SMKN 6 Rejang Lebong never use Speech Shadowing Technique meanwhile their speaking ability are low. The purpose of this research is to investigate The Effect of Speech Shadowing Technique on Students' Speaking Ability. This research is experimental study. Speech Shadowing Technique is as variable one and Student's Speaking Ability is as variable two. This research is to investigate the effect of using first variable to the second variable. But not all of aspect can be controlled by the researcher. So the kind of the research that suitable is quasi experimental study. The population of the research was the Fourth Semester Students of The Second Semester Students of SMKN 6 Rejang Lebong In the Academic 2017/2018. The populations consist of five classes with 64 students. The selected samples are not randomly. So the researcher took the sample based on the homogenity test. They were Class 1 KR2 as experimental group with total students is 8 and class 1 KR1 as the control group with 11 students. The result shown that there is effect of Speech Shadowing Technique in speaking English. It can be seen from the post test mean score of conventional technique 67,63 only, while the mean score of experimental group is higher than control group. The mean score in experimental group is 77. Not only from the mean score of post test, but also in t-calculation, the result shown that Speech Shadowing Technique is significant to develop students' speaking ability. It can be seen from the result of the t calculation of post test result is bigger than t table, (4,41 > 3,64557). In summary, the Speech Shadowing Technique is effective to increase Students' Speaking ability.

LIST OF CONTENT

TITLE

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is one of the most difficult skills language learners have to face. It is a productive skill where the learners should have the ability to communicate their ideas, thoughts, feelings and being able to respond messages with other. It means all the language learners should be able to speak English in order to communicate each other[1].

However, developing speaking ability in a foreign language is not an easy task. When the language learners are not in the target language environment, it is likely that learning to speak that language will be especially difficult, since learners have minimum exposure to the target language and culture, which is crucial to understanding sociolinguistic. Therefore, as a teacher must provide the media in order to improve or develop speaking ability. So, selecting techniques in teaching speaking would be a serious concern for an English teacher to be successed in teaching speaking.

One way to improve a user's speaking ability is via Speech Shadowing. Speech shadowing is an experimental technique where a subject repeats speech immediately after hearing it, usually through headphones to reduce noise or

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[1] McLaren, N Madrid, D. y Bueno, A. TEFL in Secondary Education.Granada: Editorial Universidad de Granada. (2006) P.206

speech jamming. The reaction time between hearing a word and pronouncing it can be as short as 254ms or even 150ms. While a person is only asked to repeat words, they also automatically process their syntax and semantics. Words repeated during the shadowing practice imitate the parlance of the overheard words more than the same words read aloud by that subject. We can also observe a similar behaviour in children as they begin to develop their speaking ability. They are often predisposed to imitate or shadow words and speech as a way to guide themselves to enter their cultural community. Since children utilize this method to learn a language, it could be possible to utilize the same method for adults. In fact, learning the patterns of intonation is thought to take place unconsciously by mere imitation. That is, by listening to, and repeating model utterances the foreign-language learner has to acquire a proper intonation[2].

Shadowing can be defined as the imitation of a particular input as it is heard in a short period of time as possible. Lambert and Moser-Mercer recognize that "it is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, that is, word-for-word repetition, in the same language, of a message presented to a subject through a set of headphones". Further, shadowing refers to the process of emulating a

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[2] Carson Lee and Shinobu Hasegawa, *Speech Shadowing support system in language learning*, (School of Information Science, 2017) P.61-62

certain speech. That is, the shadower listens to the auditory input over headphones and repeats what the speaker says[3].

Therefore, speech shadowing could be a good technique for learning and improving one's speaking proficiency. However, the traditional method of it is not suitable to implement on a larger scale. Therefore, we propose the idea of a speech shadowing support system so that we can overcome the constraint. By breaking down the elements in a speech, the system will be able to provide a more tailored coaching method to individual students. By further splitting up the user into different levels, the learning curve would not be as steep, making the task of learning much less daunting.

Based on explanation above, the Researcher decide to try that theory on students' speaking class In SMKN 6 Rejang Lebong. The Researcher interest to make a research experiment whether Speech Shadowing Technique will increase student Speaking or not. This research is entitled "**The Effect of Speech Shadowing Technique on Students' Speaking Ability" (An Experimental Research at The Second Semester Students of SMKN 6 Rejang Lebong Year 2017-2018)**

B. **Identification of the Problem**

Based on the background of the problem above, the researcher gets a technique that can make English students better. So, the researcher will see if

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[3]Raouia manseur, *Exploring the Role of Shadowing in the Development of EFL Learners' Speaking Skill*, (University of Biskra,2015) P.18

there is any significant effect or not using speech shadowing technique on students of SMK 6 Rejang Lebong.

C. Research Question

Based on the phenomenon above, so the main problem that investigated in this research are :

1. How is the students' speaking ability using conventional Technique ?

2. How is the students' speaking ability using Speech Shadowing Technique ?

3. How there any significant effect the students' speaking ability using Speech Shadowing Technique ?

D. Objective of the Research

This research aims to know how the students' speaking ability before and after Speech shadowing technique is implemented and also to encounter the effect of Speech Shadowing technique toward students' speaking ability.

E. Operational Definition

1. Speech Shadowing Technique

Words repeated during the shadowing practice imitate the parlance of the overheard words more than the same words read aloud by that subject. We can also observe a similar behaviour in children as they begin to develop their speaking ability. They are often predisposed to imitate or shadow words and speech as a way to guide themselves to enter their cultural community. Since children utilize this technique to learn a language, it could be possible to utilize the same method for adults. In fact, learning the patterns of

intonation is thought to take place unconsciously by mere imitation. That is, by listening to, and repeating model utterances the foreign-language learner has to acquire a proper intonation[4].

2. Speaking Ability

Speaking Ability is the skill of The Second Semester Students of SMKN 6 Rejang Lebong to express their own idea in natural way, systematic way, or activity that is done by the students to communicate with other by using target language namely English.

F. Hypothesis

The hypothesis of this research is:

Hi : The using Speech Shadowing Technique is significant on students' speaking ability.

Ho : The using of Speech Shadowing Technique is not significant on students' speaking ability.

G. Significance of The Research

The result of this research is expected to be useful for :

1. Students

The students can use this Speech Shadowing Technique as an exercise to be able to speak well in public places and give the students motivation to be ideal English learner about the important of speaking ability.

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[4] Loc.cit

2. **Teacher**

   The result of this research can be applied in school, in order to improve the students are still low speaking with Speech Shadowing Technique.

3. **The Reseacher**

   The results of this Research are expected to be developed further by another researcher who are interested to making Speech Speech Shadowing Technique to be perfect and truly deserves to be used.

H. **Organization of the Thesis**

Organization of this research proposal consist of the following :

Chapter I : Introduction consist of background of the study, the research question, research objective, delimitation of the research, the significant of the research, operational definition of the research, hypothesis, and the organization of the research.

Chapter II : Theoretical framework consist of definition speaking, function of speaking, content Based Instruction .

Chapter III : Methodology of the research in clues type of the research, gaining entrance, subject of the research, population, sample, technique of collecting data, research instrument, and technique of data analysis.

Chapter IV : Finding and discussion includes the finding from.

Chapter V : Conclusion and Suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

In this part, the researcher presents some theories related to speaking and also about Speech Shadowing Technique. And then, the researcher presents the theories of motivation in language learning. These theories will support the researchers' points of view about the problem. Some theories related to these parts will be presented as follows:

1. Speaking

Speaking is one of the important skills in language learning. It is a productive skill where the learners should have the ability to communicate their ideas, thoughts, feelings and being able to respond messages with other. It means all the language learners should be able to speak English in order to communicate each other. Speaking is a physically situated face to face interaction: usually speakers can see each other and so they can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their

attitude towards what is being said[5]. Here Bygate tends to define that speaking from physical contextual signal point of view. Meanwhile, speaking is an activity where someone is talking about something or telling other person about a matter that he interested in[6]. Brown also gives his opinion in speaking. He says," Speaking is a mean of oral language which can be conducted individually or by more than one person who involved in spoken language."[7]

From definition of speaking above, there are some points about speaking; interaction, context, meaning, symbol. Therefore, it can be concluded that speaking is an interaction process between a speaker and a listener. A speaker has to encode the message and a listener has to decode or interpret the message which contains information.

2. **Function of Speaking**

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, "…three part version of Brown and Yule's framework talks as interaction: talk as transaction: talk

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[5] Martin Bygate. Speaking. In Ronal Carter, David Nunan, The. *Cambridge Guide to Teaching English to Speaker of Other Languages* (Cambridge: Cambridge University Press. 2001) P. 16

[6] Intan Salwani, "*Encouraging Student's Speaking Ability by Using Peer Mediation Strategy for senior high school students*" (STKIP PGRI , Sumatera Barat) P. 3

[7] H. Douglas. B. *Language Assessment: Principle and Classroom Practices*. (San Francisco: Pearson Education. 2004) P. 11

as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."

A. Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

B. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

C. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, teling story and so on.

3. **Speaking Ability**

Heaton divided the elements of speaking ability into three parts :

1. Accuracy

Pronunciation maybe heavily influenced by native language but should be generally intelligible. No confusing errors of grammar or vocabulary. Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar and word choice so can be understood. There are three components accuracy: pronunciation, Vocabulary, and grammar.

a. According to Webster Dictionary pronunciation is the way in which a word is pronounced, the spelling of words in accordance with their usual pronunciation. Pronunciation teaching deals with recognition or understanding the flow of speech and production of words.

b. Vocabulary. Vocabulary is total number of words which (with rules for combining them) make up a language.

c. Grammar. Grammar is one of the major language components. Yule states that grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language. Ur confirms grammar is the way words are put together to make correct sentences. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. While Lado states there is no language without grammar, and none can be mastered without assimilation grammar. We often

presuppose that speaking communicatively does not have to use grammar. However, we sometimes do not realize that by ignoring grammar, we can misunderstand which may be it is not bad in relax conversation but it can really bring serious bad effect in formal conversation. The 2006 curriculum (school-level curriculum) emphasizes the importance of grammar mastery because the language product is hoped to be acceptable. It means that the language student's use should be grammatical. Students are expected to speak structurally and meaningfully.[8]

2. Fluency

The speaker may often have to search for a way to say. Contribution maybe limited to one or two simple utterance. According to Brown) states that fluency is the ability to use a language spontaneously and confidently and without undue pauses a hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The teachers have to guide the students to develop to master it to be fluent in speaking. In this case, the students can speak spontaneously by using a right language or the students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression. Simon and Schuster (1979) defined fluency as the quality of flowing,

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[8] AS Hornby, *Oxford Advanced Learners' Dictionary of Current English Oxford* (Oxford University Press: Oxford, 1974) P. 957

freedom, expressively, readiness or smoothness of speech. In a sense of speaking, the speaker should speak comfortably as native speaker speed and rhythm particularly in every day contexts for more abstract topic. Though he may speak with some or more hesitation, and then he should always keep up to practice his speaking. This condition will gradually release the hesitation. Moreover in adequate communication students should have more practice so that they could use and harness their natural speed and rhythm, though they have to study ways of flowing the language system Byrne (1986) stated that speaking fluency is derived from experience of oneself. He also added that for the purpose of communication, the language students must master the language system as much as they can. However mastering of grammar.

3. Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by listener. Clark states that comprehensibility has two common senses. In its narrow sense, it denotes the building of meaning from sounds. Comprehensibility in broader sense denotes the interpretation the meaning and utilizes the speech act conveyed.[9] In other words, if there are two people want to make communication to each other, they have to be speaking because they have different information.

[9]H. Clark and E. V. Clark. *Psychology and Language Introduction to Psycholinguistics* (Harcourt Brace Jovanovich Publishers, 1977) P. 43

The activity of speaking or communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it.

4. **Assessing Speaking Ability**

After teaching and learning process, the teacher needs to do evaluation to explain the ability of student whether they can pass a given level of spoken English or not. They must be able to perform and demonstrate their speaking skill. Surely, their performance must be measured based on the criteria of speaking assessment. The teacher needs to design the criteria of speaking assessment before she or he measures it.

Thornburry divides the speaking test into five types, namely; interview, live monologue, recorded monologue, role plays, collaborative task and discussion[10]. Next, Notion and Newton also add the kind of speaking tests such as group oral exam, dycoms (split information), describe and draw, conversational cloze, multiple choice speaking test, and imitation[11].

Dealing with guidance in assessing the speaking ability, there is some experts give explanation about that. Weir states that there are five components of scoring in speaking, namely accuracy, appropriateness, range, flexibility and size. Each of components has four level or rating. The levels

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[10] Scott- Thornbury P.125
[11] Notion, I. S. P and Newton, Jonathan. *Teaching ESL/EFL Listening and Speaking*. (London: Rutledge. 2009) P.172

show that performance expected is relatively simple at the low level and progressively m more sophisticated at higher level.[12]

Brown mentions that there are five components which should considered in testing students' speaking ability. They are grammar, vocabulary, comprehension, fluency and pronunciation. Each component has scoring which consists of five levels which show the ability of students' speaking performance[13].

According to Hedge criteria in speaking test should cover the components such as: accuracy: pronunciation and grammar must be clear and correct, b) appropriacy: the use of language must be appropriate to function and context c) range: a wide range of language must be available to the candidate d) flexibility: there must be consistent evidence of the ability to turn-take in conversation and to adapt to new topics or changes of direction e) Size : must be capable of making lengthy contributions where appropriate and should be able to expand and develop ideas with minimal help from the interlocutor[14].

In this research, based on the criteria of scoring for speaking above, the researcher chooses the scoring rubric of speaking ability based on the components which are explained by Brown such as : components; grammar,

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[12] Cyril J. Weir. *Communicative Language Testing*. (New York: Prentice Hall. 1990) P.32

[13] H. Doughlas Brown. *Language Assessment: Principle and Classroom Practices*. (San Francisco: Pearson Education, 2010) P.406

[14] Hedge, Tricia. *Teaching and Learning in the Language Classroom*. (Oxford: Oxford University Press. 2008) P.223

vocabulary, fluency, pronunciation and comprehension, and task[15]. The

indicators of speaking Ability could be seen as follows:

Table 2.1

Scoring Rubric for Speaking Test

Indicators	Score	Description
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	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, social, and professional topics.
	2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
Comprehension	5	Equivalent to that of on educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversations of non-technical subjects (i.e. topics that require no specialized knowledge.)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

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[15] Loc.cit.

Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

5. Speech Shadowing Technique

a. Definition of Speech Shadowing Technique

One way to improve a user's speaking ability is via Speech Shadowing Technique[16]. Speech shadowing Technique is an experimental technique where a subject repeats speech immediately after hearing it, usually through headphones to reduce noise or speech jamming. The reaction time between hearing a word and pronouncing it can be as short as 254ms or even 150ms. While a person is only asked to repeat words, they also automatically process their syntax and semantics.

Words repeated during the shadowing practice imitate the parlance of the overheard words more than the same words read aloud by that

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[16] Carson Lee and Shinobu Hasegawa, *Speech Shadowing support system in language learning*, (School of Information Science, 2017) P.25

subject. We can also observe a similar behaviour in children as they begin to develop their speaking ability. They are often predisposed to imitate or shadow words and speech as a way to guide themselves to enter their cultural community. Since children utilize this method to learn a language, it could be possible to utilize the same method for adults. In fact, learning the patterns of intonation is thought to take place unconsciously by mere imitation. That is, by listening to, and repeating model utterances the foreign-language learner has to acquire a proper intonation

We investigated the role of cross-modal links in spatial attention in modulating the efficiency of dual-task performance. The difficulty of combining speech shadowing with a simulated driving task was modulated by the spatial location from which the speech was presented. In both single- and dual-task conditions, participants found it significantly easier to shadow one of two auditory streams when the relevant speech was presented from directly in front of them, rather than from the side. This frontal speech advantage was more pronounced when participants performed the demanding simulated driving task at the same time as shadowing than when they performed the shadowing task alone. These results demonstrate that people process auditory information more efficiently (with a lower overall dual-task decrement) when relevant auditory and visual stimuli are presented from the same, rather than

different, spatial locations. These results are related to recent findings showing that there are extensive cross-modal links in spatial attention, and have clear implications for the design of better user interfaces. The procedure effectively improved learners' listening comprehension ability as follows. The procedure is the basic instruction to be used in this study[17].

b. The Advantages of Speech Shadowing Technique

Moreover, Someya claims that shadowing helps to improve the sense of Speaking: the rhythm, intonation, and accent of speech. Speaking is an important aspect in communication,general, there is limited time to teach the sense of Speaking in English language teaching. Moreover,in daily life, chances to be exposed to English are rare in Japan. Through training in shadowing, learners are able to familiarize themselves with English Speaking. By getting accustomed to the Speaking of English speakers, learners are more likely to improve their listening and speaking ability, since Speaking is a key aspect for understanding and delivering messages[18].

Torikai states that shadowing also makes it possible to enhance concentration. She states that general listening activities tend to be

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[17] Yo Hamada, *an effective way to improve listening skill through shadowing*, (Akita University, 2012) P.5

[18] Atsuko Horiyama, *The Development of English Language Skills through Shadowing Exercises*, P.114

passive, lacking focus, whereas, in shadowing, learners try to concentrate extensively on listening to the message and reproduce it in order to follow the speech. By doing so, Torikai states that shadowing could enhance memory capacity, which brings about listening enhancement[19].

As mentioned earlier, today the most important aspect for Japanese learners is to acquire communicative competence. Though it is essential, most learners do not have the opportunity to communicate in English nor are they trained in exercises designed to develop skills. Shadowing can be designed to develop communication skills as it requires multi-tasking while shadowing.

c. Procedure of Speech Shadowing Technique

Like Carson Lee and Shinobu Hasegawa said, One way to improve a user's speaking ability is via Speech Shadowing Technique. Speech shadowing Technique is an experimental technique where a subject repeats speech immediately after hearing it, usually through headphones to reduce noise and/or speech jamming. While a person is only asked to repeat words, they also automatically process their syntax and semantics.

 Komatsu stated, once some paragraphs were studied in class, the students were instructed to conduct shadowing exercise. The instruction involved the following procedures.

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[19] Ibid. P.115

1. Pair-work activity

    Students were asked to work in pairs and listen to the CD once. They were asked to slash the chunks of meaning, check the prosody, and practice pronunciation. After this, students practiced reading with a partner.

2. Shadowing: Focus on prosody twice

    First of all, students were instructed to focus on prosody rather than the meaning orcontent of the story. Students tried to reproduce the speech while concentrating on correct pronunciation and intonation. Students performed this exercise twice. In the second round, students were encouraged to improve their shadowing skills by paying attention to the parts where they had made mistakes, and they were encouraged not to reproduce in a monotonous manner.

3. Shadowing: Focus on meaning twice

    Next, students were instructed to attend to meaning and try to picture the story in their mind and anticipate the contents while shadowing. Komatsu states that the foremost task in interaction is not the word but the meaning of the speech, and all communication starts from listening, which is to comprehend utterances. Therefore, students were encouraged to focus on semantic content. By

attempting to anticipate the content of the speech during the shadowing exercise, the researcher hopes the students can gradually picture the image of speech elements which then facilitate their understanding of speech.

4. Shadowing: Setting personal learning goals

Lastly, students conducted the entire shadowing exercise. So far, they practiced shadowing four times so they identified areas to improve or which part they couldn't follow. In order to be successful language learners, Rubin and Thompson recommend that students should first figure out what objectives are most important to them and then set modest goals. Therefore, students were encouraged to set a personal objective by reflecting on their previous performance. Having an opportunity to concentrate on listening extensively and attentively and reproduce the speech, they were more likely to familiarize themselves with the speech.[20]

According to the above statement can the researcher conclude the procedure of Speech Shadowing as follows:

a. Lesson preparation is the first step.

b. Choose a subject of interest to the learners.

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[20] Ibid. P.116

c. Find three or four suitable sources that deal with different aspects of the subject. This all must Audio and Text Format.

d. Durring the lesson, give students some Audio and Text. They will do 4 steps. The First, they will Listen the Audio while read the text. The Second, they will Listen the Audio while read the text and speak about what them do. The Third, they will listen and speak without read about it. The Last, they will convey or repeat again what they listen without Audio and text. They do it with their group in the first time. Then, they will explain with themself, that for raise their confident. Everylast class or homeworks, they will do it many more with different topic. So, the students get many knowledge and they be able to conversation about daily life or events using english language without feel disconnected.

Based on explanation above, Material must be authentic –like the ones used in native language instructions. Examples must be drawn from realita and real life experience and contemporary issues. The Speech Shadowing materials make lessons interesting and real, enhance communicative language teaching, capture the learners concentration, widen their scope of creative thinking and make language learning powerful and meaningful.

B. Review of the Related Findings

Several related research have been done by other researchers. One of which is "Exploring the Role of Shadowing in the Development of EFL Learners' Speaking Skill : A Case Study of Third Year Students of English at

Mohamed Kheider University of Biskra" Mastering a language requires being a good speaker of that language. Speaking is no longer a dismissed issue, but a cardinal one. Most people are fascinated by those who can speak the language fluently and accurately. For that, speaking is regarded as the most critical skill, particularly in EFL classrooms. However, EFL learners encounter various problems apropos this communicative skill. Reluctance, lack of vocabularies, and other aspects are the main inducements for the speaking deficiency. Recent research suggests that language practice and rehearsal can foster the speaking skill of EFL learners.

Researchers, such as Prof. Alexander Arguelles,have pioneered some methods and techniques that can improve the language skills of EFL learners. One of the most helpful paradigms that can assist students in the language learning process is shadowing. Thus, this mixed research aims at probing the relationship between the shadowing method/technique and the speaking skill of EFL learners. In this respect, it has been hypothesized that EFL learners can boost their speaking skill if they emulate a particular EFL recorded material. In addition, if EFL learners shadow a particular recorded input regularly, they will be more confident and engaged in performing the speaking tasks. Hence, many aspects related to EFL learning will be substantially improved through intensive listening to EFL recorded materials followed by simultaneous speaking. To attain this aim, a quasi-experiment, particularly its one-group pretest-posttest design, was adopted as a quantitative method. The latter is conducted on 16

participants   selected purposely from Third Year students of English at Mohamed Kheider University of Biskra, as a case study for our research. Additionally, a questionnaire was administered to our   sample after the assignment of this experiment. Above all, video recordings had potential value in the data collection and analysis as being a direct record of the pedagogical issues during all the stages of the experiment. Therefore, the results of t-test paired two-sample for means and those of the questionnaire revealed that shadowing helps language learners to hone many aspects related to the target language. The most essential aspect that has been developed is their speaking skill[21].

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[21] Raouia. *Exploring the Role of Shadowing in the Development of EFL Learners' Speaking Skill.*(Mohamed Kheider University of Biskra.2014) P.5

CHAPTER III

RESEARCH METHOD

A. Methodology of the Research

This research was an experimental research which used quasi-experimental design. It attempted to analyze the effectiveness of one variable toward another variable by isolating, controlling, and manipulating the variable in real world setting[22]. There were two types of variable in this research. The first is Speech Shadowing Technique as the independent variable, and the second was students'speaking ability as the dependent variable. Furthermore, the researcher selected two classes of the first grade students in SMKN 6 Rejang Lebong as the participant of this study. The classes were determined as two different group. A class was experimental group and the rest was controlled group. In addition, the researcher conducted pre-test, treatment, and post-test for investigating the effectiveness of Speech Shadowing Technique on students' speaking ability. The pre-test was administered to get initial data of students' speaking ability.

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[22]Louis Cohen, *et.al.*, *Research Method in Education,* (USA: Taylor and Francis e-Library,2007) P.274

Furthermore, treatments were conducted in order to get significant result when comparing the groups. The topic of their speaking task was determined based on the material they learned in class. While the experimental group is doing this project, the controlled group was taught by using Conventional technique. Finally, the post-test was administered to examine the result of the using Speech Shadowing technique on students' speaking ability.

B. Subject of The Research

1. Population

Population of the study is all elements that can be sample or some of them in the research area, that are all conducive data give all information for problem of research. Researcher can conclude that population is the biggest subject in the study who could be sampled of the study in an area where research is conducted. The population of this research first semester in SMKN 6 Rejang Lebong. The number of population can be seen in the following table :

Table 3.1

The Number of Population

NO	CLASS	TOTAL
1	1 SM1	14 Students
2	1 SM2	12 Students
3	1 TAV	10 Students
4	1 KR1	11 students
5	1 KR2	8 students
6	1 TL	9 Students

	TOTAL POPULATION	64 students

2. Homogenity

Gay and Peter state that homogeneous sampling is selecting participant who are very similar in exercise, perspective or outlook; this produces a narrow, homogeneous sample, and make data collection and analysis sampler.[23] "The mean of analysis sample is the researcher determines the effect of experiment both separately and in combination"[24].

The researcher got the homogeneity by using the result of test in speaking class. These scores were the pure scores in Pre-Test of English subject. The students' scores were then administered with taking the mean score of the entire students representing each of classes. Those mean scores can be seen as on the table.

Table 3.2

The Score of Homogenity Test

NO	CLASS	MEAN SCORE

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[23] *Ibid*. P:5139
[24] *Ibid*. P:3655

1	1 SM1	72,85
2	1 SM2	77,45
3	1 TAV	75,37
4	1 KR1	**69,15**
5	1 KR2	**67,42**
6	1 TL	64,85

Based on the result of test of speaking class, the researcher found there are two classes that have degree of homogenity are nearly same from the acquisition value The classes are 1KR1 and 1 KR2 because both of class had the mean scores which were nearest with the homogenous level. 1 KR1 had obtained 69,15 and 1 KR2 had acquired 67,42 and the interval on these both classes mean scores was the smallest. The researcher choose 1 KR1 as control class and 1 KR2 as experimental class.

3. **Sample**

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. In addition, a sample is a group in a research study on which information is obtained.[25] Thus, a sample is the smallest part of the population who is used as research subjects..

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[25]Jack.R. Frankel and Norman E. *How design and Evaluate Research in education* (MC. Graw Hill International Edition, 1976) P: 78.

Before specifying the samples of this study, the population must be tested to know the degree of homogeneity. It is caused by implementing a quasi-experimental design that its subject must be homogenous. But, the researcher got the homogeneity by using the result of speaking class test. These scores were the pure scores in Pre-test of English subject. The students' scores were then administered with taking the mean score of the entire students representing each of classes.

To get the sample in this study, the researcher took two classes possessing homogenous characteristics where these homogeneities overwhelmed the homogenous age, level, burden of learning, ability and etc. The major guide viewed by the researcher in selecting the sample in the homogenous ability had by students of the two classes been adopted based on the procedure explained on the homogeneity element above. The sample in this study were 1 KR1 and 1 KR2 because based on the mean scores of students' marks from students' ability of final test, 1 KR1 and 1 KR2 had the mean scores which were nearest with the homogenous level. 1 KR1 had obtained 69,15 and 1 KR2 had acquired 67,42 The interval on these both classes mean scores was the smallest. So, it is obviously that these both classes had several homogenous characteristics overwhelming the age, level, burden of learning, ability and etc.

Then, both classes was classified into experimental and control group. The experimental group was a class which was given a treatment that

indicated the word association technique whereas control group was a class which was not taught by word association technique but, this technique refered to the habitual teaching technique done by the English teacher. The researcher choose 1 KR1 as Control class and 1 KR2 as Experimental class. The experimental class consists of 8 students, and the control class is 11 students, .So, total sample in this research are 19 students.

Table 3.3

The Number of Sample

Class	Male	Female	Total
KR 1	11	0	11
KR 2	8	0	8
Total Sample			**19**

C. **Techniques for Collecting Data**

The data in this research was collected by giving tests, because results of the test is quantitative data that give information how the effect of using Speech Shadowing Technique toward students speaking ability. In the same side, Hughes

defined that a test is a way that uses to check on the progress of the students, to see how far students have mastered what they should have learned.[26]

In educational and psychological ones, test is defined as a systematic procedure for observing and describing one or more characteristic of a person with the aid of a numerical scale or category system, this test may give either quantitative or qualitative.[27] In addition, test is a set of question, each of which has a correct answer, that examines usually answer orally or writing.[28] So, a test is questions that measure somebody, here learners, to know their ability in which the answer can be written.

This research is to know the students' progress after implementing word association in teaching speaking, so that, there are two kinds of the tests are conducted:

1. **Pre-Test**

Pre-test is the test given before treatments are done. This test is given to both control and experimental group. The pre-test of the research was a homogeneous test which was given. Pre-test was given to encounter how far the students' standard abilities were in the context about their ability to understand English construction. This was actually a way to receive the first data of this study.

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[26]Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 2003) P. 5

[27]Anthony. J Nitko, *Educational and Measurement, An Introduction* (New York: Harcourt) P.10

[28]Norman E Gronlund, *Measurement and Evaluation in Teaching* (New York: Macmillan, 1985) P.3-4.

There were two reasons why researcher made the homogeneous tests as pretest. Firstly, the materials which were tested in homogenous test, pretest were same, so the classes which were taken as the samples had done the tests depend on the materials and the pretest did not need to test twice with the same materials. Secondly, the researcher did not waste time because the homogenous test had indicated the students' ability before treatments were implemented.

2. **Treatment**

Treatment is the different condition under which experimental and control groups are put are usually.[29] According to the *Principle of Replication*, the experiment should be repeated more than once. This, each treatment is applied in many experimental units instead of one. By doing so the statistical accuracy of the experiment is increased.[30]

Table 3.4

List of Treatment in Experimental Group

No	Date	Kind of activity	Topic
1	23 January 2018	**Treatment 1**	**Daily Activity**
2	30 January 2018	**Treatment 2**	**Time**
3	6 February 2018	**Treatment 3**	**Friend**
4	13 February 2018	**Treatment 4**	**Pet**

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[29]Cr Khotari, *Op.Cit.,* P. 35
[30]*Ibid.* P. 470

5	20 February 2018	**Treatment 5**	**Vocation**
6	27 February 2018	**Treatment 6**	**Place and Direction**
7	6 March 2018	**Treatment 7**	**House**

3.   **Post-Test**

Post-test of the study is assigned when the treatments have been already finished implemented. Both classes (control and experimental) have been given the test which has amount and content of the same and the result had by both groups became the contrasted value between them, post-test was the last action of this study collecting data. The post-test was also formed in the multiple choices format in which the materials tested were same with the pre-test. The last or final action was done by the researcher to contrast the value that acquired by the experimental group with the control group.

Based on the scores those both groups got and based on the comparison, the researcher eventually got the conclusion whether hand word association technique has effect in students' speaking Ability or no.

D. Research Instrument

In this research, researcher used speaking test to find the data in speaking ability of students in first semester in SMKN 6 Rejang Lebong. The researcher prepared a test to control group and experimental group, and both of them accepted and did same level testing item. The kind of the test is oral interview to scoring their speaking, researcher uses Speaking Test.

The researcher chooses the scoring rubric of speaking ability based on the components which are explained by Brown such as : grammar, vocabulary, fluency, pronunciation and comprehension[31]. The indicators of speaking Ability could be seen as follows:

Table 2.1

Scoring Rubric for Speaking Test

Indicators	Score	Description
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	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, social, and professional topics.
	2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
Comprehension	5	Equivalent to that of on educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversations of non-technical subjects (i.e. topics that require no specialized knowledge.)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or

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[31] Loc.cit.

		paraphrase.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

The researcher applied formula below :

Score test x Indicator x High Score x Score on Rubric

Example :

No.	Nama	Score					Jumlah	
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation		
1	Meri	3	3	4	3	2	15	60
2	Roy	3	3	4	3	3	16	64

To know the Score on the table, the researcher used formula above :

Score Test : 15

Indicator : 5

High Score : 100

Score on Rubric : 5

Score ?

15 x 5 : 100 x 5 = 60

After decide how to determine score, the researcher give the pre-test to know how is the students' speaking ability before treatment. Researcher get Oral interview for pre-test from the syllabus and lesson plan English SMKN 6 Rejang Lebong.

Warm-Up:

1. Small Talk

Level Check:

1. What are your hobbies or interests ? And tell to me why do you like your (hobby, interest)?

2. Tell me about your friend.

3. Describe your home (city, town) to me.

4. Tell me how to (make, do) something you know well.

5. Which place would you really like to visit? Why?

That pre-test will treat to 2 class. After that, the researcher will get the scores of students' pre-test in control and experimental class.

Example :

No	Name	M/F	Score (Y)	Y^2
1	Student 1	M	60	3600

2	Student 2	M	64	4096
	SUM		**124**	**7696**

The researcher get the score (Y) used the formula above and get (Y^2) from this formula :

Score (Y) = 60

Score (Y) x score (Y) =

60 x 60 = 3600

SUM = 60 + 64 = 124

Afterwards, the researcher give the treatment while 7 meeting. And then, the researcher conducted post-test to know the significant speech shadowing technique after treatment. The oral test same with pre-test but the level not same.

Level Check:

1. Could you tell me your daily activity ?

2. Describe your Friend and his pet.

3. Could you tell me where your home and what is interesting around your home ?.

4. Where do you want to go in this holiday ? could you describe the direction about it ?

The researcher get score Post-test same with the formula Pre-test above.

For get the mean score and Standard deviation from pre-test and post-test. The researcher used this formula :

$$M_1 = \frac{\sum Y}{N}$$

Where:

M   : Mean score of control group

$\sum Y$: The sum of students' scores in control group

N   : The amount of students at control group

Example :

No	Name	M/F	Score (Y)	Y^2
1	Student 1	M	60	3600
2	Student 2	M	64	4096
SUM			124	7696

- Mean Score

$$M_1 = \frac{\sum Y}{N}$$
$$M_1 = \frac{124}{2}$$
$$M_1 = 62$$

So the Mean Score is 62

- Standard Deviation

$$SD_Y = \sqrt{\dfrac{\sum Y^2 - \dfrac{(\sum Y)^2}{N}}{N-1}}$$

$N_1 \quad = 2$

$\sum Y \quad = 124$

$\sum Y^2 \quad = 7696$

$M_1 \quad = 62$

$S_1 \quad \ldots\ldots\ldots ?$

$$S_1 = \sqrt{\dfrac{\sum Y^2 - \dfrac{(\sum Y)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\dfrac{7696 - \dfrac{(124)^2}{2}}{2-1}}$$

$$S_1 = \sqrt{\dfrac{7696 - \dfrac{15376}{2}}{1}}$$

$$S_1 = \sqrt{\dfrac{7696 - 7688}{1}}$$

$$S_1 = \sqrt{\dfrac{8}{1}}$$

$$S_1 = \sqrt{8}$$

$$S_1 = 2{,}82$$

So the standard deviation is 2,82.

For Experimental same formula with above, but Y exchange X like this.

$$M_1 = \frac{\sum X}{N}$$

After all of that, the researcher decide the hypothesis testing with this formula.

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{S1^2}{n_1} + \dfrac{S2^2}{n_2}}}$$

Where:

T   : t test

M_1 : Mean score of the post-test at experimental group

M_2 : Mean score of the post-test at control group

S_1 : Standard deviation of post-test result at experimental group

S_2 : Standard deviation of post-test result at control group

N_1 : The amount of students at experimental group

N_2 : The amount of students at control group.

Example :

No.Subject	Control Group		Experimental Group	
	Y	Y^2	X	X^2
1	60	3600	60	3600

2	64	4096	60	3600
3	56	3139	68	4624
4	56	3139	64	4096
5	60	3600	56	3136
6	56	3139	68	4624
7	60	3600	60	3600
8	56	3139	56	3136
9	56	3139		
10	64	4096		
11	68	4624		
Total	**656**	**39311**	**492**	**30461**

The first conducted the Standard deviation Experimental Class and Control

Class:

a. Experimental Class

N_1 = 8

$\sum X$ = 492

$\sum X^2$ = 30416

M_1 = 77

$S_1 \ldots\ldots$?

$$S_1 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{30416 - \frac{(492)^2}{8}}{8-1}}$$

$$S_1 = \sqrt{\frac{30416 - \frac{242064}{8}}{7}}$$

$$S_1 = \sqrt{\frac{30416 - 30258}{7}}$$

$$S_1 = \sqrt{\frac{158}{7}}$$

$$S_1 = \sqrt{22,5}$$

$$S_1 = 4,74$$

b.
Control Class

$$N_2 = 11$$

$$\sum Y = 656$$

$$\sum Y^2 = 39311$$

$$M_2 = 67,63$$

$$S_2 \ldots \ldots \ldots ?$$

$$S_2 = \sqrt{\dfrac{\sum Y^2 - \dfrac{\left(\sum Y\right)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\dfrac{39311 - \dfrac{(656)^2}{11}}{11-1}}$$

$$S_2 = \sqrt{\dfrac{39311 - \dfrac{430336}{11}}{10}}$$

$$S_2 = \sqrt{\dfrac{39311 - 39121{,}4}{10}}$$

$$S_2 = \sqrt{\dfrac{189{,}6}{10}}$$

$$S_2 = \sqrt{18{,}96}$$

$$S_2 = 4{,}35$$

c. The "t" Calculation

M_1 = 77

M_2 = 67,63

S_1 = 4,74

S_2 = 4,35

N_1 = 8

N_2 = 11

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

$$t = \frac{77 - 67,63}{\sqrt{\dfrac{(4,74)^2}{8} + \dfrac{(4,35)^2}{11}}}$$

$$t = \frac{9,37}{\sqrt{\dfrac{22,4}{8} + \dfrac{18,9}{11}}}$$

$$t = \frac{9,37}{\sqrt{2,8 + 1,7}}$$

$$t = \frac{9,37}{\sqrt{4,5}}$$

$$t = \frac{9,37}{2,12}$$

$$t = 4,41$$

The Last, the researcher will compare the result of speech shadowing technique or "t" test with the "t" table.

t test = 4,41	t test > t table	H$_i$ Accepted
t table = 3,64557	4,41 > 2,898	H$_o$ Rejected

From the result of post-test calculation, the t-test is 4,41 while in the t table value is 2,898 And then, the t obtained was higer than t table (4,41 > 2,898). The researcher concluded that there is a significant difference between the mean score of experimental group and control group. In other word, there is a significant effect of Speech Shadowing Technique. So, it can be said that the alternative hypothesis

was accepted and the null hypothesis was rejected. For further information about t

test calculation can be seen in the following table below:

Titik Persentase Distribusi t (df = 1 – 40)

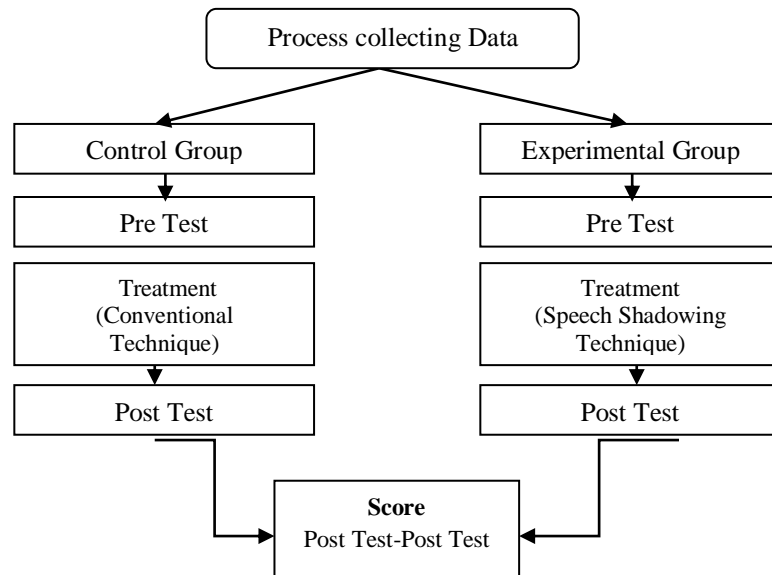| Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005

Formula :

$$n-k$$

Where :

N = Mounts of sample

K = Mounts of Variable

E. Procedure of The Research

The process of collecting data in this research can be seen as diagram below:

```
                    ┌─────────────────────────┐
                    │  Process collecting Data │
                    └─────────────────────────┘
                      ╱                       ╲
       ┌──────────────────────┐      ┌──────────────────────┐
       │    Control Group      │      │  Experimental Group   │
       └──────────────────────┘      └──────────────────────┘
                  │                              │
       ┌──────────────────────┐      ┌──────────────────────┐
       │      Pre Test         │      │      Pre Test         │
       └──────────────────────┘      └──────────────────────┘
       ┌──────────────────────┐      ┌──────────────────────┐
       │      Treatment        │      │      Treatment        │
       │   (Conventional       │      │  (Speech Shadowing    │
       │     Technique)        │      │     Technique)        │
       └──────────────────────┘      └──────────────────────┘
                  │                              │
       ┌──────────────────────┐      ┌──────────────────────┐
       │      Post Test        │      │      Post Test        │
       └──────────────────────┘      └──────────────────────┘
                   ╲                          ╱
                 ┌────────────────────────────┐
                 │          Score              │
                 │    Post Test-Post Test      │
                 └────────────────────────────┘
```

1. **Procedure in Experimental Group**

   The procedure of activity in giving treatment used in this research for collecting data as in the classroom of experimental group can be seen as the following procedure:

   a.   **Pre Activities**

   1) Teacher greets the students.

   2) The teacher checks students' attendance list.

   3) Giving motivation for the students.

   4) Informing the title, goal and indicator of teaching learning process.

   b. **Whilst Activities**

No	Topic	Procedures

1	Daily Activity	1. Teacher gives each student audio and text about daily activity. 2. Teacher explains what to do with the object about daily activity.. 3. Students will perform the first stage of which is to hear the audio while reading text about daily activity. 4. The Students will listen audio while read a paper and speak about daily activity. 5. Then, the Students will listen audio while speak about daily activity. 6. The last, students will convey what they hear without listen audio and read text about daily activity. 7. They keep doing it until accustomed about daily activity. 8. brainstorm a way to invite their to speak, in order to foster self-confidence and are not afraid to speak English about daily activity.
2	Time	1. Teacher gives each student audio and text about time. 2. Teacher explains what to do with the object about time. 3. Students will perform the first stage of which is to hear the audio while reading text about time. 4. The Students will listen audio while read a paper and speak about time. 5. Then, the Students will listen audio while speak about time. 6. The last, students will convey what they hear without listen audio and read text about time. 7. They keep doing it until accustomed about time. 8. The teacher ask the student show his speaking about time in front of other student one by one about time.
3	Friend	1. Teacher gives each student audio and text

		about His Friend.
		2. Teacher explains what to do with the object about His Friend.
		3. Students will perform the first stage of which is to hear the audio while reading text about His Friend.
		4. The Students will listen audio while read a paper and speak about His Friend.
		5. Then, the Students will listen audio while speak about His Friend.
		6. The last, students will convey what they hear without listen audio and read text about His Friend.
		7. They keep doing it until accustomed about His Friend.
		8. The Teacher ask the student describe his friend in front of other students.
4	Pet	1. Teacher gives each student audio and text about pet.
		2. Teacher explains what to do with the object about pet.
		3. Students will perform the first stage of which is to hear the audio while reading text about pet.
		4. The Students will listen audio while read a paper and speak about pet.
		5. Then, the Students will listen audio while speak about pet.
		6. The last, students will convey what they hear without listen audio and read text about pet.
		7. They keep doing it until accustomed about pet.
		8. Brainstorm a way to invite their to speak, in order to foster self-confidence and are not afraid to speak English about pet..
5	Vacation	1. Teacher gives each student audio and text about vacation.
		2. Teacher explains what to do with the object about vacation.

		3. Students will perform the first stage of which is to hear the audio while reading text about vacation.
		4. The Students will listen audio while read a paper and speak about vacation.
		5. Then, the Students will listen audio while speak about vacation.
		6. The last, students will convey what they hear without listen audio and read text about vacation.
		7. They keep doing it until accustomed about vacation.
		8. The Teacher ask the student tell his story about his vacation in front of other students one by one.
6	Place and Direction	1. Teacher gives each student audio and text about Place and direction.
		2. Teacher explains what to do with the object about Place and direction.
		3. Students will perform the first stage of which is to hear the audio while reading text about Place and direction.
		4. The Students will listen audio while read a paper and speak about Place and direction.
		5. Then, the Students will listen audio while speak about Place and direction.
		6. The last, students will convey what they hear without listen audio and read text about Place and direction.
		7. They keep doing it until accustomed about Place and direction.
		8. The students try to conversation with his classmate about place and direction.
7	House	1. Teacher gives each student audio and text about house.
		2. Teacher explains what to do with the object about house.
		3. Students will perform the first stage of which is to hear the audio while reading text about house.

		4. The Students will listen audio while read a paper and speak about house.
		5. Then, the Students will listen audio while speak about house.
		6. The last, students will convey what they hear without listen audio and read text about house.
		7. They keep doing it until accustomed about house.
		8. The students try to conversation with his classmate about house.

c. Post Activities

1) The teacher and the students draw conclusion about teaching materials discussed.

2) The teacher asks the students about difficulties that they faced while they are speaking and applying the skill.

2. Procedure in Control Group

a. Pre Activities

1) The lecture greets the students.

2) The lecture checks students' attendance list.

3) The lecture Informing the title, goal and indicator of teaching learning process.

b. Whilst Activities

1) The lecture give a topic to the students.

2) The students to close their eyes and think about material.

3) The students write down their ideas by using mapping.

4) There should then be some product as the end result of this sharing information or presentation.

   c. **Post Activities**

1) The teacher and the students draw conclusion about teaching materials discussed.

F. Validity

In the quasi-experimental study there is known research validity, namely the validity associated with a causal relationship. The following is the validity of the method that discusses:

Internal validity refers to the validity of the findings within the research study. It is primarily concerned with controlling the extraneous variables and outside influences that may impact the outcome. This is important in experimental studies and quasi-experimental studies that are attempting to demonstrate causation to ensure that the experimental treatment (X) is, in fact, responsible for a change in the dependent variable (Y). Internal validity is critical if the study is going to be able to determine a causal relationship. Therefore, the researcher must plan to control or eliminate the influence of other variables in order to be confident when making conclusions about the relationship between X and Y.

External validity refers to the extent to which the results of study can be generalized or applied to other members of the larger population being studied. External validity is concerned with real life applications that have relevance beyond the confines of the experiment. In true experimental studies, the random selection of participants and random assignment of the study participants into groups ensures that the members of the study are truly representative of the larger population. Random selection is really the key ensuring that results are generalizable.

G. Technique of Data Collection

The data was collected through some steps. First, the Researcher conducted pre test to both experimental and control group. The pre-test was carried out to determine the early background of students' speaking ability selected as the sample both experimental and control groups. Second, the researcher taught speaking at the second Semester in SMKN 6 Rejang Lebong experimental class until seventh meetings.

Third, the Researcher conducted posttest and the result of students' score in control and experimental classes was compared, in order to find out whether the Speech Shadowing Technique is effective or not in teaching speaking. Finally, the score of the test given was used as the data of this result.

H. Technique of Analysis Data

The technique of data analysis examined the effect of the result of the data test. The data was arranged from the highest until the lowest one. The data from the pre-test and post-test were analyzed to find out whether the results of the test were similar or different.

1. **Mean Score**

To get the mean score of pre and post test result in the control group, the researcher used the formula as follows:

$$M_{1=}\frac{\sum Y}{N}$$

Where:

M : Mean score of control group

$\sum Y$: The sum of students' scores in control group

N : The amount of students at control group

In addition, in order to acquire the mean score of pre and post test-result in the experimental group, the researcher used the formula below:

$$M_{1=}\frac{\sum X}{N}$$

M : Mean score of experimental group.

$\sum X$: The sum of students' scores in experimental group.

N   : The amount of students at experimental group.

2. **Standard Deviation**

In gaining the standard deviation of scores in conducting the study at control group, the researcher applied the formula below:

$$SD_Y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

Where:

SD_y : Standard deviation of control group

Y   : Score of control group

N   : The amount of students at control group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher used the following formula :

$$SD_X = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD_x : Standard deviation of experimental group

X : Score of experimental group

N : The amount of students at experimental group

3. Hypothesis Testing

In testing the hypothesis devised previously, the researcher used the statistical formula; the formula was called T-test which can be viewed in the following formula:

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{S1^2}{n_1} + \dfrac{S2^2}{n_2}}}$$

Where:

T : t test

M_1 : Mean score of the post-test at experimental group

M_2 : Mean score of the post-test at control group

S_1 : Standard deviation of post-test result at experimental group

S_2 : Standard deviation of post-test result at control group

N_1 : The amount of students at experimental group

N_2 : The amount of students at control group.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

The researcher calculation the data by manual (Microsoft Excel).

1. Control Class

a. Pre Test Result

In this study, conventional technique was applied in the control group referring to the class 1 KR 1. In acquiring the first data before the treatment was undertaken, the researcher gave students the pre-test. The result of pre-test which the researcher has gained can be viewed on the table below which, students' names presented by symbol only to privacy.

Table 4.1
The Scores of Students' Pre-test in Control Group

No	Name	M/F	Score (Y)	Y^2
1	Student 1	M	60	3600
2	Student 2	M	64	4096
3	Student 3	M	56	3139
4	Student 4	M	56	3139
5	Student 5	M	60	3600
6	Student 6	M	56	3139
7	Student 7	M	60	3600

8	Student 8	M	56	3139
9	Student 9	M	56	3139
10	Student 10	M	64	4096
11	Student 11	M	68	4624
	SUM		**656**	**39311**

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table.

o **Mean Score**

$$M_2 = \frac{\sum Y}{N}$$

$$M_2 = \frac{656}{11}$$

$$M_2 = 59,63$$

o **Standard Deviation**

$$N_1 \quad = 11$$

$$\sum Y \quad = 656$$

$$\sum Y^2 = 39311$$

$$M_2 \quad = 59,63$$

$$S_1 \quad \ldots\ldots\ldots ?$$

$$S_1 = \sqrt{\dfrac{\sum Y^2 - \dfrac{\left(\sum Y\right)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\dfrac{39311 - \dfrac{(656)^2}{11}}{11-1}}$$

$$S_1 = \sqrt{\dfrac{39311 - \dfrac{430336}{11}}{10}}$$

$$S_1 = \sqrt{\dfrac{39311 - 39121,4}{10}}$$

$$S_1 = \sqrt{\dfrac{189,6}{10}}$$

$$S_1 = \sqrt{18,96}$$

$$S_1 = 4,35$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from control class. The researcher presented the calculation in following table:

Table 4.2

Pre Test Result of Control group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	**68**	**56**	**656**	**59,63**	**4,35**

From the pre test result, the highest score in the control group is 68 gained by one student and the lowest score is 56 gained by 5 student. From the calculation, the researcher found that the mean score of control group is 59,63 and its standard deviation is 4,35. This is the result of pre test in control class.

b. **Post-Test Result**

After the researcher took the treatment, the researcher gave the students the post test to measure how they understand the material of treatment by using conventional technique. The result of post test which the researcher has gained can be viewed on the table below where, students names presented are fictitious names.

Table 4.3
Post-Test Result

No	Name	M/F	Score (Y)	Y2
1	Student 1	M	64	4096
2	Student 2	M	76	5776
3	Student 3	M	64	4096
4	Student 4	M	60	3600
5	Student 5	M	64	4096
6	Student 6	M	64	4096
7	Student 7	M	72	5184
8	Student 8	M	68	4624
9	Student 9	M	68	4624
10	Student 10	M	72	5184
11	Student 11	M	72	5184
SUM			**744**	**50560**

- **Mean Score**

$$M_2 = \frac{\sum Y}{N}$$

$$M_2 = \frac{744}{11}$$

$$M_2 = 67,63$$

- **Standard Deviation**

$$N_2 = 11$$

$$\sum Y = 744$$

$$\sum Y^2 = 50560$$

$$M_2 = 67,63$$

$$S_2 = \ldots..?$$

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{50560 - \frac{(744)^2}{11}}{11-1}}$$

$$S_2 = \sqrt{\frac{50560 - \frac{553536}{11}}{10}}$$

$$S_2 = \sqrt{\frac{50560 - 50321,4}{10}}$$

$$S_2 = \sqrt{\frac{238,6}{10}}$$

$$S_2 = \sqrt{23,86}$$

$$S_2 = 4,88$$

The result of post test is also to get the highest score, the lowest score, and total score and mean score. It shown that the student's score increase from the pre test result. It can be seen in the table below:

Table 4.4

Post Test Result

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	**76**	**64**	**744**	**67,63**	**4,88**

From the post test result, it can be seen that in control group the highest score is 76 gained by one student and the lowest score is 64 gained

by 4 students. The mean score of control group is 67,63 and its standard

deviation is 4,88.

c. **The Analysis of Pre Test and Post Test Result**

In analyzing pre test and post test result, the score of control groups

were compared to see whether the conventional technique give the effect or

not. The following table may help clarification and contain of comparative

result from pre test and post test.

Table 4.5

The Comparative Result between Pre Test and Post Test

Group	Mean Score		Standard Deviation		Students who gained The score > 60		Students who gained The score < 60	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Control	59,63	67,63	4,35	4,88	6	11	5	0

From the table above, the mean score of control group in the pre test is

59,63 and in the post test is 67,63. Furthermore, in the pre test there are 6

students got the score > 60, and 5 students got the score < 60, while the post

test, there are 11 students gained score > 60, and 0 students gained the score

< 60.

Based on data above, the increasing of the score in pre test to post test

is high. In control group, the mean score of pre test is 56,63 and the mean

score of post test is 67,63. It increased about 11 points. It can be concluded that there is a significant effect of the conventional technique for the control group, which can be seen from the range of pre test and post test result. For further information about the result of the pre test and post test can be seen in the following table:

Table 4.6

The Score of the Pre Test and Post Test

No Subject	Control Group	
	Pre Test	**Post Test**
1	60	64
2	64	76
3	56	64
4	56	60
5	60	64
6	56	64
7	60	72
8	56	68
9	56	68
10	64	72
11	88	72
Total	**656**	**744**
Mean	**59,63**	**67,63**
Standard Deviation	**4,35**	**4,88**

Chart 4.1
The Comparative Result between Pre Test
and Post Test in Control Group
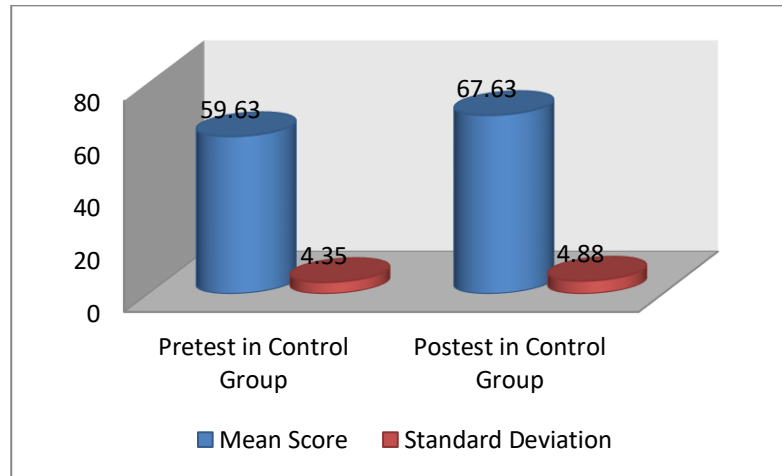
Based on the data and diagram above, it can be seen that post test obtained 67,63, with standard deviation 4,88. Meanwhile, the pre test obtained 59,63 with standar deviation 4,35. It is concluded that the conventional technique is not successful to increase students' speaking ability

2. **The Effect of Speech Shadowing Toward Students Speaking Ability**

    a. **Pre-Test Result**

    In this study, teaching english by using Speech Shadowing Technique is applied in the experimental group referring to the class 1 KR 2. In acquiring the first data before the learning process was undertaken, the researcher gave students the pre-test. The result of pre-test which the researcher has gained can be viewed on the table below where, students' names presented by symbol to privacy.

Table 4.7

The Scores of Students' Pre-test in Experimental Group

NO	NAME	M/F	SCORE (X)	X^2
1	Student 1	M	60	3600
2	Student 2	M	60	3600
3	Student 3	M	68	4624
4	Student 4	M	64	4096
5	Student 5	M	56	3136
6	Student 6	M	68	4624
7	Student 7	M	60	3600
8	Student 8	M	56	3136
Sum			**492**	**30416**

To know the standard deviation, the researcher must look for the

quadrate of score. To make it easier, researcher made the table for it.

- **Mean Score**

$$M_1 = \frac{\sum X}{N}$$

$$M_1 = \frac{492}{8}$$

$$M_1 = 61,5$$

- **Standard Deviation**

$$N_1 = 8$$

$$\sum X = 492$$

$$\sum X^2 = \mathbf{30416}$$

$$M_1 = 61,5$$

$$S_1 \quad \text{............ ?}$$

$$S_1 = \sqrt{\dfrac{\sum X^2 - \dfrac{(\sum X)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\dfrac{30416 \dfrac{(492)^2}{8}}{8-1}}$$

$$S_1 = \sqrt{\dfrac{30416 - \dfrac{242064}{8}}{7}}$$

$$S_1 = \sqrt{\dfrac{30416 - 30258}{7}}$$

$$S_1 = \sqrt{\dfrac{158}{7}}$$

$$S_1 = \sqrt{22,5}$$

$$S_1 = 4,74$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from experimental class. The researcher presents the calculation in following table:

Table 4.8

Pre Test Result

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	**68**	**56**	**492**	**61,5**	**4,74**

From the pre test result, the highest score in the experimental group is 68 gained by two students and the lowest score is 56 gained by two students. From the calculation, the researcher found that the mean score of

experimental group is 61,5 and its standard deviation is 4,74. This is the result of pre test in experimental class.

b. **Post-Test Result**

After have taking the treatment, researcher gave students the post test to measure how the students understands the material of treatment by using content based instruction. The result of post test which the researcher has gained can be viewed on the table below where, students' names presented are fictitious names.

Table 4.9

The Scores of Students' Post-test in Experimental Group

NO	NAME	M/F	SCORE (X)	X^2
1	Student 1	M	72	5184
2	Student 2	M	84	7056
3	Student 3	M	80	6400
4	Student 4	M	76	5776
5	Student 5	M	64	4096
6	Student 6	M	84	7056
7	Student 7	M	76	5776
8	Student 8	M	80	6400
Sum			**616**	**47744**

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table for it.

o **Mean Score**

$$M_1 = \frac{\sum X}{N}$$

$$M_1 = \frac{616}{8}$$

$$M_1 = 77$$

o **Standard Deviation**

$$N_1 \quad = 8$$

$$\sum X \quad = 616$$

$$\sum X^2 = 47744$$

$$M_1 \quad = 77$$

$$S_1 \quad \ldots\ldots\ldots ?$$

$$S_1 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{47744 - \frac{(616)^2}{8}}{8-1}}$$

$$S_1 = \sqrt{\frac{47744 - \frac{379456}{8}}{7}}$$

$$S_1 = \sqrt{\frac{47744 - 47432}{7}}$$

$$S_1 = \sqrt{\frac{312}{7}}$$

$$S_1 = \sqrt{44,5}$$

$$S_1 = 6,67$$

The result of post test is also to get the highest score, the lowest score, total score and mean score. It showed that the students' score increased from the pre test result. It can be seen in the table below:

Table 4.10

Post Test Result

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	**84**	**64**	**616**	**77**	**6,67**

From the post test result, it can be seen that in experimental group the highest score is 84 gained by two students and the lowest score is 64 gained by one student. The mean score of experimental group is 77 and its standard deviation is 6,67.

c. **The Analysis of Pre Test and Post Test Result of Experiment Group**

In analyzing of pre test and post-test result, the score of experimental groups were compared to see whether the treatment give the effect or not. The following table may help clarification and contain of comparative result from pre test and post test.

Table 4.11

The Comparative Result between pre test

and post test in Experimental group

Group	Mean Score		Standard Deviation		Students who gained The score > 60		Students who gained The score < 60	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre test	Post Test
Experimental	**61,5**	**77**	**4,74**	**6,67**	**6**	**8**	**2**	**0**

From the table above, the mean score of experimental group in the pre-test is 61,5 and in the post-test is 77. Furthermore, in the pre-test there are 6 students got the score >60 , and 2 students got the score < 60, while the post test, there are 8 students got score > 60 and 0 students got the score < 60.

Based on the data above, the increasing of the score from pre test to post test is high. In experimental group, the mean score of pre test is 61,5 and the mean score of post-test is 77. It increased 15,5 points. In the end of teaching English, both of students' were proven pre test and post-test with the same question. So, it can be concluded that there is a significant effect of the students ability in speaking by using Speech Shadowing Technique for the experimental group, which can be seen from the range of the pre test and

post-test result. For further information about the result of the pre test and

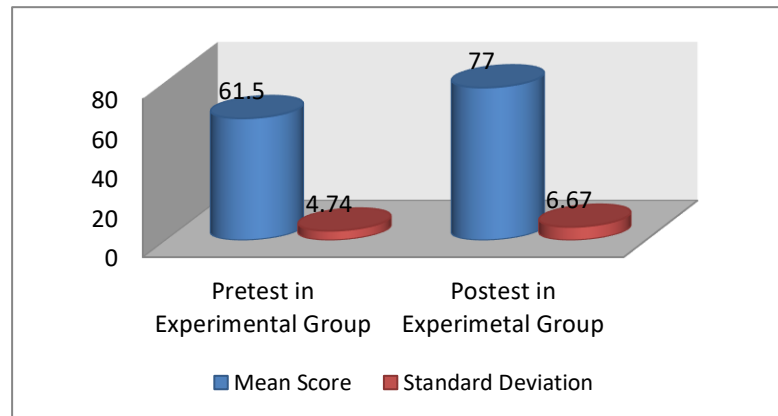post-test can be seen in the following table and figurate:

Table 4.12

List of Score Pre Test and Post Test

| No | Experimental Group | |
Subject	Pre Test	Post Test
1	60	72
2	60	84
3	68	80
4	64	76
5	56	64
6	68	84
7	60	76
8	56	80
Total	**492**	**616**
Mean	**61,5**	**77**
Standard Deviation	**4,74**	**6,67**

Chart 4.2

The Comparative Result between pre test

and post test in Experimental group

Based on the data and the figure above, it can be seen that post test obtained higher score, that is 61,5 with standard deviation 4,74. Meanwhile the pre test only obtained 77 with standard deviation 6,67. In conclusion that the Speech Shadowing Technique is successful in students' speaking ability.

3. **The Analysis of Pre-test and Post-test Result from Control Group and Experimental Group**

In analyzing pre test and post-test result, the score of both groups were compared to see whether the treatment gave the effect or not. The following table may help clarification and contain of comparative result from experimental and control group.

Table 4.13

The Comparative Result between Control Group

and Experimental Group

Group	Mean Score		Standard Deviation		Students who gained The score > 60		Students who gained The score < 60	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre test	Post Test
Control	59,63	67,63	4,35	4,88	6	11	5	0
Experimental	61,5	77	4,74	6,67	6	8	2	0

From the table above, the mean score of control group in the pre test is 59,63 and in the post-test is 67,63. Furthermore, in the pre test there are 6 students got the score > 60, and 5 students got the score < 60, in the post test there are 11 students got score > 75, and 0 student got the score < 60. Meanwhile, the mean score of experimental group in the pre test is 61,5 and in the post test is 77. Furthermore, in the pre test there are 6 students got score > 60, and 2 students got the score < 60, while the post test, there are 8 students gained score > 60 and 0 student got the score < 60.

Based on the data above, the increasing of the score in control group is not higher than experimental group. In control group, the mean score of pre test is 59,63 and the mean score of post-test is 67,63. It increased only 7 points.

Meanwhile, in the experimental group the mean score of the pre test is 61,5 and the mean score for post-test is 77. It increasesd 15,5 points. In the end of treatment, both of groups were proven post-test with the same word. It can be said that the treatment was successful, because the post-test in experimental group is higher than control group that is 9,37 points. So, it can be concluded that there is a significant effect of the treatment for the experimental group, which can be seen from the range of the post-test result between experimental group and control group. For further information about the result of the post-test can be seen in the following table and figurate:

Table 4.14

The Score of the Pre Test and Post Test

No	Control Group		Experiment Group	
Subject	Pre Test	Post Test	Pre Test	Post Test
1	60	64	60	72
2	64	76	60	84
3	56	64	68	80
4	56	60	64	76
5	60	64	56	64
6	56	64	68	84
7	60	72	60	76
8	56	68	56	80

9	56	68		
10	64	72		
11	68	72		
Total	656	**744**	492	**616**
Mean	59,63	**67,63**	61,5	**77**
Standard Deviation	4,35	**4,88**	4,74	**6,67**

Chart 4.3

The Mean Difference between Experimental

and Control Class in Post Test
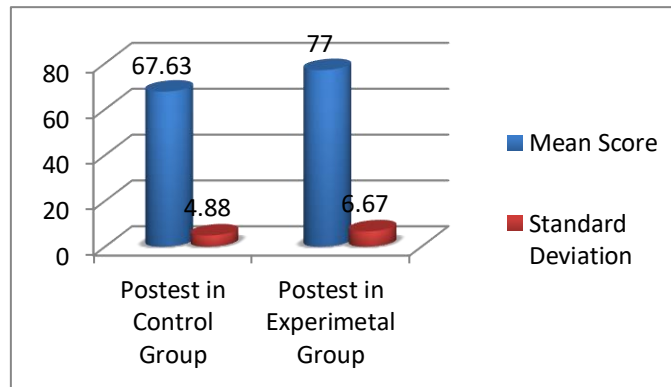
Based on the data and figures above, it can be seen that the different significant between the post test in control and experimental class. The mean score in experimental class obtained higher score, that is 77 with standard deviation 6,67. Meanwhile the control class only obtained 67,63 with standard

deviation 4,88. It is concluded that the using of Speech Shadowing Technique is successful in students speaking ability.

4. **Hypothesis Testing**

In testing to the hypothesis of this research, the formula, which is used in this research, is t- test. The t- test was used to find whether the t obtained indicates a significant difference between the mean score groups, the experimental group and the control group. From the result of post-test calculation, the t-test is 4,41 while in the t table value is 2,898 And then, the t obtained was higer than t table (4,41 > 2,898). The researcher concluded that there is a significant difference between the mean score of experimental group and control group. In other word, there is a significant effect of Speech Shadowing Technique. So, it can be said that the alternative hypothesis was accepted and the null hypothesis was rejected. For further information about t test calculation can be seen in the following table below:

Table 4.15

All of the Post Test Result

No Subject	Control Group		Experiment Group	
	Y	Y^2	X	X^2
1	60	3600	60	3600
2	64	4096	60	3600
3	56	3139	68	4624

4	56	3139	64	4096
5	60	3600	56	3136
6	56	3139	68	4624
7	60	3600	60	3600
8	56	3139	56	3136
9	56	3139		
10	64	4096		
11	68	4624		
Total	**656**	**39311**	**492**	**30416**

1) **The Analysis of Post-Test Result**

   a. Experimental Group

$$N_1 = 8$$

$$\sum X = 492$$

$$\sum X^2 = 30416$$

$$M_1 = 77$$

$$S_1 \ldots\ldots\ldots ?$$

$$S_1 = \sqrt{\frac{\sum X^2 - \frac{\left(\sum X\right)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{30416 - \frac{(492)^2}{8}}{8-1}}$$

$$S_1 = \sqrt{\dfrac{30416 - \dfrac{242064}{8}}{7}}$$

$$S_1 = \sqrt{\dfrac{30416 - 30258}{7}}$$

$$S_1 = \sqrt{\dfrac{158}{7}}$$

$$S_1 = \sqrt{22{,}5}$$

$$S_1 = 4{,}74$$

b. Control Group

$$N_2 = 11$$

$$\sum Y \qquad = 656$$

$$\sum Y^2 \qquad = 39311$$

$$M_2 \qquad = 67{,}63$$

$$S_2 \ldots\ldots\ldots ?$$

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{39311 - \frac{(656)^2}{11}}{11-1}}$$

$$S_2 = \sqrt{\frac{39311 - \frac{430336}{11}}{10}}$$

$$S_2 = \sqrt{\frac{39311 - 39121{,}4}{10}}$$

$$S_2 = \sqrt{\frac{189{,}6}{10}}$$

$$S_2 = \sqrt{18{,}96}$$

$$S_2 = 4{,}35$$

c. The "t" Calculation

$M_1 = 77$

$M_2 = 67{,}63$

$S_1 = 4{,}74$

$S_2 = 4{,}35$

$N_1 = 8$

$N_2 = 11$

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{s_1^{\,2}}{n_1} + \dfrac{s_2^{\,2}}{n_2}}}$$

$$t = \frac{77 - 67{,}63}{\sqrt{\dfrac{(4{,}74)^2}{8} + \dfrac{(4{,}35)^2}{11}}}$$

$$t = \frac{9{,}37}{\sqrt{\dfrac{22{,}4}{8} + \dfrac{18{,}9}{11}}}$$

$$t = \frac{9{,}37}{\sqrt{2{,}8 + 1{,}7}}$$

$$t = \frac{9{,}37}{\sqrt{4{,}5}}$$

$$t = \frac{9{,}37}{2{,}12}$$

$$t = 4{,}41$$

Table 4.16

Result of Hypothesis

t $_{test}$ = 4,41	t $_{test}$ > t $_{table}$	H$_i$ Accepted
t $_{table}$ = 3,64557	4,41 > 3,64557	H$_o$ Rejected

B. Discussion

This research is experimental study to investigate the effect of Speech Shadowing Technique toward student speaking ability which is conducted at the second semester students in SMKN 6 Curup as the population of this research. Based on the result the calculating score of both groups above, it is found that there is a significant effect Speech Shadowing Technique toward student speaking ability. In the result of calculating, the experimental group showed that they have higher score than control group with Hi is Accepted and Ho is Rejected.

Before conducting the treatment, the mean score for the control group is 59,63. After conducting the treatment, the mean score of control group is 67,63 . It means, it increased 11 points or it can be said there is an increasing of the range from score in conventional group. Based on the data above, the students speaking ability is quietly good because there is an increasing score after they have learned with conventional technique although just 11 points.

Meanwhile, the mean score for experimental group before conducting the treatment was 61,5. After conducting the treatment by using Speech Shadowing Technique, the mean score of experimental group was 77. So, it increased 15,5 points. From the data, it can be seen that there is a significant effect of Speech Shadowing Technique toward student speaking ability. After seeing the result in experimental group, it can be concluded that there is a significant effect of Speech Shadowing Technique toward students' speaking ability there is an increasing score

which is higher than control group after they have learned with different strategy in developing speaking ability.

Based on the calculating in the post test result, the mean score for control group is 67,63. Meanwhile the mean score for experimental group is 77. So, the mean score of experimental group obtained higher than control group that was 9,37 points. Furthermore, based on the calculating in the post test result, the t obtained is compared to the value of the table. In this study, t table is 3,64557. It was proven that t obtained was bigger than t table (4,41 > 3,64557). It means that the H_o hypothesis is rejected and the H_i hypothesis is accepted.

From the research finding above, it is clear that Speech Shadowing Technique had higher effect toward students' speaking ability. It was also supported by the statements from Carson Lee and Shinobu Hasegawa :

"One way to improve a user's speaking ability is via Speech Shadowing Technique"

Speech Shadowing Technique is effective toward students' speaking ability caused by several reasons. First, this teaching approach is considered as an effective and realistic teaching technique in terms of combining language and content learning. Second, People learn a second or foreign language more successfully when they use the language as a means of acquiring information rather than as an end in itself. Third, Speech Shadowing Technique better reflects learners' needs for learning a second or foreign language.

Based on the analyzing the data above, the researcher concluded that there is significant effect between students who are given Speech Shadowing Technique and those who are not given Speech Shadowing Technique. Finally, based on the theory and based on the result of means score and T-test higher that t-table (4,41 > 3,64557). It can be concluded that Speech Shadowing Technique is effective for teaching speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in the fourth chapter and after conduct the result of the treatments, the researcher concludes that:

1. Teaching speaking English by using Speech Shadowing Technique is better than conventional technique. It was proved from the mean score in experimental group differs significant from the students in control group. The mean score in experimental group is 77. It means that the score in experimental group is higher than control group (77 > 67,63).

2. Teaching speaking English by using Speech Shadowing Technique is effective toward the student's speaking ability. Because, teaching English by using Speech Shadowing Technique has good impact to student in speaking. The students more understand how to speak well of English. It means that teaching English by using Speech Shadowing Technique can increase student's speaking ability.

3. Based on the calculating, the t obtained is compared to the value of the table. It was proved that t test was bigger than t table (4,41 > 3,64557). It means that the H_o hypothesis is rejected and the H_i hypothesis is accepted. The interpretation from the calculation, there is significant of teaching English by using Speech Shadowing Technique toward student's speaking ability.

B. Suggestions

Based on the research findings and conclusions above, the researcher would like to propose following suggestions:

1. English Teacher's at school in Curup especially in SMK N 06 Rejang Lebong are suggested to use Speech Shadowing Technique as an alternative teaching technique in teaching speaking especially if the material focuses on ability development.

2. There are several weaknesses in this research. One of them is the researcher did the treatment only seven times. It will be better if in the future research, the researcher more increase the quantity of treatment.

3. Other researchers who are interested in carrying out a research in using Speech Shadowing Technique are suggested to conduct these research findings in order to have better results.

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BIOGRAPHY

Ricky Juneri, was born in Curup, 26th of June 1994. He is the firstsons from his parents, are Mr. Chandra Junaidi and Mrs. Erni Enti. He have two brothers name is M. Ade Yusuf and M. Ade Harun. His first studied is when he was 6 years old at SDN 78 Perumnas Curup at 2000-2006. he continued his education again to SMPN 07 Curup Air Bang at 2007-2009 and then he entered SMKN 03 Curup Timur at 2010-2012.

After finished his high school, the researcher chose STAIN Curup to be college to study at especially in English Tadris Study Program because he want to learn more about English language deeply and as his provisions to be a good English Teacher in the future.