AN UNDERGRADUATE THESIS

INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA IN ACADEMIC YEAR 2017/2018

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STATE ISLAMIC INSTITUTE OF METRO

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INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA IN ACADEMIC YEAR 2017/2018

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ABSTRAK

MENINGKATKAN PERFORMA BERBICARA SISWA MELALUI TEKNIK SHADOWING TERHADAP SISWA KELAS SEBELAS SMA NEGERI 1 RAMAN UTARA TAHUN AJARAN 2017/2018

OLEH:
RISKA MARTIA SARI

Berbicara adalah salah satu keterampilan dalam pelajaran bahasa inggris, berbicara adalah cara untuk menyampaikan pesan secara lisan. Hasil berbicara adalah proses berbicara didepan khalayak. Teknik *Shadowing* dapat memudahkan siswa untuk berbicara dalam bahasa Inggris. Siswa di SMA Negeri 1 Raman Utara masih memiliki performa berbicara yang rendah dalam bahasa Inggris dan mereka juga kesulitan untuk tuntas dalam berbicara. Jadi, teknik *Shadowing* ini bertujuan untuk mengetahui apakah teknik *Shadowing* dapat meningkatkan performa berbicara siswa atau tidak. Dalam strategi ini guru meminta siswa untuk memperhatikan video dan meniru penutur asli dalam berbicara bahasa Inggris.

Penelitian ini masuk dalam kategori *Classroom Action Research* atau Penelitian Tindakan Kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam performa berbicara. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus. Subjek penelitian ini ialah siswa kelas XI IPA[1] SMA Negeri 1 Raman Utara. Metode yang digunakan dalam mengumpulkan data ialah tes, observasi dan dokumentasi.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata dalam performa berbicara siswa adalah (a) 60 di pre-tes, dan (b) 66,4 di post-tes 1, serta (c) 71,9 di post-tes 2. Hal yag sama terjadi pada aktivitas siswa.Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 15 siswa aktif (71,42%) dan 6 siswa tak aktif (28,57%). Pada siklus kedua, aktivitas siwa terdiri dari 21 siswa aktif (100%) dan 0 siswa tak aktif (0%). Hasil ini menggambarkan bahwa teknik *Shadowing*dapat meningkatkan kemampuan siswa dalam berbicara.

Kata Kunci: Berbicara, Performa Berbicara, dan Teknik Shadowing

ABSTRACT

INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA IN THE ACADEMIC YEAR OF 2017/2018

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Speaking as one of the English skills, that is about delivering message orally. Speaking performance is the process to present speaking English in front of people. Shadowing Technique can make students' easier to speak up in English. The students in SMA Negeri 1 Raman Utara have low performance to speak up in English and they also difficult in achieving speaking performance. So, Shadowing Technique is aimed to know whether this technique can increase the students' speaking performance or not. In this technique the teacher asks the students to pay attention to the video and shadow or imitate native speaker in English speaking.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' speaking performance. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles. subject of this research is the students of the eleventh grade science one of SMA Negeri 1 Raman Utara. In collecting the data, this research used test, observation and documentation.

The results of the research showed that, from two cycles, the average scores of students' speaking performance are (a) 60 in pre-test, and (b) 66,4 in post-test 1 as well as (c) 71,75 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 15 active students (71.42%) and 6 inactive students (28,57%). In cycle 2, the students' activities consisted of21active students (100%) and 0 inactive students (0%) This result also drew conclusions thatShadowing Technique was able to increase the students' speaking performance.

Key words: Speaking, Speaking Performance, and Shadowing Technique

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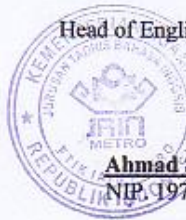
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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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An Undergraduate thesis entitled: INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA IN ACADEMIC YEAR 2017/2018, written by Riska Martia Sari, student number 13108227, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, July 10th 2018 at 10.00-11.30 p.m.

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro,   July 2018

The Researcher

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MOTTO

<div dir="rtl">

فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَٰهَ إِلَّا هُوَ ۖ عَلَيْهِ تَوَكَّلْتُ ۖ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيمِ

</div>

But if they turn away, [O Muhammad], say, "Sufficient for me is Allah; there is no deity except Him. On Him I have relied, and He is the Lord of the Great Throne. (At-Taubah: 129)

"Miracle is another name of an effort" – Kang Tae Jun

If we want a miracle happen to us, we must work harder.

DEDICATION PAGE

All praisebe to Allah SWT, this undergraduate thesis is dedicated to:

I dedicated this undergraduate thesis to my Dad and Mom *(Mr. Sartono and Mrs. Nanik)*, my brothers *(Syarif H and Nizam), and* my Sponsor *(Mrs. Dr. Widhiya Ninsiana, M.Hum)* and Co-*sponsor (Mrs.Syahreni Siregar, M.Hum)*.

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Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the researcher so that she is able to accomplish this undergraduated thesis. *Shalawat* and salaammay always be upon the holy world leader, Prophet Muhammad SAW.

This undergraduated thesis is entitled "Increasing Students' Speaking Performance through Shadowing Technique at the Eleventh Grade of SMA Negeri 1 Raman Utara In Academic Year2017/2018".

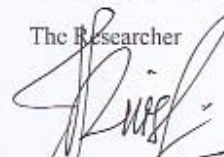This undergraduated thesis was conducted through Classroom Action Research.

This paper is written as partial fulfillment of requirement for obtaining Sarjana Pendidikan(S.Pd) degree of English Education Department in IAIN Metro.In this chance, the researcher would like to express her sincere gratitude to those who have involved in the process of conducting this undergraduated thesis. First of all, gratitude is upon Dra. Isti Fatonah, MA as Dean of Tarbiyah Faculty and Ahmad Subhan Roza, M.Pd as Head of English Education Department. Her massive thank is also given to both supervisors:Widhiya Ninsiana, M.Hum as the first sponsor who has contributed his expertise and idea to assist the researcherand Syahreni Siregar, M.Humas the Co-sponsor who has given her knowledge and experience. Her gratitude is also for all the lecturer in English Education Department.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah SWT who bestows success and guides to the Right Path.

Metro, July 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Research

English has become international language. It is used as communication tool by people all over the world. They use English to communicate each other in written or spoken form. English is used widely for most of fields too, such as: industry, politic, health, tourism, education, etc.

In learning English, there are four basic skills that are needed to be learnt by learners. Those are listening, speaking, reading, and writing. Those skills are important. However, out of those skills, speaking is intuitively the most important.

Speaking is an important activity in social interaction. By speaking, we can interact, talk, and convey our idea to other people. If we can speak well, we can communicate to other people freely and feel easy to get information faster. It is important for everyone to have a good speaking performance. Good speaking performance also reflects someone's knowledge. When we are good in speaking, the other people will have interest to listen and talk to us. Speaking has played an important role in our life, but in education English speaking activity become underated skill. Most of students think English speaking is difficult. They have no confidence to learn and do English speaking. Thus, the students' speaking performance is not well.

There are some technique can be used to increase English speaking. One of them is Shadowing Technique. Shadowing is one of training

technique for simultaneous interpreting. Language educators give much interest to this technique in improving listening and speaking competence. Listening and speaking cannot be separated from shadowing technique. Shadowing technique is a simple technique and everyone can apply it in learning English.

Based on the result of pre-survey on November 19th of SMA N 1 Raman Utara, the researcher found that the students get problem in English speaking, such as cannot speak in English well. Bellow the data of pre-survey result of the eleventh gradeof SMA N 1 Raman Utara, as follows:

Table 1

The Data of Students' Speaking Performance Test of the Eleventh Grade of

SMA N 1 Raman Utara

No	Initial Name	Grade	Categories
1	AP	50	Low
2	AKS	68	Average
3	APP	50	Low
4	AIY	60	Low
5	AKW	60	Low
6	BR	60	Low
7	DAA	55	Low
8	DS	55	Low
9	DPD	60	Low
10	IMR	55	Low
11	IPAB	60	Low
12	IWYSWP	50	Low
13	ITL	68	Average
14	JMS	60	Low
15	MR	60	Low
16	MA	60	Low
17	RMS	50	Low
18	SH	50	Low

19	SNA	65	Low
20	S	55	Low
21	VAF	60	Low

Source: The result of pre-survey which is conducted on November 19th 2016 of the Eleventh Grade of SMA N 1 Raman Utara in Academic Year 2016/2017.

Table 2

The Pre-Survey Data of Students' Speaking Performance

of Eleventh Grade of SMA N 1 Raman Utara

No	Grade	Explanation	Frequency	Percentage
1	≤68	Failed	19	90,47 %
2	≥68	Passed	2	9,52%
Total			21	100%

Source: The result of pre-survey which is conducted on November 19th 2016 of the Eleventh Grade students of SMA N 1 Raman Utara in Academic Year 2016/2017.

Based on the table above, it can be seen that the student's problemwas low grade in English speaking. The Minimum Mastery Criteria of English speaking was 68. There were only 4 students or9,52 % of the students who got 68 or above. Besides, 19 students or 90,47% students were failed because they only got less than 68. It means they could not speak in English well.

Based on the background of research above, the researcher assumed that Shadowing Technique could be used to attract students' interest and to motivate in their speaking. Therefore, the researcher would like to do a research entitled "Increasing Students' Speaking Performance through

Shadowing Technique at the Eleventh Grade of SMA N 1 Raman Utara in the Academic Year 2017/2018".

B. Problem Identification

Referring the background above, the problems could be identified as follows:

1. The students could not speak in English well.

2. The students had lack motivation in learning English especially in speaking.

3. The students had less confidence to speak up in English.

4. The students' pronunciation was not well.

C. Problem Limitation

Based on problem identification above, the researcher limited the problem that was the students could not speak in English well. This research was focused by Shadowing Technique to increase students' speaking performance of the eleventh grade of SMA N 1 Raman Utara in academic year 2017/2018.

D. Problem Formulation

Based on the background above, the problem that the researcher wanted to know was as follows:

Could the implementation of shadowing technique increase the students' speaking performance at the eleventh grade of SMA N 1 Raman Utara in the academic year 2017/2018?

E. Objective and Benefit of the Research

1. Objectives of the Research

In accordance with the problem of formulation, the objective of this research was hopefully able to find out whether the implementation of shadowing technique would increase the students' speaking performance.

2. Benefits of the Research

a. For the Students

By using shadowing technique, it hoped that students could increase their speaking performance and be more active during the lesson in the class.

b. For the Teachers

This research hopefully able to overcome the problems that faced by English teachers in teaching process.

c. For the Headmaster

The headmaster could give motivation to the teachers that they should know students' problems in teaching and learning process.

F. Prior Research

The research of Shadowing Technique had been investigated by some researchers. However, each study had its own goals, roles, and limitations. Hamzah Md. Omar and Miko Umehara from University of Malaysia Sabah, Malaysia had done a research on "Using a Shadowing Technique to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on ExpatriateJapanese Adult Learners". This research was

conducted to find out whether Shadowing Technique could improve English pronunciation of adult japanese learners.[1]

The comparison between this research and their research was on research design and the purpose. Both of these research used action research. On the other hand, the purpose of this research was to increase students' speaking performance, meanwhile their research was to improve learners' pronunciation. Then, both of the researches used Shadowing Technique as Independent Variable. The difference between them was on Dependent Variable. This research investigated speaking performance, while their research investigated English pronunciation.

Meanwhile, Kun-Ting Hsieh, Da-Hui Dong, and Ki-Yi Wang from National University of Taiwan had been conducted a research on "A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction".[2] This research was conducted to find out whether Shadowing Technique from interpretation practice can be used topromote English intonation acquisition or not, meanwhile this research was focused to increase students' speaking performance. Thus, the purpose of their research and this research was different.

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[1]Hamzah Md. Omar and Miko Umehara, Using a Shadowing Technique to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners, The Journal of Asia Tefl Vol. 7, No. 2. (Malaysia: University of Malaysia Sabah)

[2]Kun-Ting Hsieh, Da-Hui Dong, and Ki-Yi Wang. *A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction*. Taiwan Journal of Linguistic Vol.11.2, 43-66. (Taiwan: NationalUniversity of Taiwan, 2013).p.43

CHAPTER II
THEORITICAL REVIEW

A. The Concept of Speaking Performance

1. Definition of Speaking Performance

Speaking is one of the basic language skills that is important due to its use for communication. The researcher will explain the nature of speaking in order to gives the clear and complete information about what speaking is.

According to Underwood, "speaking means a creative process, an active interaction between speaker and listener that involves thought and emotion."[3] Speaker and listener share their thought and emotion each other by speaking. It is an active process because the speaker and listener talk directly. Then, Florez states "speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally."[4]It means speaking is a complete process, because speaking involves producing, recieving, and also processing information which is delivered orally. Those three processes of speaking are so important and make anefficient communication.

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[3] Akhyak & Anik Indramawan.*Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia)*.International Journal of Language and Literature, Vol. 1 No. 2.(Nganjuk: Pangeran Diponegoro Islamic College,2013)p.19

[4]Mohammad Kiani Harchegani, et al.*The Effectiveness of Self-Directed-Learning Methodin Teaching Speaking Skill to Iranian EFL Learners*.International Research Journal of Applied and Basic Sciences Vol, 7 (9).(Isfahan: Islamic Azad University,2013).p.565

Chaney also points out "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety ofcontexts."[5] It means speaking involves verbal and non-verbal symbols that are used to built and share meaningand also happens in many contexts.

Then, about speaking performance, Richard Bauman states that "performance is a unifying thread tying together the marked, segregated esthetic genres and other spheres of verbal behavior into a general unified conception of verbal art as a way of speaking." Performance, as a way of speaking, makes many aspect of verbal behaviors into the one unity concept. Furthermore, Richard explains that "performance has been used to convey a dual sense of artistic action."[6] It means performance is an activity which is done to deliver an artistic action of dual sense.Thus, performance can be defined as a complex way of speaking that is used to express feeling in an artistic action.

Based on definitions above, the researcher conclude that speaking performance is the process of using speech and vocal symbols in order to communicate, share, and give information, idea, and opinion in a realistic and artistic way from the speaker to the listener.

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[5]*Ibid*.p.565

[6] Richard Bauman, *Verbal Art as Performance*.(Illinois: Waveland Press, Inc.1977).p.4

2. The Elements of Speaking Performance

Speaking performance is a complex thing requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process:

a. Pronunciation

According to Harmer, the students have to be able pronounce phonemes correctly, use appropriate strees and intonation patterns and also speak in connected speech.[7] It means pronunciation is important thing in speaking performance.

b. Grammar

Grammar is the stucture of a sentence. Students need to make a correct sentence in speaking. Kiani states that "the utility of grammar is also to learn the correct way to gain expertise in alanguage in oral and written form."[8] It means grammar is also important in speaking performance.

c. Vocabulary

According to Kiani, "vocabulary means the appropriate diction which is used in communication."[9] Vocabulary is the basic element in language, because vocabulary is dictions or words and these are used to form a sentence. Mastering vocabulary comprehension is

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[7] Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition,* (Harlow: Pearson Education Limited, 2007).p.343

[8] Mohammad Kiani Harchegani, p.568

[9] *Ibid,* p.568

very important in order to be able to speak more words and sentences.

d. Fluency

Brown difenes fluencyas "the ability to speak fluently and accurately."[10] It means fluency is the ability to talk freely without much stopping or hesitating. When speaking fluently, students should be able to give the message clearly, regardless of grammatical and other mistakes.

e. Comprehension

The last element is comprehension. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. Comprehension is based on both speakers, because this is related to the information that they get and want.

The students who want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and also intonation patterns and speak in connected speech. Moreover, the speakers especially where it is second language will have to be able to speak in range of different genres and situations and they will have to use a range of conversational repair strategies. The students will need to be able to survive in typical functional exchanges.

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[10]*Ibid,* p.568

3. Types of Speaking Activities

According to Brown, there are five types of speaking activities: Imitative, intensive, responsive, interactive, and extensive (monologue).[11]Here are the explanation of those types:

a. Imitative

One of continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. Drilling a legitimate part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either the phonological or grammatical. They offer limited practice through repetition. They allow one to focus on one element of a language in a controlled activity.

b. Intensive

Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language.

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[11] H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd edition.,* (San Fransisco: Longman, 2001),p.271

c. Responsive

Responsive means short replies to teacher or students' initiated questions or comments. Responsive assessment tasks include interaction and the test of comprehension, but at somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments.

d. Transactional (Dialogue)

Brown states that "transactional language carried out for the purpose of conveying or exchanging specific information, is an extensive form of responsive language." it means transactional language happens when the speakers have a dialogue and exchange some information.

e. Interpersonal (Dialogue)

Interpersonal dialogue is aimed to maintaining social relationship. It means the daily conversations are in this type.

f. Extensive (Monologues)

This type includes oral reports, summaries, or short speech. These monologue can be planned or impromtu and also more formal and deliberative.

4. Factors Affecting Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out the factors that affect their speaking performance. Here are some probems in speaking performance according to Nguyen Hoang Tuan[12]:

a. Performance Conditions

There are many conditions which influence students' speaking performance. Nation & Newtonsuggest four types of performance conditions: time pressure, planning, the standard of performance and the amount of support. Those conditions can affect someone's speaking performance.

b. Affective Factors

Nguyen explains about the affective factors of speaking performance:

"Krashenstates that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety."

It means the speakers or the students' speaking performance is also depends on affective factors (motivation, self-confidence, and anxiety). Somoene who has lack motivation, self-confidence,

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[12]Nguyen Hoang Tuan and Tran Ngoc Mai. *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School,Asian Journal of Educational Research Vol. 3, No. 2.*(Vietnam: University of Thu Dau Mot,2015).p.9-10

and also anxiety will feel burdened and finally they fail to speak well.

c. Listening Ability

Speaking is related to listening. Nguyen states "students must understand what is said to them to have a successful conversation." In fact, every speaker plays the role of both a listener and a speaker. If someone cannot understand what the sentences are said, he/she cannot give a respond. Thus, listening and speaking is related.

d. Topical Knowledge

Topical knowledge is the speakers' knowledge of relevant topical information. It provides enables learners to use language with reference to the world in which they live. So, what the speakers said is trustworthy based on the knowledge.

e. Feedback During Speaking Activities

Most students want and expect their teachers to give them feedback on their performance. In this case, every mistakes of students should be corrected by the teacher possitively and also with encouragement.

5. The Measurement of Speaking Performance

Weir provides the measurement of speaking criteria as follow:

Table 3

The Measurement of Speaking Performance[13]

No	Criteria	Scale	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate
		3	words/expressions. The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need
		2	an occasional prompt. Speech is slow and hesitant. Maintains speech in a passive manner and needs
		1	regular prompts. The student speaks so little that no 'fluent' speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is

_____

[13] Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach.*(London: Palgrave Macmillan,2005).p.195-196

			not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples ofinappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.

		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences somedifficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal.

B. The Concept of Shadowing Technique

1. Definition of Shadowing Technique

Some experts share their thought about definition of shadowing technique. Yajima states:

"shadowing was originally developed as a training technique for simultaneous interpreting in Europe and has gained much interest among language educators in improving the listening and speaking competence of

learners as 'shadowing' requires competence in both listening and speaking."[14]

It means shadowing is one of training technique which is gained language educators' insterest to improve listening and speaking competence.

Then, according to Nakanishi and Ueda, "shadowing was initially developed as a way for training simultaneous interpreters."[15]Shadowing is important and developed to simultaneous interpreters training. Then, Shiota also states that "shadowing is one of the training techniques that is used to improve interpreting skills and studies report that shadowing has recently become popular as a teaching method."[16] From the argument of Shiota, to improve interpreting skill, English teachers in many countries often use shadowing technique nowadays.

Furthermore, according to Tamai, "shadowing is an active and highly cognitive activity in which learners track the heard speech and pronounce it as clearly as possible at the same time that they hear it."[17] From this explanation, shadowing makes the students track the speech and repeat it as same as possible at the same time they listen it.

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[14]Hamzah Md Omar & Miko Umehara.*Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners*. The Journal of Asia Tefl Vol. 7, No. 2 (Sabah: Malaysia Sabah University, 2010) , p. 203

[15] Takayuki Nakanishi, & Atsuko Ueda.*Extensive Reading and The Effect of Shadowing,April 2011, Volume 23, No. 1.*(Japan:Tokiwa and Ibaraki University, 2011).p.4

[16] Kazuko Shiota, *The Effectivenenss of Shadowing onStudents' Psychology in Langueage Learning Accents Asia*, 5(1).(Tokyo: Shopia University, 2012).p.73

[17]ElhamZakeri. *The Effect of Shadowing on EFL Learners' Oral Performance in Terms of Fluency*. International Journal of English Language Teaching Vol.2, No.1.(UK: European Centre for Research Training and Development,2014).p.21

Meanwhile, according to Brown, "technique is the specific activity manifested in classroom that is consistent with the method and therefore is in harmony with an approach as well."[18] Technique involves both method and approach and can be applied in the classroom.

From the definition above, the researcher concludes that shadowing technique is the way to train the students' skill, especially in speaking by imitating and repeat what they hear in the same time. This technique is one of speaking techniques that is easy and simple to do.

2. **Classification of Shadowing Technique**

According to Tamai, there are five kinds of shadowing, as follows[19]:

Table 2.

Shadowing Classifications

Kinds of shadowing	Task Contents
Shadowing	Articulate the same sounds at almost the same time while listening to sounds of a text
Delayed shadowing	Do the same thing as shadowing explained above, but not at the sametime, rather, after a second
Phrase shadowing	Do shadowing phrase by phrase. In this activity, a teacher has students listen to a targeted text with CD or a teacher's model

18 H.D. Brown.*Teaching by Principles: An Interactive Approach to Language Pedagogy*: *Second Edition.* (Englewood Cliffs, NJ: Prentice Hall Regents.2000).p.14
19Kazuko Shiota, *The Effectivenenss*., p.78

	reading phraseby phrase
Parallel reading	Read aloud looking at a text while listening to sounds
Speed reading	Degree of understanding the text is not importantand the teacher haseach student measure how long it took for an individual to finishreading the text

3. Steps ofShadowing Technique

Nancy and Douglas states that "shadowing technique requires students to replicate amovementor skill so that the teacher can assess how closely they are approachingcompetence."[20] In other word, shadowing is applied by imitating a movement (or a statement) so the teacher know how far the students approaching competence.

Then, Julia explains "in the typical of shadowing task, the subject is asked to repeat or shadow some selection of material which is usually played on a tape recorder and presented over earphone to one ear."[21] It means we use tape recorder (or something else similar) and play it, then

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[20]Nancy Frey and Douglas Fisher, *The Formative Assessment Action Plan*.(Virginia: ASCD, 2011).p. 48-49

[21]H.Julia Hannay, *Experimental Techniques in Human Neuropsychology*.(New York: Oxford University, 1986).p.99

the students listen to it. We can use headphone or earphone if listening by only ears is not clear.

Shadowing technique is one of learning technique that is considered easy to be applied. The steps of Shadowing Technique are:

1. Listening to MP3/MP4 related to the topic.

2. Understanding vocabularies, intonation, and pronunciation from the audio or video.

3. Trying to imitate what the speaker says.

4. Repeating the steps until we can follow the speaker correctly in almost the same time.

Shadowing initially involves repeating the words of the speaker without modification. This allows the interpreter's brain, ears and mouth, working as they do in concert, to begin to reproduce the sounds and rhythms of the target language, without conscious mental effort, and begins to create the 'linguistic muscle memory' naturally acquired by children learning their own tongue. This will require many tens of hours of actual speech production – it is essential that the language actually be voiced, or the exercise is useless.

It is also recommended, in the case of an actual or potential 'B' language, to shadow with a text, as it is true to say that we cannot hear or apprehend what we do not know, and if we do not hear all the articles, prepositions, and smaller sounds that make a native speaker sound native, we will not reproduce those sounds in our shadowing, and will lose much

of the potential benefit. Here again, it is useful to record your shadowing, and then replay it, comparing it to the text.

4. **The Advantage and Disadvantage of Shadowing Technique**

    a. The Advantage of Shadowing Technique

    As a technique in English, shadowing has some advantages. "Someya demonstrates that shadowing can help learners acquireprosodic features of a language, which creates a basis to improve listening skills."[22] It means shadowing is usefull in learning process, especially in listening. It is not impossible to enhance this technique to increase students' speaking performance, because listening and speaking are related.

    Shiota also explains the advantage of shadowing technique from Tamai:

    > "Tamai gives evidence ofshadowing's positive effect on listening skills in his empirical research. In addition, heassumes that learners begin to pay more attention to their learning process than beforebecause the repetition feature of shadowing provides learners with clear progress."[23]

    He concludes with the idea that shadowing can increase students' attention in learning process because students need to listen it and understand it so they can do imitate what the speakers say.

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[22] KazukoShiota.*The Effectiveness* p.79
[23] *Ibid,*p.79

b. The Disadvantage of Shadowing Technique

As a technique, shadowing also has disadvantage. According to Ingrid, "shadowing exercises are purely mechanical exercises which, by teaching students to parrot words, are apt to reinforce their natural tendency to stick too closely to the speaker's words."[24] In other words, shadowing technique is claimed as "too simple" technique because it makes the students only imitating the speaker. They cannot speak as their way.

Reflects from that disadvantage, teacher should be creative to cover it. When teacher decided to use this technique, it is better for the teacher to be more open-minded. It means the teacher gives an opportunity to the students to improve their way of speaking. Not only 100% imitating the native speaker, but also improve their own speaking colour as long as the grammar and pronunciation are right.

C. Action Hypothesis

Based on the frame of the theories and assumptions, the researcher formulates the hypothesis is by applying shadowing technique, the students' speaking performance at the eleventh grade of SMA N 1 Raman Utara can be increased.

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24 Cay, Dollerupand Anne Loddegaard,*Teaching Translation and Interpreting*.(Amsterdam:John Benjamins Publishing Company,1992).p.247

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Setting

This research would be held at the eleventh grade of SMA N 1 Raman Utara in academic year 20016/2017. SMA N 1 Raman Utara was located inJalan Raya Raman Aji, Kecamatan Raman Utara, Kabupaten Lampung Timur. The total of teachers and the staffs was55, the head master, and the total of students was 450.

B. The Subject and Object of The Research

This research was the Classroom Action Research (CAR) typeand the subject of this research was the students of the eleventh grade of SMA N 1 Raman Utara. This class consisted of 22 students: 15 female students and 7 male students. The researcher chosethis class because most of the students got low grade in English speaking activity.

C. Action Plan

The researcher would useClassroom Action Research.Anne Burns definedclassroom action research as a kind of research which is related to

reflective practice.[25]The goal of action research in educationis was to improve classroom practices in the school.[26]

From the definition above, it can be concluded that classroom action research was a research in teaching and learning in the class that aimed to solve problem or to repair something. Classroom action research could be used collaboratively in order to look for the difficulties that were suffered by students in English learning process. Collaborative action research might be consists of several teachers or group who were related to the research.

There were two cycles in Classroom Action Research: Cycle 1 and Cycle II. Each cycle consisted of four activities; they were Planning, Action, Observing, and Reflecting, as follows:

Figure 1

The Model of Classroom Action Research[27]

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[25] Anne Burns, *Doing Action Research in English Language Teaching* ,(New York: Routledge, 2010).p.2

[26] Donald Ary, et al. *Introduction to Research in Education*.(Belmont: Wadsworth, 2010).p.515

[27] Anne Burns, *Doing Action*.,p. 9
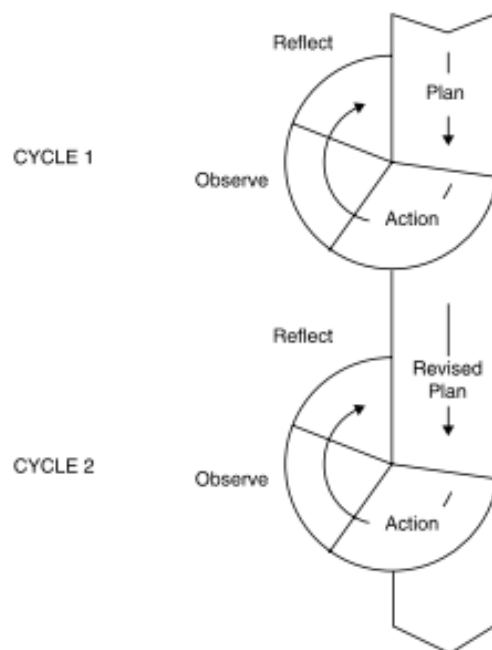
1. Cycle 1

   a. Planning

      Planning was the first and basic step to do a research. Planning could makethe research doing as its way. Herewere the actions of planning:

      1) Determining the research class.

      2) Preparing learning programs.

      3) Preparing the topic and materials related to shadowing technique. In this research, the researcher would prepare a MP4/MP3 and applied shadowing technique in the class.

      4) Preparing evaluation instruments. The researcher would use the measurement criteria from English teacher in the class.

b. Acting

Before the treatment, the researcher would take pre-test to the students. The researcher would prepare a topic of speaking and the teacher would apply Shadowing technique in English speaking activity for two meetings. Then, the researcher would know the students' speaking performance by using an oral test.

c. Observing

In this step, the researcherwould observe how the learning processin the class was. The researcherwould know about the strength and weakness of each individual. The researcher would use it as the input for the reflection or evaluation.

d. Reflecting

Reflection was analyzing the process of the research. The researcher would process the data from previous steps, so the researcher would know the result. It would be used as the basis for the next cycle.

2. Cycle 2

The researcher would do cycle 2 if the result of cycle 1 was not enough. The researcher would do this cycle by improving the previous cycle.

a. Planning

1) Preparing learning programs

2) Preparing MP4/MP3 about the topic.

3) Preparing evaluation instrument. The researcher would evaluate the students' speaking performance by the teacher's measurement criteria.

b. Acting

The researcher would prepare a topic of speaking and the teacher would apply Shadowing technique in English speaking activity for two meetings. Then, the researcher would know the students' speaking performance by using an oral test.

c. Observing

In this step, the researcherwould observe how the learning processin the class was. The researcherwould know about the strength and weakness of the students. The researcher would use it as the input for the reflection or evaluation.

d. Reflecting

Reflection was analyzing the process of the research.The researcher would process the data from previous steps, so the researcher would know whether the technique could increase the students speaking performance or not.

D. Data Collecting Technique

The researcher would use Shadowing Technique to increase students' speaking performanceso the test, observation, documentation, and fieldnote is used in the data collectingtechnique.

1. Observation

Observation was a process of watching or listening to professional action either while it was happening, or from a taped sequence. Observation was data collection method by directly observing to the object that is examined.

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the student who was actively involved in the learning process. The data was made in order to know students' development and as reference for the teacher to arise the participation of the student who had not involved yet.

2. **Test**

A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score could be assigned. The test was divided into two parts, as follows:

a. Pre-Test

Pre-test was used to get information how the students' achievement beforethey get a treatment. The researcher gave some questions orally to the students and they answered it directly.

b. Post-Test

The researcher would do post-test after the students get their treatment. The researcher would give the students a topic for speaking and they would present it in front of the class.

3. **Documentation**

Documentation wasto collect the data about the school, the teachers, the students, and also the process of teaching learning and the research atSMA N 1 Raman Utara.

4. **Field Note**

In this reserach, the researcher would use field notes to focus on a particular teaching behavior over a period of time. The researcher would take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

E. **Data Analysis Method**

Data analysis would be conducted step by step from the average score of the pre-test and post-test. The formula to get the average of pre-test and post-test as follow[28]:

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:

$\bar{X}$: Mean Score Σ : The Sum

x :Raw Score N : Number of Cases

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[28]Donald Ary, *Introduction to.,* p.108-109

Furthermore, to know the percentage of students' increasing grade, the researcher used the percentage formula as follow:

$$P = \frac{f}{n} \, x \; 100\%$$

Where:

P : Percentage f : frequency

n : Total of Students

F. Indicator of Success

The indicator of success of this study would be emphasized on the teaching speaking performance process and the result of learning. The students are called success if 70% students get 68 mark or above and the students'speaking performance increased.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the School

1. Research Setting

a. The History of SMA N 1 Raman Utara

SMA N 1 Raman Utara was founded by the government in 2004. SMA N 1 Raman Utara is located in the village of Raman Aji East Lampung. District SMA N 1 Raman Utara was established by the government by 19500 m², across geography posisi -5.019, and lengthwise geography position 105, 4215. SMA N 1 Raman Utara began to receive an operating permit on September 30th2004 and operational in 2004/2005.

b. Building Condition and School Facilities

1) Facilities and Infrastructure

SMA N 1 Raman Utara has permanent facilities and infrastructure that divided several rooms for teaching purpose such as:

a) Class Room

   (1) Class Room   : 13 Rooms.

b) Laboratory

   (1) Laboratory Computer : 1 Room.

   (2) Laboratory Language : 1 Room

   (3) Laboratory IPA   : 1 Room.

(4) Laboratory Social : 1 Room.

c) Office and Staff Room

 (1) Principal Room : 1 Room.

 (2) Administration room : 1 Room.

 (3) Kitchen room : 1 Room.

d) Facilitation

 (1) The Library : 1 Room.

 (2) UKS room : 1 Room.

 (3) Mosque : 1 Room.

 (4) The Counselor room : 1 Room.

 (5) Parking Bicycles/ Motorcycle: 1 Room

 (6) Toilet : 10 Rooms.

2) Data of the Teachers at SMA N 1 Raman Utara

Table 4

Teachers Educational Background

SMA/MA	D2	S1
3	1	46

Table 5

Data of teachers

No	Name	Sex	Occupation
1	AgusSudibyo	Male	Penjas
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Ekosuaryanto, S.Pd	Male	Penjas
8	Fatwa Suwigati, S.Pd	Female	English Language
9	HairulSyahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arab Language
11	I NengahHeriSusanta, A.Md, S.Pd	Male	Mathematics
12	I NengahRudiana, S.Pd	Male	physics
13	I PutuMuliadianta, S.Pd	Female	Geography
14	IKA KHOIRIATI, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics

17	Kusaeri, S.Pd	Male	PAI
18	Kusairi, S.Pd	Male	Physics
19	LiaSeptiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn
24	Manan, A.Md, S.Pd	Male	Indonesia Language
25	Megawati Arum SemerbaPutri, S.Pd	Female	Counselor
26	MertaniaSuhaya, S.Pd	Female	Perpustakaan
27	Ni PutuYuliWiraningsih, S.Ag	Female	Hinduism
28	Ni WayanSriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia YeniDamayanti, S.Pd	Female	Geography
32	PramudiAstuti, S.Pd	Female	SeniBudaya, History
33	Pristiyani, S.Pd	Female	Mathematics

34	R.A. Fitri Mariana, S.Pd	Female	Counselor
35	SartikaFitriyani, S.Pd	Female	Chemistry
36	Sartono, S.Mn	Male	Indonesia Language
37	SazliOstian, S.E.	Male	Admin
38	SitiFajarNurhasanah,S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy
40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	TengkuMelviza, S.Pd	Female	Admin
44	Tumin, S.Pd	Male	Headmaster
45	Drs. UntungHaryanto	Male	TIK
46	Watiman	Male	Admin
47	WayanDewiAsih, S.E.	Female	Economy, SeniBudaya
48	Dra. WiwikPujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	History
50	YuliusFerdiUntoro, S.Pd	Male	Penjas

Source by: Documentation of SMA N 1 Raman Utara in the Academic year of

2017/2018

Table 6

Data of Administration Staff

No	Name	Occupation
1	Sazli Ostian, S.E	Leader of TU
2	Darwanto, S.Pd	Administration Management
3	Din	Security

Source by: Documentation of SMA N 1 Raman Utara in academic year 2017/2018

3) Total of Students at SMA N 1 Raman Utara

SMA N 1 Raman Utara has 326 students, and about 2 students each class, it divided into some classes that could identify as follow:

Table 7

Total of Students at SMA N 1 Raman Utara

No	Class	Sex		Amount
		Male	Female	
1	X	35	58	93
2	XI	27	73	100
3	XII	29	104	133
Total		91	235	

Source by: Documentation of SMA N 1 Raman Utara in academic year 2017/2018

4) Structure Organization at Senior High School 1 Raman Utara

Organization of Senior High School 1 Raman Utara

in Academic Year of 2017/2018

Headmaster	Tumin, S.Pd

- Head of Administration — AgusYulianto, S.Pd
- WakaSapras — Samsul, S.Pd
- Vice HM Student
- Vice Curriculum
- Vice Humas — Drs. Untung
- Laboratory — Taufiq, S.Pd
- Pembina OSIS — Liwarda, S.Pd
- LIBRARY — Manan, A.md,S.P
- CONSELING — Megawati Arum Samerba, S.Pd
- Koor. UKS — Wayan Dew Asih, S.Pd
- WALI KELAS
- TEACHER
- **STUDENTS**
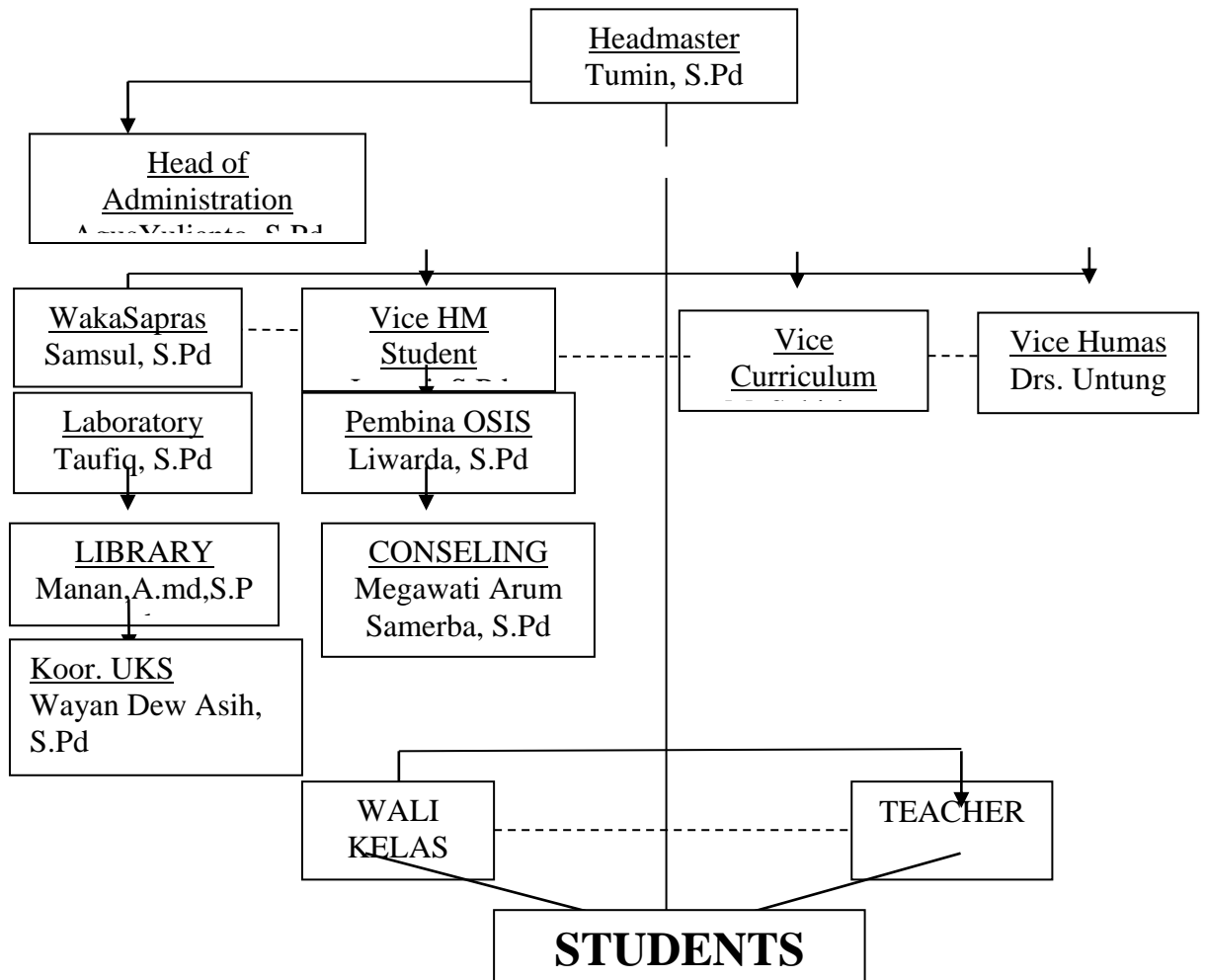
5) Location Sketch of Senior High Scholl 1 Raman Utara

Location Sketch of Senior High School 1 Raman Utara

Raman Aji, Raman Utara, East Lmpung 34154

GATE

MOSQUE | LA B IPA | BK | HEAD MASTER ROOM | TOILET | CLASS

LIBARY

CLASS

LABCOMPUTER

FIELD

TEACHHER OFFICE

TOILET

CANTEN

CLASS

CLASS

CLASS

LAB IPS

CLASS

UKS

LAB BAHASA
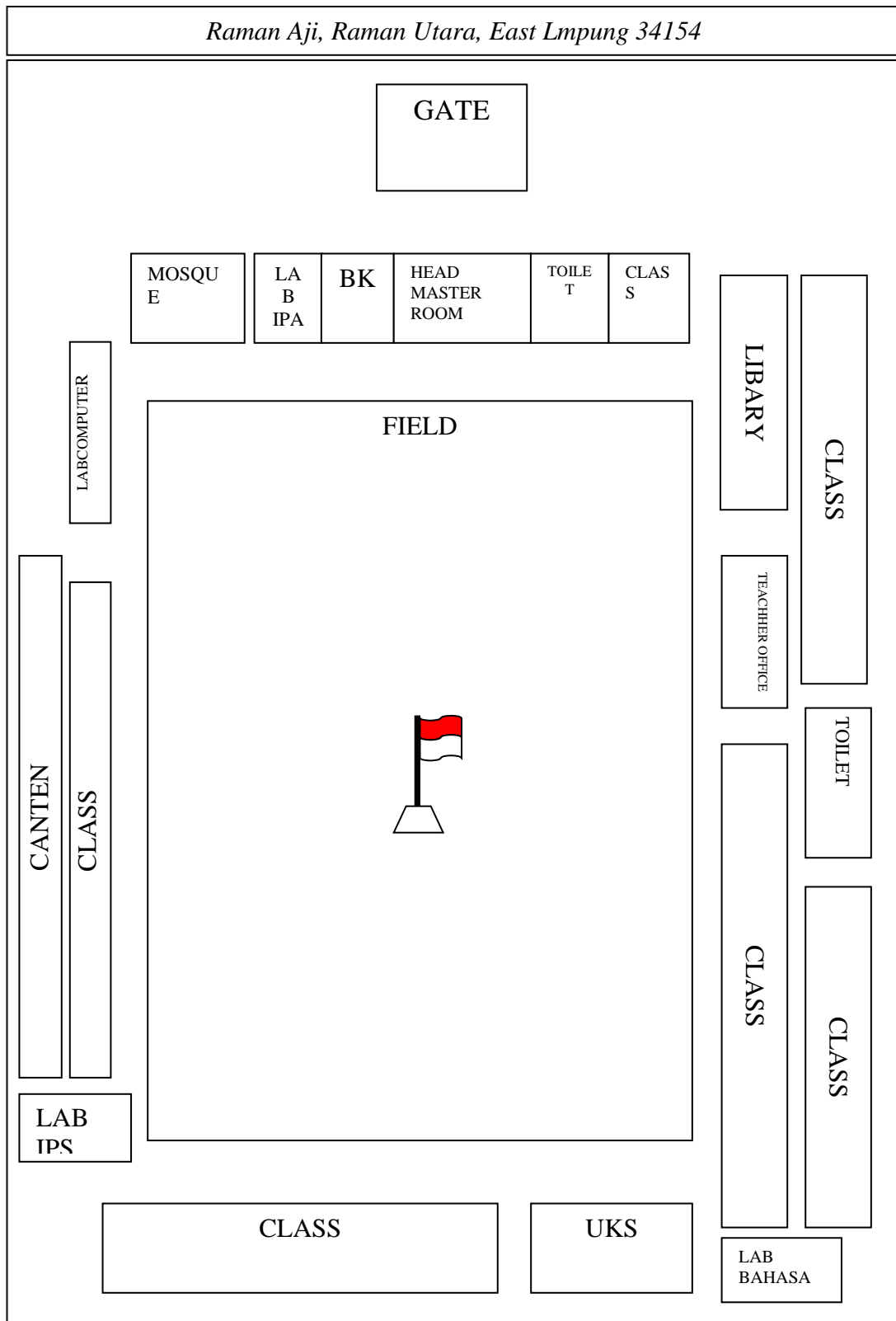
Table 8

The List of Students

Name Class XI IPA1

No	NAME	M/F
1	AJENG PRATIWI	F
2	ANA KURNIA SARI	F
3	ANGGI APRILIA PUTRI	F
4	ANNISA IRMA YANTI	F
5	AYU KURNIA WATI	F
6	BACHTIAR ROHMAN	M
7	DEVA AMELIA ANDRIANI	F
8	DEWI SETIANI	F
9	DHAYANG PUTBONO DEWI	F
10	I MADE RANGGA	M
11	I PUTU ARYA BRASMANA	M
12	I WAYAN YUDHA SATYA WIDIYA P.	M
13	ICA TRI LESTARI	F
14	JAYANTI MENDA SARI	F
15	MELANDA ROSA	F
16	MILA ANGGRAINI	F
17	RANI MARYA SARI	F
18	SEKAR HANDAYANI	F
19	SITI NUR AISYAH	F
20	SUMIYATI	F
21	VERA ALVI FAJRI	F

Source by: Documentation of SMA N 1 Raman Utara in academic year 2017/2018

2. **Description of Data**

a. **First Conditions**

This research used Classroom Action Research (CAR), which has purpose to increase the students' speaking performance and the result of the study at eleventh grade of SMA Negeri 1 Raman Utara. The

researcher used Shadowing Technique as a strategy to increase speaking performance because from the result of pre survey the researcher had information that the students' at the eleventh grade of SMA Negeri 1 Raman Utara had low grade in speaking performance. Based on the result of pre survey from 21 students, only 5 students who passed and 16 students who failed with the Minimum Mastery Criteria for English lesson is 68.

In this research, the researcher used Shadowing Technique to increase students' speaking performance. The research result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycle consist of planning, acting, observing, and reflecting.

b. Cycle 1

1) Planning

In this research, the researcher was as an English teacher with Mrs. Sukartini, S.Pdas collaborator. Before the learning process began, the researcher and the collaborator would like to discuss about, as follows:

(1) Preparing the material of descriptive and narrative.

(2) Preparing the lesson plan.

(3) Making the items that will be examined as the pre test and the post-test I in the cycle 1.

(4) Preparing Shadowing Technique that used in the action learning.

(5) Making the observation sheet of the students' activity 1.

The Minimum Mastery Criteria of English subject for eleventh grade at SMA N1 Raman Utara was 68. In this meeting, the students were expected by the teacher to got specific information of the speaking performance. In the first and second meeting, the teacher would explain about descriptive and narrativein speaking performance using Shadowing Technique.

2) Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test. The detail process is as follows:

a) The First Meeting

The first meeting was conducted on Wednesday, January 10th, 2018. This meeting was the pre-test for 2x45 minutes before the students given the action. In this meeting the collaborator was being the observer and the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition after that the teacher asked the

students to describe something for the pre-test until finish. In this chance, the pre-test became the opening of the meeting.

The table below shows the data and the frequency of the students' pre-test score:

Table 9

The Pre-test Result of Students' Speaking Performance

Class XI

No	NAME	GRADE	NOTE
1	A P	50	Incomplete
2	A KS	70	Complete
3	APP	50	Incomplete
4	AIY	60	Incomplete
5	AKW	60	Incomplete
6	BR	60	Incomplete
7	DAA	55	Incomplete
8	DS	55	Incomplete
9	DPW	65	Incomplete
10	IMR	60	Incomplete
11	IPAB	60	Incomplete
12	IWYSWP	50	Incomplete
13	ITL	70	Complete
14	JMS	60	Incomplete
15	MR	60	Incomplete
16	MA	60	Incomplete
17	RMS	65	Incomplete
18	SH	65	Incomplete
19	SNA	65	Incomplete
20	S	55	Incomplete
21	VAF	60	Incomplete
TOTAL		1260	
AVERAGE		60	
HIGH GRADE		70	
LOW GRADE		50	

Table 10

The Percentage of Students' Speaking Performance Pre-test Grade

No	Score	Frequency	Percentage	Category
1	≥68	2	9,53 %	Complete
2	≤ 68	19	90,47 %	Incomplete
	Total	**21**	**100%**	

Source: The result of Pre-test on Wednesday, January 10th, 2018

The result of the pre-test showed that there were 19 students incomplete to achieve the minimum standard of mastery. There were only 2 students (9,53%) who gained grade 68 or above, and 19students (90,47%) who gained grade under 68. The highest grade in pre-test was 70 and the lowest grade was 50.

Chart 1

Result of the Students at the Pre-Test

Pre Test
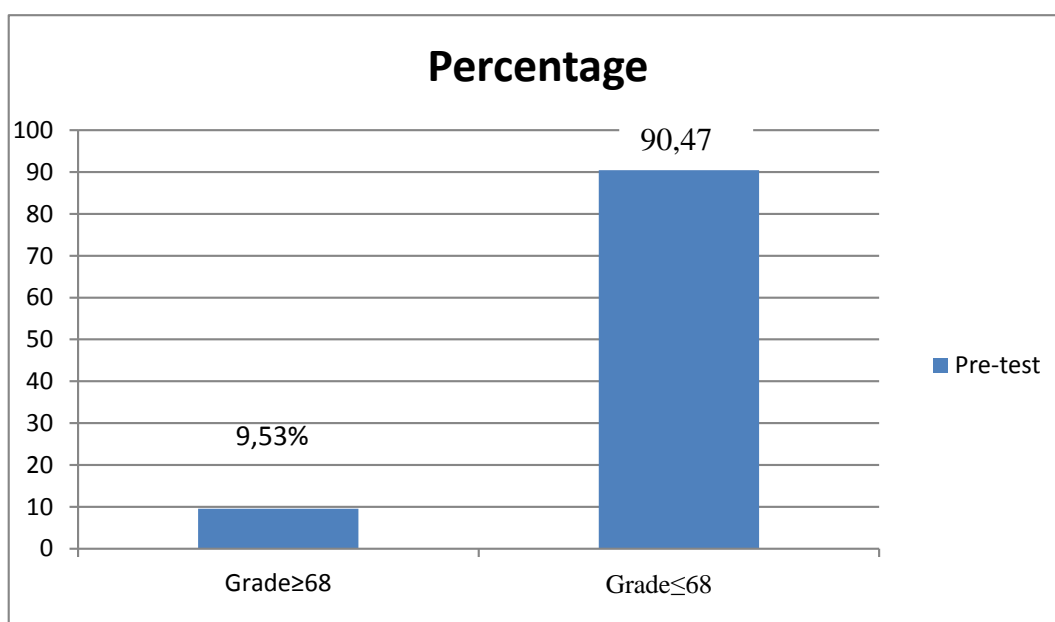
Based on the result of the pre-test above, it can be concluded that students still have low score in speaking performance. Furthermore, this condition was appropriate with the background problem in the chapter I that the students cannot speak English well.

b) The Second Meeting

In the second meeting was conducted on Saturday, January13rd, 2018 for 2x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave the example how to describe something or someone.

(4) The teacher gave Shadowing Technique, which applied as follows:

a) The teacher gave the students a video of native speaker who talked about descriptive.

b) The teacher guided the students to listen it carefully.

c) The teacher guided the students to shadow or imitate what native speaker said.

d) The teacher asked the students to repeat it until they could imitate it correctly.

c)   **The Third Meeting**

The third meeting was conducted on Wednesday, January17[th], 2018. This meeting was used as the post-test 1 for 2x45 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 11

The Result of the Students' Grade in Post-Test 1

No	NAME	GRADE	NOTE
1	A P	65	Incomplete
2	A KS	70	Complete
3	APP	65	Incomplete
4	AIY	70	Complete
5	AKW	65	Incomplete
6	BR	65	Incomplete
7	DAA	75	Complete
8	DS	60	Incomplete
9	DPW	65	Incomplete
10	IMR	70	Complete
11	IPAB	60	Incomplete
12	IWYSWP	60	Incomplete
13	ITL	75	Complete
14	JMS	70	Complete
15	MR	65	Incomplete
16	MA	70	Complete
17	RMS	75	Complete
18	SH	65	Incomplete
19	SNA	65	Incomplete
20	S	60	Incomplete
21	VAF	60	Incomplete
	TOTAL	**1395**	
	AVERAGE	**66,4**	
	HIGH GRADE	**75**	
	LOW GRADE	**60**	

Table 13

The Frequency of the Students' Score in Post-Test I

No	Score	Frequency	Percentage	Category
1	≥ 68	7	33,33%	Complete
2	≤ 68	14	66,67%	Incomplete
Total		**21**	**100%**	

Source: The result of Post-test on Wednesday, January17[th],2018

The result of the post-test 1 showed that there were 14 students Incomplete to achieve the minimum standard of mastery. There were 7 students (33,33%) who gained grade 68 or above, and 14 students (66,67%) who gained grade under 68. The highest grade in post-test 1 was 75 and the lowest grade was 60.

Chart 2

The Increase of Students' Grade from Pre-Test and Post-Test I
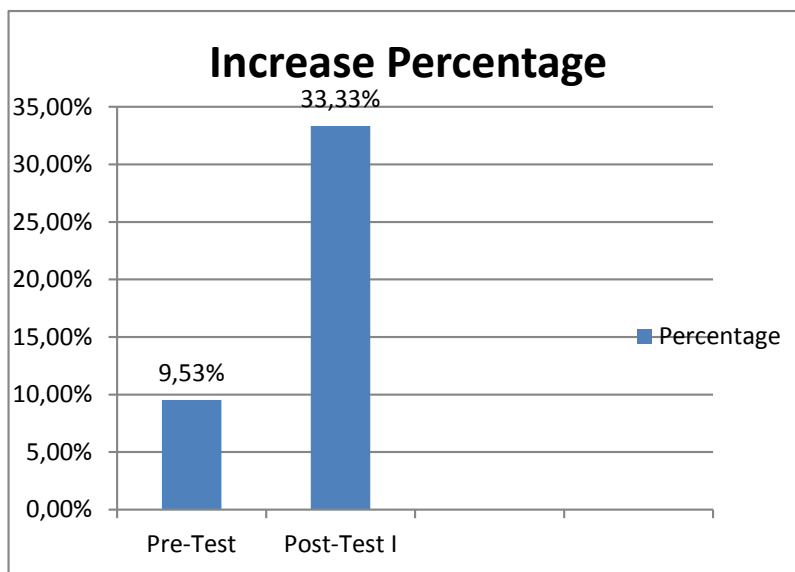
From the data of Pre-Test and Post Test, it was shown that there were 9,53% students who passed the test in Pre-Test and 33,33% students who passed in Post-Test I, so the progress was 23,8%. It could be concluded that the result of Post-Test I was better than Pre-Test.

3) Observing

In observation of teacher's action the researcher presented three meeting in cycle 1 of learning to find the information of speaking performance lesson. This observation was conducted by the collaborator, Mrs. Sukartini, S.Pd. She is English teacher for the eleventh grade students' of SMA N 1 Raman Utara. For the first meeting the teacher only gave the pre test for the students. The students who got the grade more than 68 in pre test cycle 1 are only 2 students of 21 students.

For the second meeting the teacher explained the material about descriptive in speaking performance and using Shadowing Technique in teaching and learning process. A highly appreciation came to their interest in speak up in English because they foundthe strategy was very helpful.

In the third meeting, the teacher gave the post test 1 for the students. The students began be active and interested in teaching and learning process. In the post test of cycle 1 there were 7 students of 21 students who got 68 or more but this

resultwasbetter than before. The data of the students' activity can be seen in the table bellow:

Table 14

The Result of the Students' Activity in

Learning Process of Cycle 1

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	15	71.42%
2	Active to do Shadowing Technique	10	47.61%
3	Active to imitate the speaker	10	47.61%
4	Active to practice speaking	10	47.61%
5	To give response in learning process	15	71.42%

The data above explained that the total of students who paid attention to the teacher explanation were 15 (71.42%) and 10 students (47.61%) active to do Shadowing Technique. Students who were active to imitate the speaker were 10 (47.61%) and 10 students (47.61%) were active to practice speaking. There were 15 students (71.42%) gave response in learning process.

4) Reflecting

Based on the result of cycle I, it can be seen that most of students get difficulty in speaking performance. It happens because the students had less confident to speak up and did not know how to express their idea. In the end of cycle 1, the result of students' activitiesincreased. The students who passed the test also increased from the 9,53% in Pre-Test and33,33% in Post-Test, but it was not fulfil the completeness standard at least 70% students must get ≥68.

For the information related to the indicator of success has not been achieved,so the research continued on cycle II.

c. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follows:

(1) Preparing the material of narrativetext.

(2) Preparing the lesson plan.

(3) Preparing the items that will be examined as the post-test in the end of cycle.

(4) Preparing Shadowing Technique that used in the action teaching and learning process.

(5) Preparing the observation sheet of the students' activity 2.

(6) To plan the scenario of the implementation of action and the implementation of Shadowing Technique.

2) Acting

The action in the cycle II, consist of two meetings, one meeting for the action, and one meeting for the post-test in the end of cycle. They were:

a) The First and Second Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings was (4 x 45 minutes), therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Saturday, January20th, 2018. The action that was conducted as follows:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the subject that would be learnt.

(3) The teacher reviewed the material that had learned in the cycle 1 that was speaking performance.

(4) The teacher gave the example ofnarrative story.

(5) The teacher gave Shadowing Technique for the students. The role of this strategy as follows:

a) The teacher played a video of narrative performance.

b) The teacher gave example to do Shadowing Technique.

c) The teacher asked the students to imitate the native speaker.

d) The teacher asked the students to do shadowing until they could do it well.

(6) The students followed the teaching learning carefully, they were enjoy and enthusiasm to study.

(7) The students were asked to review their performance.

(8) For the last, the teacher and students made a conclusion and closed the meeting.

The second meeting was conducted on Saturday, January20th, 2018. This meeting used as the post-test II in the end of cycle II, for 2x45 minutes the students was given the action. It has been finished well by the students where

they had to do shadowing technique and speak up in front of the class about report. The result of the students' grade in post-test II can be seen in the following table:

Table 14

The Result of the Students' Grade in Post-Test II

No	NAME	GRADE	NOTE
1	A P	70	Complete
2	A KS	75	Complete
3	APP	70	Complete
4	AIY	75	Complete
5	AKW	70	Complete
6	BR	70	Complete
7	DAA	75	Complete
8	DS	65	Incomplete
9	DPW	65	Incomplete
10	IMR	75	Complete
11	IPAB	70	Complete
12	IWYSWP	65	Incomplete
13	ITL	80	Complete
14	JMS	75	Complete
15	MR	70	Complete
16	MA	75	Complete
17	RMS	75	Complete
18	SH	70	Complete
19	SNA	75	Complete
20	S	-	Incomplete
21	VAF	70	Complete
	TOTAL	1435	
	AVERAGE	71,75	
	HIGH GRADE	80	
	LOW GRADE	65	

Table 16

The Frequency of the Students' Grade in Post-Test II

No	Score	Frequency	Percentage	Category
1	$\geq$68	16	80%	Complete
2	< 68	4	20%	Incomplete
Total		**20**	**100%**	

The result of the post-test II showed that there were 4 students failed to achieve the minimum standard of mastery (MMC). There were 16 students (80%) who gained grade 68 or above, and 4 students (20%) who gained grade under 68. The highest grade in post-test was 80 and the lowest grade was 65. But, the result of the students' test was better than the students' post test in cycle I.

Chart 3

TheIncrease Percentage of Students' Grade

from Post-Test I and Post-Test II
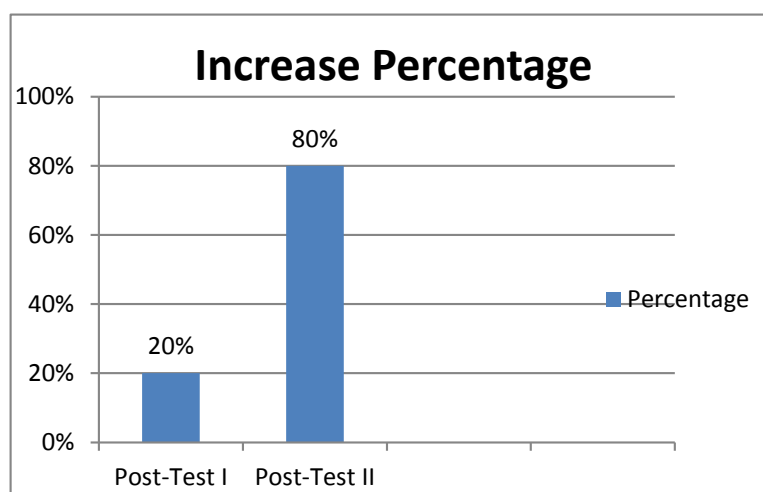
From the data of Post-Test I and Post-Test II, it was shown that there were 33,33% students who passed in Post-Test I and 80% students who passed in Post-Test II, so the progress was 46,67%. Because the target was 70%, this cycle was successful.

3) **Observing**

In this step, the researcher presented the material and applied Shadowing Technique in teaching and learning process. The researcher gavea video about spoken narrative by native speaker. Then, the students imitated it. Next, the students tried to do English speaking about narrativeas well. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 17

The Result of the Students' Activity in

Learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	21	100%
2	Active to do Shadowing Technique	20	95.23%
3	Active to imitate the speaker	19	90.47%
4	Active to practice speaking	19	90.47%
5	To give response in learning process	21	100%

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were pay attention of teacher's explanation (100%) and active to do Shadowing Technique (95.23%). The students who were active to imitate the speaker were 19students (90.47%). Then, the students wereactive to practice speaking(90.47%) and the last the students gave response in learning process (100%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage ≥80%.

Based on the result of the research in cycle II, it could be concluded that cycle II was successful. The researcher felt satisfied about the result of the research. There were ≥70% of students passed the test. It means the students' speaking performance had increased. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the students' increasing speaking performance in pre test, post test I, and post test II.

Table 17
The Recapitulation of Students' Increasing

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
1	A P	50	65	70	INCREASED
2	A KS	70	70	75	INCREASED
3	APP	50	65	70	INCREASED
4	AIY	60	70	75	INCREASED
5	AKW	60	65	70	INCREASED
6	BR	60	65	70	INCREASED
7	DAA	55	75	75	CONSTANT
8	DS	55	60	65	INCREASED
9	DPW	65	65	65	CONSTANT
10	IMR	60	70	75	INCREASED
11	IPAB	60	60	70	INCREASED
12	IWYSWP	50	60	65	INCREASED
13	ITL	70	75	80	INCREASED
14	JMS	60	70	75	INCREASED
15	MR	60	65	70	INCREASED
16	MA	60	70	75	INCREASED
17	RMS	65	75	75	CONSTANT
18	SH	65	65	70	INCREASED
19	SNA	65	65	75	INCREASED
20	S	55	60	0	INCREASED
21	VAF	60	60	70	INCREASED
Total		**1260**	**1395**	**1435**	
Average		**60**	**66,4**	**71.75**	
The Lowest Grade		**50**	**60**	**65**	
The Highest Grade		**70**	**75**	**80**	

Based on the result above, it could be inferred that using Shadowing Technique to teach speaking performance could increase the students' speaking performance because there was increasing from average in pre-test 63,8 became 66.4 in post-test I and 72,25in post-test II. In the cycle II, most of the students could

increase their speaking performance. It means that cycle II was successful.

4) **Reflecting**

According to the result of the observation above, it can be inferred that the result of using Shadowing Technique was good. The researcher checked the students' grade before and after using Shadowing Technique. The researcher found the significant increased in students' grade in speaking performance. The comparison between the students' gradesat pre-test, post-test I, and post-test II has taken. All students got increased grade in cycle II.

B. Discussion

1. Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follows:

Table 18
The Result of StudentsActivities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	To pay attention to the teacher's explanation.	15	71.42%	21	100%	28.58%
2	Active to do	10	47.61%	20	95.23%	47.62%

	Shadowing Technique				
3	Active to imitate the speaker	10	47.61%	19	90.47%	42.86%
4	Active to practice speaking	10	47.61%	19	90.47%	42.86%
5	To give response in learning process	15	71.42%	21	100%	28.58%

Based on the table, the students' activities have increased from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 15 students (71.42%) became 21 students (100%). There were 10 students (47.61%) became 20 students (95.23%) in their activeness to do Shadowing Technique

Then there were 10 students (47.61%) who were active to imitate the speakerand has increased up to 19 students (90.47%). The students' wereactive to practice speaking has reached out from 10 students (47.61%) up to 19 students (90.47%). The most increasing reached out of all students (100%) from 15 students (71.42%) was in giving response in learning process.

2. Action and Learning Result in Cycle I

The treatment on cycle I have been done, as can be seen on the result of post test I. It can be seen from average score in pre test 61,19 became 66,4 in post test I at cycle I.

Based on the result of pre test and post test in cycle I, it was known that there was an increasing from the result score and through there was a student got score or constant from the result score and through there was a students got score or constant from the pre test, but commonly their speaking performance increased. There are 5,21 points from the average pre test and post test I.

At the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning process. It is happened because they were not focus to join the class and another case the students were difficult to understand the material

3. Action and Learning result on cycle II

The result and data from the cycle I make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. Actually, the result of pre test and post test I is good enough. But the students' grade could not achieve the target (Minimum Completeness Criteria). After the post test in cycle II, most of them increased. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the average pre test is 61,19, post

test in cycle I is 66,4, and the average post test in cycle II is 71,9. It means that using Shadowing Technique can increase the students' speaking performance.

It could be conclude that Shadowing Technique has positive affect toward teaching and learning process, especially in speaking. Those were good to help the students to enrich their vocabulary in English.

Chart 4
Comparison of Percentageof Pre-test, Post-test I and Post-test II
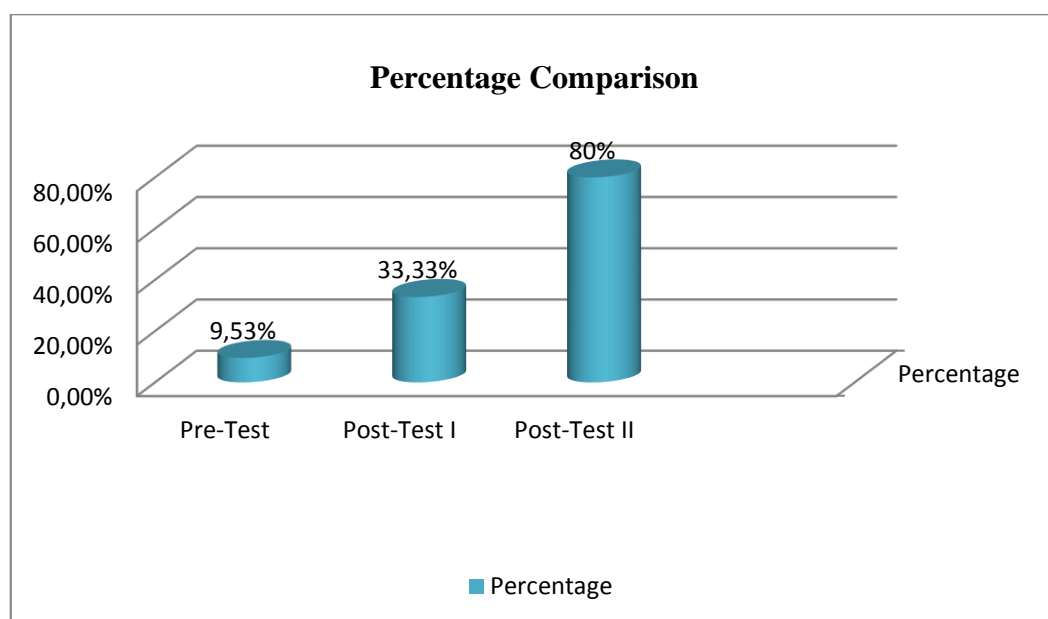
Based on the chart above, it could be concluded that the use of Shadowing Technique could increase the students' speaking performance. It could be seen from the chart, there were significant increase. There were only 9,53% in Pre-Test, 33,33% in Post-Test I, and 80% in Post-Test II students who passed the Minimum Mastery Criteria. Because the result

was 80% in Post-Test II and the target of this research was 70%, it could be concluded that Cycle II was successful.

Shadowing was one of the technique that could be used to increase students' speaking performance. This technique was attractive and able to motivate the students to be more confident and active in English speaking performance. It also could increase the students' speaking performance. The data of this research showed that the grade of students' speaking performance increased significantly after applying Shadowing Technique.

Moreover, Shadowing Technique could be applied in English learning. The teacher could utilize this technique in the class, so the students were able to learn English in different way and enjoyable Speaking class.

CHAPTER V

CONCLUSION

A. **Conclusion**

Based on the result of implementation of speaking performance by using Shadowing Technique in two cycles of the classroom action research, it can be concluded that there is any increasing of the students' speaking performance by using Shadowing Technique at the eleventh grader of SMA N 1 Raman Utara. ThereforeShadowing Techniquecan be used as the alternative technique in teaching learning especially speaking performance. Shadowing Technique can make the students understand about how to pronounce and do speaking as the native speaker, so the students can be easier to speak up in English. Besides, Shadowing Technique can increase the students' speaking performance and help the students accomplish the task. There is a significant increasing on the students' average in pre test and post test. It is proofed on students' average in pre test and post test I was from 61,19 to 66,4 or increased 5,21 while in post test I and post test II was from 66,4 to 71,9 or increased 15,5. It means that the use of Shadowing Technique can increase the students' speaking performance at the eleventh grade of SMA N 1 Raman Utara in academic year 2017/2018.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. To English Teacher

    The teacher is suggested to be more active to motivate the students in learning English. So, the teacher give the students' opportunity to speak up in front of the class. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

2. To Students

    The students are suggested to increase their speaking performance by using Shadowing Technique. They have to give attention well and focus the material.

3. To other Researcher

    The researcher suggests other researcher to conduct a further study. So, they can develop this research and focus on the usingShadowing Technique to increase students' speaking performance.

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THE DATA OF TEACHERS
SMA N 1 RAMAN UTARA

No	Name	Sex	Occupation
1	AgusSudibyo	Male	Penjas
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Ekosuaryanto, S.Pd	Male	Penjas
8	Fatwa Suwigati, S.Pd	Female	English Language
9	HairulSyahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arab Language
11	I NengahHeriSusanta, A.Md, S.Pd	Male	Mathematics
12	I NengahRudiana, S.Pd	Male	physics
13	I PutuMuliadianta, S.Pd	Female	Geography
14	IKA KHOIRIATI, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics
17	Kusaeri, S.Pd	Male	PAI
18	Kusairi, S.Pd	Male	Physics

19	LiaSeptiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn
24	Manan, A.Md, S.Pd	Male	Indonesia Language
25	Megawati Arum SemerbaPutri, S.Pd	Female	Counselor
26	MertaniaSuhaya, S.Pd	Female	Perpustakaan
27	Ni PutuYuliWiraningsih, S.Ag	Female	Hinduism
28	Ni WayanSriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia YeniDamayanti, S.Pd	Female	Geography
32	PramudiAstuti, S.Pd	Female	SeniBudaya, Histo
33	Pristiyani, S.Pd	Female	Mathematics
34	R.A. Fitri Mariana, S.Pd	Female	Counselor
35	SartikaFitriyani, S.Pd	Female	Chemistry

36	Sartono, S.Mn	Male	Indonesia Language
37	SazliOstian, S.E.	Male	Admin
38	SitiFajarNurhasanah,S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy
40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	TengkuMelviza, S.Pd	Female	Admin
44	Tumin, S.Pd	Male	Headmaster
45	Drs. UntungHaryanto	Male	TIK
46	Watiman	Male	Admin
47	WayanDewiAsih, S.E.	Female	Economy, SeniBudaya
48	Dra. WiwikPujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	History
50	YuliusFerdiUntoro, S.Pd	Male	Penjas

THE DATA OF ADMINISTRATION STAFF

SMA N 1 RAMAN UTARA

No	Name	Occupation
1	Sazli Ostian, S.E	Leader of TU
2	Darwanto, S.Pd	Administration Management
3	Din	Security

THE LIST OF STUDENTSNAME

CLASS XI IPA1

No	NAME	M/F
1	AJENG PRATIWI	F
2	ANA KURNIA SARI	F
3	ANGGI APRILIA PUTRI	F
4	ANNISA IRMA YANTI	F
5	AYU KURNIA WATI	F
6	BACHTIAR ROHMAN	M
7	DEVA AMELIA ANDRIANI	F
8	DEWI SETIANI	F
9	DHAYANG PUTBONO DEWI	F
10	I MADE RANGGA	M
11	I PUTU ARYA BRASMANA	M
12	I WAYAN YUDHA SATYA WIDIYA P.	M
13	ICA TRI LESTARI	F
14	JAYANTI MENDA SARI	F
15	MELANDA ROSA	F
16	MILA ANGGRAINI	F
17	RANI MARYA SARI	F
18	SEKAR HANDAYANI	F
19	SITI NUR AISYAH	F
20	SUMIYATI	F
21	VERA ALVI FAJRI	F

Nama Sekolah   : SMA N 1 Raman Utara

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI / 1

Topik Pembelajaran : Berbicara

Alokasi Waktu   : 4x45 menit (2 pertemuan)

A. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure.

C. Indikator Pencapaian Kompetensi

1. Menggunakan tindak tutur menasehati.
2. Merespon tindak tutur menasehati.
3. Menggunakan tindak tutur memperingatkan.
4. Merespon tindak tutur memperingatkan.
5. Menggunakan tindak tutur meluluskan permintaan.
6. Merespon tindak tutur meluluskan permintaan.
7. Menggunakan tindak tutur menyatakan perasaan.
8. Merespon tindak tutur menyatakan perasaan.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan tindak tutur menasehati.
2. Siswa dapat merespon tindak tutur menasehati.
3. Siswa dapat menggunakan tindak tutur memperingatkan.
4. Siswa dapat merespon tindak tutur memperingatkan.
5. Siswa dapat menggunakan tindak tutur meluluskan permintaan.
6. Siswa dapat merespon tindak tutur meluluskan permintaan.
7. Siswa dapat menggunakan tindak tutur menyatakan perasaan.
8. Siswa dapat merespon tindak tutur menyatakan perasaan.

E. Karakter siswa yang diharapkan

1. Religius
2. Jujur
3. Toleransi
4. Disiplin

F. Materi Pembelajaran

NARRATIVE

Narrative is is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures. The purpose of narrative is to entertain or amuse the reader or listener.

The Generic Structures of Narrative:

1. Orientation
2. Complication
3. Resolution
4. Re-orientation

Characteristic of Narrative:

1. Focus in one character, such as: I, we, she, or he.
2. Use Past Tense
3. Use conjuction

Example of Narrative:

CINDERELLA

Once upon a time, there was a beautiful young girl named Cinderella. He lived with his step mother and two sisters. They were arrogant and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family. Her step sisters, on the other hand, did not work on the house. Their mother gave them many pretty dresses to wear.

One day, a king invited all girls in his kingdom to attend a ball in his palace. They were excited about this and spent so much time choosing the dresses they would wear. Cinderella could not stop crying after they left.

"Why are you crying, Cinderella?" the voice asked.

She looked up and saw a fairy standing beside her. Then Cinderella told her why she was crying. Well the fairy said, "you've been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball." The fairy turned a pumpkin into a coach and mice into a smooth two coach man and footman then tapped Cinderella's dress with her wand, and it became a beautiful ball gown.

Then he gave her a pair of pretty glass shoes. Now, Cinderella, she said, "you have to leave the ball before midnight". Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass shoes left behind.

A few days later, the prince declared that he would marry the girl whose feet fitted the glass shoe. Cinderella's stepsisters tried on it but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try the shoe. She stretched his legs and slipped the shoe on the page. It fitted perfectly. Finally, she was

ushered into a magnificent palace and height. The prince was glad to see her again. They married and lived happily ever after.

First paragraph   : Orientation

Second paragraph   : Complication

Third paragraph   : Resolution

Fourth paragraph   : Re-orientation

G. Metode Pembelejaran: Shadowing Technique

H. Langkah-langkah Kegiatan Pembelajaran

1. **Kegiatan Awal**

   a. Mengucapkan salam dengan ramah kepada seluruh siswa.

   b. Meminta para siswa untuk berdoa sebelum memulai pembelajaran.

   c. Guru melakukan brainstroming tentang materi yang akan disampaikan.

2. **Kegiatan Inti**

   a. Eksplorasi

   Dalam kegiatan eksplorasi guru:

   1) Bertanya kepada siswa tentang bentuk narative.

   2) Memberikan kesempatan kepada siswa untuk mengkomunikasi dan bertukar pikiran mengenai bentuk narrative.

   b. Elaborasi

   Dalam kegiatan elaborasi guru:

   1) Bersama dengan siswa berdikusi tentangteks narrative.

   2) Bersama dengan siswa mencari contoh tentang narrative.

   3) Memfasilitasi siswa melalui pemberian evaluasi performans tentang narrative.

   4) Guru memberikan perintah pada siswa untuk membuat contoh narrative dan menceritakannya di depan kelas.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

1) Memberikan umpan balik pada siswa dengan memberi perbaikan pada siswa yang telah maju kedepan untuk narrative.

2) Memberi konfirmasi pada penampilan siswa.

3) Memberikan motivasi dan nasehat kepada siswa yang kurang dan belum bisa mengikuti materi narrative.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

1. LKS Bahasa Inggris
2. Video narrative
3. LCD Proyektor
4. Speaker

J. Penilaian

1. Bentuk Tes   : Tes lisan
2. Instrument

Question:

Please choose one of narrative story below and practice it in front of the class!

a. A Fox and A Cat
b. The Ant and The Dove
c. The Fox and The Grapes

K. Orientasi Penilaian

The Measurement Rubrics of Speaking Performance

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.

Pronunciation	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not

		interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

Raman Utara, Januari 2018

English Teacher   The Researcher

Sukartini, S.Pd
NIP.19650818 199203 1 012

Riska Martia Sari
NPM. 13108227

Nama Sekolah   : SMA Negeri 1 Raman Utara

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/2

Alokasi Waktu   : 2x 45 menit (1x pertemuan)

Topik Pembelajaran : Descriptive (Speaking)

A. Standar Kompetensi

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

Indikator Pencapaian Kompetensi

Indikator Pencapain Kompetensi	Nilai Budaya dan Karakter Bangsa
• Siswa dapat mendeskripsikan sebuah benda, binatang atau pemandangan secara spontanitas. • Siswa dapat menggunakan kalimat	• Kreatif • Teliti

simple present dalam mendeskripsikan benda atau orang. • Melakukan monolog untuk menyampaikan sebuah deskripsi.	

C.Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat mendeskripsikan sebuah benda, binatang, atau pemandangan secara spontanitas.
- Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

D. Materi Pokok

Describe this picture!

The name of people at that picture is my friend. The paddy rice field is the place to plant paddy. We can see from the picture, the man is a farmer.

E. Metode Pembelajaran / Teknik

Audio Visual Method

F. Strategi Pembelajaran

Tatap Muka	Tersruktur	Mandiri
• Bertanya jawab tentang deskiptif. • Memilih siswa secara acak untuk mendeskripsikan suatu benda, binatang atau orang secara spontanitas. • Melakukan monolog untuk menyampaikan sebuah deskripsi.	• Berdiskusi secara kelompok untu membuat sebuah deskripsi secara sambung menyambung.	• Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda, binatang, atau orang. • Siswa dapat mendeskripsikan secara lisan di depan kelas.

Langkah-lankah Kegiatan Pembelajaran

Kegiatan awal (10')

➢ Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.

➢ Mengecek kehadiran siswa

➢ Apersepsi

➢ Motivasi siswa

Kegiatan inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

➢ Memberikan stimulus berupa pemberian materi tentang descriptive.

➢ Mendiskusikan materi bersama siswa.

➢ Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaborasi

➢ Membimbing siswa untuk menyebutkan bagian-bagian dari benda, binatang atau orang yang akan dijadikan objek.

➢ Membimbing siswa untuk menggunakan kalimat simple present dalam mendeskripsikan benda, binatang atau orang.

➢ Membimbing siswa untuk terbiasa memberanikan diri untuk berbicara didepan kelas atau mempresentasikan hasil belajar.

➢ Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal.

Konfirmasi

➢ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

➢ Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa melalui sumber buku.

➢ Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.

➢ Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau oran

Kegiatan akhir (10')

• Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.

• Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.

- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

G. **Sumber / Bahan / Alat**

- Buku Look Ahead 2
- Kamus
- Gambar-gambar yang relevan

H. **Penilaian**

I. **Indikator, Teknik, Bentuk, dan Contoh**

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mendeskripsikan benda,binatang atau orang secara lisan.	Tes lisan	Mendeskripsikan gambar.	Describe this picture in the front of class!

II. **Instrument Penilaian**

Describe this picture in the front of the class!

This is my cat. It is a name Cimot. It is a cute and funny pet.

III.Pedoman penilaian

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
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Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
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	2 (adequate)	Speech is broken and distorted by frequent errors.
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	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

Raman Utara, Januari 2018

English Teacher   The Researcher

Sukartini, S.Pd   **Riska Martia Sari**
NIP.19740206 200501 2 007   **NPM. 13108227**

PRE-TEST
SPEAKING PERFORMANCE

Direction:
- Please answer the questions from the teacher.

Question:
1. Do you like English? What is your reason?
2. When do you speak English for the first time?
3. What is your aim or pupose to learn English?
4. Do you want to speak in English well?

POST-TEST I
SPEAKING PERFORMANCE

Direction:
- Please speak up in front of the class.
- The topic is descriptive story.

Question:
Please describe about someone or something in front of the class!

POST-TEST II
SPEAKING PERFORMANCE

Direction:
- Please speak up in front of the class.
- The topic is narrative story.

_____

Question:
Please tell one of narrative story that you know in front of the class!

The Result of the Students' Score in Pre-Test

No	NAME	GRADE	NOTE
1	A P	50	Incomplete
2	A KS	70	Complete
3	APP	50	Incomplete
4	AIY	60	Incomplete
5	AKW	60	Incomplete
6	BR	60	Incomplete
7	DAA	70	Complete
8	DS	55	Incomplete
9	DPW	65	Incomplete
10	IMR	70	Complete
11	IPAB	60	Incomplete
12	IWYSWP	50	Incomplete
13	ITL	70	Complete
14	JMS	60	Incomplete
15	MR	60	Incomplete
16	MA	60	Incomplete
17	RMS	65	Incomplete
18	SH	65	Incomplete
19	SNA	65	Incomplete
20	S	55	Incomplete
21	VAF	60	Incomplete
TOTAL		**1280**	
AVERAGE		**61,19**	
HIGH GRADE		**70**	
LOW GRADE		**55**	

The Result of the Students' Score in Post-Test 1

No	NAME	GRADE	NOTE
1	A P	65	Incomplete
2	A KS	70	Complete
3	APP	65	Incomplete
4	AIY	70	Complete
5	AKW	65	Incomplete
6	BR	65	Incomplete
7	DAA	75	Complete
8	DS	60	Incomplete
9	DPW	65	Incomplete
10	IMR	70	Complete
11	IPAB	60	Incomplete
12	IWYSWP	60	Incomplete
13	ITL	75	Complete
14	JMS	70	Complete
15	MR	65	Incomplete
16	MA	70	Complete
17	RMS	75	Complete
18	SH	65	Incomplete
19	SNA	65	Incomplete
20	S	60	Incomplete
21	VAF	60	Incomplete
	TOTAL	**1395**	
	AVERAGE	**66,4**	
	HIGH GRADE	**75**	
	LOW GRADE	**60**	

The Result of the Students' Score in Post-Test II

No	NAME	GRADE	NOTE
1	A P	70	Complete
2	A KS	75	Complete
3	APP	70	Complete
4	AIY	75	Complete
5	AKW	70	Complete
6	BR	70	Complete
7	DAA	75	Complete
8	DS	65	Incomplete
9	DPW	65	Incomplete
10	IMR	75	Complete
11	IPAB	70	Complete
12	IWYSWP	65	Incomplete
13	ITL	85	Complete
14	JMS	75	Complete
15	MR	70	Complete
16	MA	75	Complete
17	RMS	80	Complete
18	SH	70	Complete
19	SNA	75	Complete
20	S	65	Incomplete
21	VAF	70	Complete
	TOTAL	**1510**	
	AVERAGE	**71,9**	
	HIGH GRADE	**85**	
	LOW GRADE	**65**	

THE OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES
CYCLE I

Date :

School : SMA NEGERI 1 RAMAN UTARA

Class : XI

No	Nama	Students's Activity					Total
		1	**2**	**3**	**4**	**5**	
1	AP	√	√	√	√		
2	AKS	√	√	√		√	
3	AAP	√		√	√	√	
4	AS						
5	AIY	√	√	√	√		
6	AKW	√	√	√	√	√	
7	BR	√		√		√	
8	DAA	√	√	√	√	√	
9	DS	√	√	√	√	√	
10	DPD	√	√	√	√	√	
11	IMR	√	√	√	√	√	
12	IPAB	√	√	√	√	√	
13	IWYSWP	√	√	√	√	√	
14	ITL	√	√	√	√	√	
15	JMS	√	√	√	√	√	
16	MR	√	√	√	√	√	
17	MA	√	√	√	√	√	
18	RMS	√	√	√	√	√	
19	SH	√	√	√	√	√	
20	SNA	√	√	√	√	√	
21	S	√	√	√	√	√	
22	VA	√	√	√	√	√	
	TOTAL						

NOTES:

Indicator of the students' activities that observed are:

1. To pay attention to the teacher's explanation.

2. Active to do shadowing technique

3. Active to imitate the speaker.

4. Active to practice speaking.

5. To do respon in learning process.

DIRECTION:

1. Tick (√) for each positive activity

2. Let it empty for inactive students.

Raman Utara,   January 2018

English Teacher   The Researcher

Sukartini, S.Pd
NIP.19740206 200501 2 007

Riska Martia Sari
NPM. 13108227

THE OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES
CYCLE I

Date   :

School : SMA NEGERI 1 RAMAN UTARA

Class   : XI

No	Nama	Students's Activity					Total
		1	2	3	4	5	
1	AP	√	√	√	√		
2	AKS	√	√	√		√	
3	AAP	√		√	√	√	
4	AS						
5	AIY	√	√	√	√		
6	AKW	√	√	√	√	√	
7	BR	√		√		√	
8	DAA	√	√	√	√	√	
9	DS	√	√	√	√	√	
10	DPD	√	√	√	√	√	
11	IMR	√	√	√	√	√	
12	IPAB	√	√	√	√	√	
13	IWYSWP	√	√	√	√	√	
14	ITL	√	√	√	√	√	
15	JMS	√	√	√	√	√	
16	MR	√	√	√	√	√	
17	MA	√	√	√	√	√	
18	RMS	√	√	√	√	√	
19	SH	√	√	√	√	√	
20	SNA	√	√	√	√	√	
21	S	√	√	√	√	√	
22	VA	√	√	√	√	√	
	TOTAL						

NOTES:

   Indicator of the students' activities that observed are:

  6. To pay attention to the teacher's explanation.

7. Active to do shadowing technique

8. Active to imitate the speaker.

9. Active to practice speaking.

10. To do respon in learning process.

DIRECTION:

3. Tick (√) for each positive activity

4. Let it empty for unactive students.

Raman Utara,   January 2018

English Teacher   The Researcher

<u>Sukartini, S.Pd</u>
NIP.19740206 200501 2 007

<u>Riska Martia Sari</u>
NPM. 13108227

THE OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES
CYCLE II

Date   :

School   : SMA NEGERI 1 RAMAN UTARA

Class   : XI

No	Nama	Students's Activity					Total
		1	**2**	**3**	**4**	**5**	
1	AP	√	√	√	√		
2	AKS	√	√	√		√	
3	AAP	√		√	√	√	
4	AS						
5	AIY	√	√	√	√		
6	AKW	√	√	√	√	√	
7	BR	√	√	√	√	√	
8	DAA	√	√	√	√	√	
9	DS	√	√	√	√	√	
10	DPD	√	√	√	√	√	
11	IMR	√	√	√	√	√	
12	IPAB	√	√	√	√	√	
13	IWYSWP	√	√	√	√	√	
14	ITL	√	√	√	√	√	
15	JMS	√	√	√	√	√	
16	MR	√	√	√	√	√	
17	MA	√	√	√	√	√	
18	RMS	√	√	√	√	√	
19	SH	√	√	√	√	√	
20	SNA	√	√	√	√	√	
21	S						
22	VA	√	√	√	√	√	
	TOTAL						

NOTES:

Indicator of the students' activities that observed are:

11. To pay attention to the teacher's explanation.

12. Active to do shadowing technique

13. Active to imitate the speaker.

14. Active to practice speaking.

15. To do respon in learning process.

DIRECTION:

5. Tick (√) for each positive activity

6. Let it empty for inactive students.

Raman Utara,   January 2018

English Teacher   The Researcher

<u>Sukartini, S.Pd</u>
NIP.19740206 200501 2 007

<u>Riska Martia Sari</u>
NPM. 13108227

DOCUMENTATION OF ENGLISH LEARNING
The First Meeting
The teacher gave pre-test for the students

The Second Meeting
The teacher gave the treatment for students

The Third Meeting
The teacher gave the post test 1

The Fourth Meeting
The teacher gave treatment more for the students

The Fifth Meeting
The teacher gave the post test II

FIELD NOTE CYCLE I

Wednesday, January 10th, 2018

1. Give pre-test for the students.
2. Most of students still confused.
3. Some of students are playing with their friends.
4. Most of the students did the test unconfidently.

Saturday, January 13th, 2018

1. The teacher gave the material.
2. After the teacher showed the video of descriptive, the students imitated the speaker and made their own description.
3. So, many students who were noisy didn't pay attention to the teacher explanation.
4. Some students didn't understand how to do shadowing.
5. The students spoke up in front of the class related to describing something or someone.
6. The teacher made the students to be active by giving response to learning process.

Wednesday, January 17th, 2018

1. Give post-test I to the students with the topic about descriptive. The students implemented Shadowing Technique, the roles are:

     e) The teacher gave the students a video of native speaker who talked about descriptive.

     f) The teacher guided the students to listen it carefully.

     g) The teacher guided the students to shadow or imitate what native speaker said.

> h) The teacher asked the students to repeat it until they could imitate it correctly.

2. Some students passed the minimum standard criteria. But many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

FIELD NOTE CYCLE II

Saturday, January 20th , 2018
1. Some students were still confused about the material.
2. Then, gave a video of recount.
3. The students were pay attention to the video.
4. The students tried to imitate the speaker.
5. The students were enthusiastic and interested to the material.
6. The condition of this meeting was more enthusiastic than before.

Saturday, January20th , 2018
1. The teacher gave post-test II after giving treatment.
2. Most of students could speak up confidently in front of he class.
3. Most of students passed the minimum standard criteria.
4. Finally, the teacher gave motivation and spirit to the students in order to study hard more.

Nomor   : P.0563/In.28/FTIK/PP.00 9/04/2017
Lamp   : -
Hal   : **IZIN** *PRA SURVEY*

Kepada Yth.,
Kepala SMA Negeri 1 Raman Utara
Di –
Tempat

Assalamu'alaikum Wr. Wb.
Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Riska Martia Sari
NPM   : 13108227
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul   : Increasing Students' Speaking Performance Through Shadowing Technique at
              The Eleventh Grade of SMA Negeri 1 Raman Utara

Untuk melakukan *PRA SURVEY* di SMA Negeri 1 Raman Utara.
Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Metro, 11 April 2017
Ketua Jurusan TBI
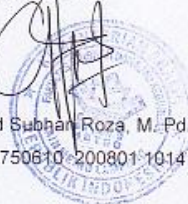
Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1014

Nomor : B-2749/In.28.1/J/TL.00/11/2017   20 November 2017
Lamp : -
Hal   : BIMBINGAN SKRIPSI

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum.
2. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : Riska Martia Sari
NPM   : 13108227
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Nomor : B-2957/In.28/D.1/TL.00/12/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 RAMAN UTARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2956/In.28/D.1/TL.01/12/2017, tanggal 05 Desember 2017 atas nama saudara:

Nama	:	**RISKA MARTIA SARI**
NPM	:	13108227
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS` SPEAKING PERFORMANCE THROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA IN THE ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Desember 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 005

SURAT TUGAS

Nomor: B-2956/In.28/D.1/TL.01/12/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RISKA MARTIA SARI**
NPM	:	13108227
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMAN 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA IN THE ACADEMIC YEAR 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Desember 2017

Mengetahui
Pejabat Setempat

Wakil Dekan I,

Tukirin, S.Pd. M.M
NIP. 19630515 198503 1 009

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SURAT KETERANGAN
Nomor : 420 / 014 / 11.SK/ SMA 01 / 2018

Yang bertanda tangan di bawah ini Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :
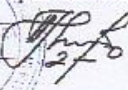
Nama	:	RISKA MARTIA SARI
NPM	:	13108227
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Adalah benar mahasiswa tersebut diatas telah melakukan Research di SMAN 1 Raman Utara dalam rangka tugas akhir/skripsi dengan judul : "INCREASING STUDENTS SPEAKING PERFORMANCE TROUGH SHADOWING TECHNIQUE AT THE ELEVENTH GRADE OF SMAN 1 RAMAN UTARA IN THE ACADEMIC YEAR 2017/2018".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara, 15 Januari 2018
Kepala SMAN 1 Raman Utara

TUMIN, S.Pd. M.M
NIP. 19630515 198503 1 009

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Riska Martia Sari **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13108227 **Semester / T A** : X / 2017-2018

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	TandaTangan
1.	11 / 4/ 2018		Revise : Chapter III Chapter V & CV	
2.	16/4 /2018		Revise : Abstract, acknowledgement, chapter IV	
3.	5/4 /2018		Revise : Abstract, Dedication Page, Table of chapter IV	
4.	28/5/2018		Revise : Motto, Dedication Page, Chapter IV	
5	2/6/2018		Acc to Munaqosah	

Mengetahui :
Ketua JurusanTa'dris Bahasa Inggris

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Riska Martia Sari   **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13108227   **Semester / T A** : X / 2017-2018

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang Dibicarakan	Tanda Tangan
1	Tuesday 03/04/18	✓	Revise chapter IV-V	
2	Wednesday 30/03/18	✓	Acc and continue to the first sponsor	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Syahreni Siregar, M. Hum**
NIP. 19750610 200801 1 014   NIP. 19760814 200912 2 004

CURRICULUM VITAE

The full name of the researcher is Riska Martia Sari. She is usually called Riska. She was born in Raman Endra, on March 27th 1995. She is the firstdaughter, Mr. Sartono and Mrs. Nanik Ngatmiatun. Ethnically speaking, she comes from Javanese family descent.

She was enrolled her study in Bumi Dipasena Makmur at TK Bumi Dipasena Makmur 1999 and graduated in 2001. She continued her study at SD N 1 Bumi Dipasena Makmur and graduated in 2007. She continued her study at SMP N 1 Rawajitu Timur graduated in 2010. Having graduated from junior high school, she continued her study at SMA Negeri 1 Raman Utara and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College of Metro.

SILABUS PEMBELAJARAN

Nama Sekolah : **SMA Negeri 1 Raman Utara**

Mata Pelajaran : **Bahasa Inggris**

Kelas / Semester : **XI / 1**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Berbicara 3.Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan	3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal	*Using expressions of making, accepting and declining an invitation*	• Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu,	• Percayadiri (keteguhanhati, optimis). • Berorientasi padatugas (bermotivasi, tekun/tabah, bertekad,	Bermain peransecara berkelompok	• Menggunakant indaktuturmen yampaikanpen dapat • Merespontinda ktuturmenyam paikanpendapa t • Menggunakant indaktuturme	Performans	6 x 45	Developing English Competencies for Grade XI Senior High

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	(bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		semangatkebangsaan, cintatanah air, menghargai prestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab	enerjik). • Pengambilresiko (sukatantangan, mampumemimpin) • Orientasikemasadepan (punyaperspektifuntukmasadepan)		mintapendapat • Merespontindaktuturmemintapendapat • Menggunakantindaktuturmenyatakanpuas • Merespontindaktuturmenyatakan puas			School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas								Koran berbehasaInggris Majalah Internet
	3.2 Mengungkap-kan makna dalam	*Using expressions of making and*	• Religius, jujur, toleransi, disiplin,	• Percayadiri (keteguhanhati, optimis). • Berorientasi	Mendiskusikantindaktutur yang digunakandan	• Menggunakan tindaktuturmenasehati • Merespontind	Tugas Performans	4 x 45 4 x 45	Developing English Compete

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks	*cancelling an appointment*	kerjakeras, mandiri, demokratis, rasa ingintahu, semangatke bangsaan, cintatanah air, menghargai prestasi, bersahabat, cintadamai, gemarmemb aca, pedulilingku	padatugas (bermotivasi , tekun/tabah, bertekad, enerjik). • Pengambilre siko (sukatantan gan, mampumem impin) • Orientasike masadepan (punyapersp	responnyadala mpercakapany ang didengarsecar aberkelompok	aktuturmenase hati • Menggunakan tindaktuturme mperingatkan • Merespontind aktuturmempe ringatkan • Menggunakan tindaktuturme luluskanpermi ntaan • Merespontind aktuturmelulu skanpermintaa	Quiz		ncies for Grade XISenior High School (SMA/M A) Tape Kamus Kaset/C D Tape/CD Player OHP/LC

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterB angsa	Kewirausaha an/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokas i Waktu	Sumber Belajar
	kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatk an, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure		ngan, pedulisosial, tanggungja wab	ektifuntukm asadepan)		n • Menggunakan tindaktuturme nyatakanperas aan. Merespontind aktuturmenyat akanperasaan			D Foto/ Poster Gambar Koran berbehas aInggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks	4.1 Mengungkap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan	*Performing a monologue*	• Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatke bangsaan, cintatanah air, menghargai prestasi,	• Percayadiri (keteguhanhati, optimis). • Berorientasi padatugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambilre siko (sukatantangan, mampumem	• Menyampaik anundanganli sansecaraindi vidudi depankelas.	• Menggunakan bahasalisandal ammenyampai kanteksfungsi onalpendek	Performans	2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/C

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
kehidupan sehari-hari	sehari-hari		bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab	impin) • Orientasike masadepan (punyaperspektifuntukmasadepan)					D Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasaInggris Majalah Internet
	4.2	• *Performing*	• Religius,	• Percayadiri	• Melakukan*ca*	• Menggunakan	Unjuk	4 x 45	Developi

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	Mengungkapkan makna dalam teksmonolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report,	*a monologue*	jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatke bangsaan, cintatanah air, menghargai prestasi, bersahabat, cintadamai,	(keteguhanh ati, optimis). • Berorientasi padatugas (bermotivasi , tekun/tabah, bertekad, enerjik). • Pengambilre siko (sukatantan gan, mampumem impin)	*se building* berdasarkank elompok pro dankontra. • Melakukande batsecaraberk elompokdeng antemaperma salahandaera hsetempat.	kalimat simple present dalammenya mpaikan report • Melakukan monolog berbentuk*narr ative* • Melakukan monolog berbentuk*anal ytical exposition* • Melakukande	kerja		ng English Compete ncies for Grade XI Senior High School (SMA/M A) Tape Kamus Kaset/C D

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya &KarakterBangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	narrative, dan analytical exposition		gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab	• Orientasikemasadepan (punyaperspektifuntukmasadepan)		bat			Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasaInggris Majalah Internet

Raman Utara, Januari 2018

GuruBahasaInggris

Sukartini, S.Pd
NIP. 19650818 199203 1 012