

**AN UNDERGRADUATE THESIS**

**THE EFFECT OF USING SHADOWING TECHNIQUE  
ON SPEAKING OF THE ELEVENTH GRADE  
OF SMK MUHAMMADIYAH 1  
TERBANGGI BESAR**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2022 M**

**THE EFFECT OF USING SHADOWING TECHNIQUE  
ON SPEAKING OF THE ELEVENTH GRADE  
OF SMK MUHAMMADIYAH 1  
TERBANGGI BESAR**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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### APPROVAL PAGE

*Assalamualaikum Wr. Wb.*

Title : THE EFFECT OF USING SHADOWING TECHNIQUE ON  
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MUHAMMADIYAH 1 TERBANGGI BESAR

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To be examined in munaqosyah in Tarbiyah and Teacher Training Faculty of State Institute  
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*Wassalamu'alaikum Wr. Wb.*

Metro, May 2022

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**NOTIFICATION LETTER**

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To: The Honorable the  
Dean of Tarbiyah and Teacher Training Faculty  
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*Assalamualaikum Wr. Wb.*

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

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**NOTA DINAS**

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Kepada Yth,  
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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan Tadris Bahasa Inggris

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**THE EFFECT OF USING SHADOWING TECHNIQUE  
ON SPEAKING OF THE ELEVENTH GRADE  
OF SMK MUHAMMADIYAH 1 TERBANGGI BESAR**

**ABSTRACT**

**By: Hesti Puji Lestari**

The main purpose of this research was to determine whether there was positive and significant effect on speaking of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

This research uses a quasi-experimental quantitative research, using two groups experimental and control group. Class XI Accounting as the experimental group and class XI Online Business and Marketing as the control group. The experimental group were students who were taught using the shadowing technique while the control group were students who were taught without using the shadowing technique. The number of samples in this study were 15 students in the experimental group and 15 students in the control group. The total of the population of this research were 30 students. Data were obtained using pre-test and post-test. The pre-test was given at the beginning and then the post-test was given. To analyze the data, researchers used SPSS.

Based on data analysis, the researcher found that students who were taught to speak using the shadowing technique would show better performance than those who were taught without using the shadowing technique. From the data analysis computed by t-test, especially independent t-test, was obtained sig. (2-tailed) was 0,000. It was lower than  $\alpha = 0,05$ . Therefore it can be concluded that  $H_0$  is rejected. This means that there is a positive and significant effect so that the shadowing technique has an effect on the speaking of class XI students of SMK Muhammadiyah 1 Terbanggi Besar.

***Keywords: Shadowing Technique, Speaking***

# **PENGARUH PENGGUNAAN TEKNIK SHADOWING PADA *SPEAKING* DI KELAS XI SMK MUHAMMADIYAH 1 TERBANGGI BESAR**

## **ABSTRAK**

**Oleh: Hesti Puji Lestari**

Tujuan utama dalam penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan terhadap berbicara siswa pada kelas 11 SMK Muhammadiyah 1 Terbanggi Besar.

Penelitian ini merupakan penelitian kuantitatif eksperimen semu, dengan menggunakan dua kelompok yaitu kelompok kontrol dan eksperimen. Kelas XI Akuntansi sebagai kelompok eksperimen dan kelas XI Bisnis Daring dan Pemasaran sebagai kelompok kontrol. Kelompok eksperimental adalah siswa yang diajar menggunakan teknik shadowing sedangkan kelompok kontrol adalah siswa yang diajar tanpa menggunakan teknik shadowing. Jumlah sampel dalam penelitian ini adalah 15 untuk siswa kelompok eksperimen dan 15 siswa kelompok kontrol. Dengan total populasi sebanyak 30 siswa. Data diperoleh dengan menggunakan pre-test dan post-test. Pre-test diberikan pada awal dan kemudian diberikan post-test. Untuk menganalisis data peneliti menggunakan SPSS.

Berdasarkan analisis data, peneliti menemukan bahwa siswa yang diajarkan berbicara dengan menggunakan teknik shadowing akan menunjukkan prestasi yang lebih baik daripada mereka yang diajar tanpa menggunakan teknik shadowing. Dari analisis data yang telah dihitung dengan uji-t, khususnya uji-t independen diperoleh sig. (2-tailed) adalah 0,000. Ini lebih rendah dari  $\alpha = 0,05$ . Oleh karena itu dapat disimpulkan bahwa  $H_0$  ditolak. Artinya ada pengaruh positif dan signifikan sehingga teknik shadowing berpengaruh pada speaking siswa kelas XI SMK Muhammadiyah 1 Terbanggi Besar.

***Kata Kunci: Teknik Shadowing, Berbicara***

## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, 27 May 2022

The researcher,



**Hesti Puji Lestari**

St. ID 1701070179



## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Hesti Puji Lestari  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 May 2022  
Yang membuat pernyataan,

A 10000 Indonesian postage stamp with a signature over it. The stamp features the Garuda Pancasila emblem and the text '10000', 'REPUBLIK INDONESIA', and 'METER TEMPEL'. The serial number '5B246AJX019443274' is visible at the bottom.

**Hesti Puji Lestari**  
St. ID 1701070179

## MOTTO

سَلَامَةُ الْإِنْسَانِ فِي حَفْظِ اللِّسَانِ

Translate: “Keselamatan manusia tergantung pada kemampuannya menjaga lisan.” (HR Al-Bukhari)

## **DEDICATION PAGE**

I dedicated this undergraduate thesis to:

1. Myself, for the first I want to thank me for believing in me for doing all this hard work and thanks for just being me at all times.
2. My lovely parents, my mom Nur Hayati and my Dad Sumiarsono who give me true love, affection, motivation, and everything for my life.
3. My beloved brothers Andi Arifin and Bambang Riyanto, my sister in-law Maria Ulva who always give their love and support for their little sister.
4. All of my dearest friends thanks for making me laugh, I am really grateful for our friendship.
5. My sponsor Eka Yuniasih, M.Pd thank you so much for the advices, suggestion and guidance.
6. My new family in UKPM Kronika which send me brotherhood, friends, knowledge, and everything for my life.

## ACKNOWLEDGEMENT

*Assalamu'alaikum Wr. Wb.*

In the name of Allah, the Beneficent and the Merciful.

All praise be to Allah, the Lord of the worlds, who has been giving the researcher strength, knowledge, ability, guidance, and blessing the researcher to finish this undergraduate thesis entitled “The Effect of Shadowing Technique on Speaking of the Eleventh Grade of SMK Muhammadiyah 1 Terbanggi Besar”. Sholawat and salam always be given to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

The researcher would like to express her deepest honor and gratitude to her parents, Sumiarsono and Nur Hayati who always support the researcher to finish this research. And thank to big family who always give their love and motivates the researcher to finish this research.

The researcher realizes that she would never finish this research without help some people around her. Therefore, the researcher would like to express her gratitude to her sponsor Eka Yuniasih, M.Pd, for the advices, suggestion, guidance, comments and support in completing this research and Andianto, M.Pd as Head of English Education Department. Then, a big thank to Mr. AB. Aziz, S.Pd and Mrs. Emasari, S.S who have provided the opportunity for the researcher to conduct this research. Her gratitude is also for all the lecturers in English Education Department.

Finally, the researcher realizes that this research still has some weakness and errors. As a result, the researcher would welcome any constructive suggestion and critics in order to make this research better.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 May 2022

The researcher,

A handwritten signature in black ink, appearing to be 'Hesti Puji Lestari', written over a horizontal line.

**Hesti Puji Lestari**  
Student Number: 1701070179

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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

In this modern era many people wants to mastering English, there are varieties reason for this such as, want to be able communicate with foreigner, want to get a job or scholarship abroad even those who just want to look cool when speaking English. English as an international language is used in countries all over the worlds, including in ours countries. In the world of work, the ability to speak English is also needed at this time. Many companies make English language as a requirement for work.

Knowing how important English for international communication, Indonesian government makes English as a subject thought in junior high school until the university. In verbal communication, English is a tool to communicate or interact with other people in different countries. Mastering speaking is needed to avoid misunderstanding.

Speaking is one of the fourth skills in English that is used to communicate. Speaking can also be used as an interactive way to construct meaning that involves the production, reception, and processing of information.<sup>1</sup> In learning English the students are expect to be fluent when they are speaking. When learning speaking students have some of the difficulties

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth edition (san francisco state university: pearson education, 2007).

inherent such as grammatical, pronunciation, vocabulary and fluency. One of the central difficulties students often experience is pronunciation, students find the difficulty in English pronunciation due to several factors, one of them is the difference when write and pronounce it. By pronouncing the word correctly, the listener can accept the meaning that the speaker want to convey.

To achieve learning English especially in speaking, students must learn and practice continuously because language mastery is a matter of habit. It means that if do not practice it frequently, it will feel difficult to master the foreign language. However, teaching English is not easy to do, it is because in Indonesia English is not our first language. This is a big challenge for English teacher to teach English.

Based on interview with the English teacher of SMK Muhammadiyah 1 Terbanggi Besar on 25 June 2021, the teachers said that the problem of students learning English is speaking. In speaking students of SMK Muhammadiyah 1 Terbanggi Besar find difficulties in pronunciation, lack of vocabulary, and not fluent when speaking, because of that not all of students took part actively in this teaching learning process. Thus, in the teaching learning process the teachers uses the conversation dialogue method, the dialogue that usually students and teacher use at the beginning of the meeting is “how are you” and students will answer “I am fine”. Besides that, the teacher does not give an example of how to pronounce it.

Therefore, there is some passive students in the classroom as long as the process of teaching learning. The students did not enjoy the English teaching

learning process. The students feel bored because always receive the same instruction from the teacher.

There are several factors that cause the students' speaking ability to be low. The first factor is student have difficulty when pronounce the word, lack of speaking practice by students. The second factor is the lack of interest in learning because students feel bored during the learning process. The teacher should give students more speaking practice by giving interesting themes. Therefore the teacher requires finding a suitable technique for the students to teach speaking. There are many techniques that the teacher can use to teach speaking; one of them is shadowing technique.

Shadowing technique is language learning technique that can be used to improve student's pronunciation. This technique is good for the beginners to enhance them to speak English. By using shadowing technique students can mimick to correct English pronunciation, even though not all words will be understood by them, but this technique can help the students to have a great pronunciation, it can make them to be more comfortable and confident when speak English. This technique it is a bit like speaking and listening practice, this technique making students listen to sample speaker and then repeat what they have heard afterwards, students are expected imitating the speaker as closely as possible in just very short time.

Based on the pre-survey result of the eleventh graders at SMK Muhammadiyah 1 Terbanggi Besar, their speaking skill can be known from the following table:

**Table 1**  
**The Data of Pra-Survey**

No	Score	Explanation	Frequency
1	<70	Failed	20
2	>70	Passed	10
Total			30

*Source: the teacher's archive, taken on October 2021*

Based on the result of students' data score above. It can be concluded that the speaking skill of the students were still low because of the minimum mastery criteria (KKM) is 70. It could be seen that 11 students passed the test and 20 students are failed because the students' were not reach the standard mastery criteria (KKM).

Considering the problem above, the researcher proposed research entitled "The Effect of Using Shadowing Technique on Speaking of the Eleventh Grade of SMK Muhammadiyah 1 Terbanggi Besar". The researcher wants to know how the effect of this technique to learn speaking for the eleventh grade students of SMK Muhammadiyah 1 Terbanggi Besar. However, mastering speaking also can help students of SMK to be able to communicate so they can develop their business relation. In the other hand, by learning speaking using shadowing technique, it can help the students speak fluently and their pronunciation can also be better. This technique will also make students easier and more enjoyable when learning.

## **B. Problem Identification**

Considering the background above, the problem can be identified as follow.

1. The students speaking ability was still low
2. The students have lack of vocabulary
3. The students got difficulties in pronounce the word
4. The students still do not practice speaking

### **C. Problem Limitation**

From the problem of identification above, the researcher limits the problem focuses on the students who have difficulty to pronounce the words in speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

### **D. Problem Formulation**

In this research the researcher formulates the problem as follows “is there any positive and significant effect of using shadowing technique on speaking of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar?”

### **E. The Objectives and Benefit of the Study**

1. Objective of Research: This research is aimed to find out whether there is a positive and significant effect of using shadowing technique on speaking of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.
2. Benefit of Research:

The result of this research gives some positive contributions to the English learning context and may be beneficial for researcher, teacher, students and school.

- a. For other researchers

This research is expected to be used as a reference for other researchers.

b. For the English teachers

This research can be an inspiration for English teachers to enrich their techniques in teaching speaking.

c. For students

It is as a motivation in learning speaking for the students, so they can practice speaking in a fun way.

d. For school

It gives contribution to the school, especially SMK Muhammadiyah 1 Terbanggi Besar that they can use Shadowing technique in teaching speaking to their students.

## **F. Prior Research**

To help the research, researcher have found several previous studies related to this research.

First research conducted by Febrika Dwi Lestari from Nommensen HKBP University. This is a Journal of English Teaching and Applied Linguistics, volume 2, number 2, entitled "*Improving Students' Listening Comprehension Ability Through Shadowing Technique*". In this research, Febrika Dwi Lestari used classroom action research. The participant of this research was a group of first semester students of Nommensen HKBP University. The procedure on collected the data was done in two cycles that involved four phases. The first cycle, the students were confused and unfamiliar



with shadowing technique because it the first time for the students to use this technique, so the students could not shadow well. The second cycle, the students had more relax and enjoy, so the students more focus listen and shadow and students could di the test well. The result from this research show that students can improve their listening comprehension through shadowing technique.<sup>2</sup>

The differences are, Febrika Dwi Lestari focuses her research on listening comprehension ability while this research, researcher focuses on speaking, there is also differences in the sample of the research, for the research Febrika Dwi Lestari were used classroom action research while this research, researcher used quantitative research. The similarities is both of this research use shadowing technique.

The second research from Elham Zakeri from University of Tabriz. This is a International Journal of English Language Teaching volume 2, number 1, by the title, "*The Effect of Shadowing on EFL Learners' Oral Performance in Terms of Fluency*". This study aimed to determine whether the shadowing technique has an effect on EFL learners' oral performance in terms of fluency. The method of this research was quasi-experimental design. The result confirmed that shadowing is proven to help improve students' fluency in oral performance.<sup>3</sup>

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<sup>2</sup> Febrika Dwi Lestari, "Improving Students' Listening Comprehension Ability Through Shadowing Technique," *English Teaching and Applied Linguistic* 2, no. 2, 5.

<sup>3</sup> Elham Zakeri, "The Effect Of Shadowing on EFL Learners' Oral Performance in Terms of Fluency," *International Journal of English Language Teaching* 2, no. 1 (2014), 6.

The similarities of this research are both using shadowing technique to teach English and the method use quasi-experimental research. The difference of this previous research and this research is in the focus. In previous research, it was more specific on English fluency, where fluency is one of the components of speaking that is focused on this research.

The third research from Melly Astriyani, La Miliha, dan Wa Ode Fatmawati. This is Journal of Teaching English, volume 4, number. 3. Entitled, *“The Effect of Shadowing Technique on Students’ Speaking Ability of Eight Grade at SMP Negeri 1 Parigi”* The objective of this research is to find out the effect of shadowing technique on students speaking ability. The design of this research is quasi-experimental. The result of this research is shadowing technique is recommended to teacher to be use in teaching and learning process as an additional technique in teaching speaking especially to students speaking ability, it can be seen from the mean score of post-test in both of control class and experimental class. the mean score in control class is 2,52 and the mean score of the experimental class is 3,31.

The similarities of this research are to know the effect of using shadowing technique on students speaking and the method using quasi-experimental. In both of research used SPSS to analyse the data. The difference of this research is the object of the research. In previous research the object is the students of Junior High School, but in this research the object is students in Vocational High School.

From several previous studies, many studies has been carried out on the use of shadowing technique for learning English, especially in several skills namely, listening, speaking, pronunciation and fluency. However, novelty from this research is the researcher want to know the effect of shadowing technique on students speaking especially for students in Vocational High School. Because, no one has been researched the effect of the shadowing technique in speaking especially in Vocational High School. Therefore, the researcher tries to find out whether there is any positive and significant of using shadowing technique in speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Speaking

##### 1. Definition of Speaking

One of the basic skill in English that students must have is speaking. Speaking is very important to communicate. The average person can produce thousands of words in a day, but speaking is still underestimated by some people. Whereas in learning a foreign language to acquire the ability to speak we have to struggle to be able to master it.<sup>4</sup> In learning a foreign language, there are still many people who have difficulty learning to speak.

Conducted to Spratt and Williams speaking is process to interact with others using verbal language where the speaker and listener will be involved in the conversation and able to make each other understood, this must be mastered by studying and practicing especially for daily conversation.<sup>5</sup> This means that speaking is an interaction carried out by two or more people by processing a word or sentence orally that can be understood by the other people.

Cameron states that speaking is the active language to express meaning so that the other people can understand it. In addition, it is

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<sup>4</sup> Scott Thornbury, *How To Teach Speaking* (London: Longman, 2005), 1.

<sup>5</sup> Mary Spratt dkk., *The TKT Course: Teaching Knowledge Test: Modules 1, 2 and 3*, 2nd ed (Cambridge ; New York: Cambridge University Press, 2011), 48.

recognized as an interactive, social and contextual communicative event.<sup>6</sup> It means that speaking can also be used someone to express the feeling through communicative language. Through speaking, the feeling conveys will be easier.

Harmer defines speaking is the most important part of daily life that people always use to create social relationships as humans.<sup>7</sup> That's means one of the most important communication in life is to speak, for speaking the message that will convey will be so easily understood by others that it can be used by humans to further relationships.

In short, it can be concluded that speaking is a verbal communication that people use in daily life to interact with other people. Besides that, speaking can also be used as a tool to express our love, emotion, feeling and opinion.

## **2. Component of Speaking**

In leaning a foreign language, speaking is not just saying something orally. However, there are several components that need to be understood in order to have good speaking skills. According to Brown, there are components of speak that must be assessed; grammar, vocabulary, comprehension, fluency, pronunciation, task.

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<sup>6</sup> Cameron Deborah, *Working with Spoken Discourse* (London: SAGE publications, 2001).

<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching*, fourth edition (Britain: Pearson Longman, 2007), 269.

a. Grammar

According to Spratt and Williams grammar is used to acquiring meaning when speaking, writing, listening or reading with refers to how we combine, organize, change parts of words, words and groups of words.<sup>8</sup>

b. Vocabulary

In learning new vocabulary, to be able to see how a word is used students need to understand the context in which the word is used. Thus, through reading a text, listening to audio, viewing, or directly listening to words in action can help students to learn new vocabulary. When students' abilities reach the intermediate level, it is undeniable that some students will have more vocabulary, but they are still confused about it use in a context.<sup>9</sup>

c. Comprehension

Comprehension in speaking can occur if the speaker and listener can understand each other's. Meanwhile, very little interruption or clarification required.

d. Fluency

According to Thornbury, the fluency of a person when speaking can be seen from the speed when they are talking. But speed is not the only factor that can judge someone's speaking fluency. Pauses can also

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<sup>8</sup> Spratt dkk., *The TKT Course*, 16.

<sup>9</sup> Harmer, *The Practice of English Language Teaching*, 16.

be used as a benchmark to assess speaking skills, the appropriate placement of pauses and natural sounding pauses will make someone's speaking sound fluent. But the assessment of the frequency of the pause is more significant than the length of the pause.<sup>10</sup>

e. Pronunciation

Teaching pronunciation not only makes students conscious of different sounds and sound features, but can also improve their speaking skills immeasurably. Focus on sounds, showing where the words are made in the mouth, making students aware of where words should be emphasized, all these things give the students more information about spoken English and help students achieve their goals of increasing comprehension and clarity.<sup>11</sup>

f. Task

Tasks also play a role in improving students' speaking skill. Students can be given tasks such as making dialogue conversation and practicing them. At least through the task students are able to answer and ask about a familiar topic.

### 3. Assessment of Speaking

The ability to express the contents of one's mind in accordance with the purpose and context of the conversation, how the contents of one's mind are organized so that they are clear and easy to understand, and expressed

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<sup>10</sup> Thornbury, *How to Teach Speaking*.

<sup>11</sup> Harmer, *The Practice of English Language Teaching*.

in language that is packaged in a reasonable grammatical arrangement, as well as pronunciation and intonation, determines one's level of speaking skill.

Based on Weir Cyril, here there five components of speaking to be scored, fluency, pronunciation, vocabulary, grammatical and interactional. For this reason, in this research the researcher adopted Weir Cyril theory on assessing speaking.<sup>12</sup> The criteria of speaking assessment as follow:

**Table 2**  
**Assessment of Speaking**

	<b>Indicators</b>	<b>Scores</b>	<b>Category</b>
<b>Fluency</b>	General natural delivery, only occasional halting when searching for appropriate words/expression.	4	Excellent
	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompts.	3	Good
	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	2	Average
	The students speaks so little that no 'fluent' speech can be occur.	1	Poor
<b>Pronunciation</b>	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.	4	Excellent
	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.	3	Good
	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2	Average

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<sup>12</sup> Cyril J. Weir, *Language Testing and Validation*, United States: Palgrave Macmillan, (2005), 195-196.



	<b>Indicators</b>	<b>Scores</b>	<b>Category</b>
	Words are unintelligible	1	Poor
<b>Vocabulary</b>	Effective use of vocabulary for the task with few improprieties.	4	Excellent
	For the most part, effective use of vocabulary for the task with some examples of inappropriate	3	Good
	Limited use vocabulary with frequent in appropriate.	2	Average
	Inappropriate and inadequate vocabulary.	1	Poor
<b>Grammatical</b>	Very few grammatical errors evident	4	Excellent
	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	3	Good
	Speech is broken and distorted by frequent errors.	2	Average
	Unable to construct comprehensible sentences.	1	Poor
<b>Interactional</b>	Interacts effectively and readily participates and follows the discussion	4	Excellent
	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.	3	Good
	Interaction ineffective. Can seldom develop an interaction.	2	Average
	Understanding and interaction minimal	1	Poor

#### 4. Types of Speaking

These are some types of speaking according to Brown.

##### a. Imitative

The basic speaking type that teacher taught for beginners is to imitate a word, phrase or sentence.

##### b. Intensive

This type of speaking which focuses on how to speak pay attention to prosodic elements like intonation, stress, and rhythm.

c. Responsive

This type includes interaction at a rather limited level in simple conversation. Basically, this type teaches how to respond when communicating.

d. Interactive

Interactive type uses more long conversations and complex interactions, this is of course very different from responsive type. Interactive type aims to build social relationship by exchanging certain information or interpersonal exchanges and use colloquial language, humor, ellipsis, slang, and others to make it more relaxed.

e. Extensive (monologue)

Extensive oral production include speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited. Language style is frequently more deliberative and formal.<sup>13</sup>

In this Research, the researcher used one of the five types presented by Brown, the first type (imitative). Because in this research, focus on the ability of students in English speaking using shadowing technique, and in the application of this technique students are expected to be able imitate a word, or phrase, or sentence as well as possible.

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<sup>13</sup> Brown, *Principles of Language Learning and Teaching*.

## 5. Teaching Speaking

The basic thing when teaching foreign language is the readiness of students to be able to accept and use the language. It really depends on how as a teacher understand the goal, how the preparation will be done, and how successful it will be.

For example, to find out if the learner can speak, it is necessary to test the student to say something. To do this students must act on a knowledge of grammar and vocabulary. In teaching speaking there will be differences between skills and knowledge of language.<sup>14</sup> This distinction is very important in teaching speaking. On the other hand, the teacher do not just compose an abstract sentence, the teacher has to produce and adapt it to the circumstances. This means making decisions quickly, implementing them smoothly, and adjusting our conversations when unexpected problems arise in our path.

### B. Shadowing

#### 1. Definition of Shadowing Technique

Shadowing was first popularized in japan for language learning. Shadowing was originally developed to train simultaneous translator, but nowadays many teachers in Junior and Senior High Schools are adapting shadowing techniques in classroom learning.<sup>15</sup> Lambert state that shadowing is a technique that involves direct vocalization by repeating word

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<sup>14</sup> Martin Bygate, *Speaking*, Language Teaching, a Scheme for Teacher Education (Oxford ; New York: Oxford University Press, 1987).

<sup>15</sup> Takayuki Nakanishi dan Atsuko Ueda, "Extensive Reading and the Effect of Shadowing," *Reading in a Foreign Language* 23, no. 1 (2011), 16.

for word in the same language like a parrot which is presented through headphone.<sup>16</sup> In the other words, shadowing is the process of listening quickly through the audio that has been presented, and then repeating the words spoken directly. It is likened to a parrot that always repeats every word the owner says.

According to Rost and Wilson Shadowing is the process of repeating all or part of what the speaker said. This activity helps students to practice conversation communicatively, besides this activity helps students to focus on grammatical parsing, and helps expand short-term memory.<sup>17</sup> That's mean by repeating every word or part of the word that spoken by the speaker, so that the shadowing process is more focused on the students' speaking ability. In addition, practicing using shadowing techniques can help improve students' brain performance.

Teeter define shadowing is a term that refers to a technique where listening to an audio material that is repeated almost simultaneously silently or loudly.<sup>18</sup> This means that when doing the shadowing process, students can say the words heard loudly or slowly.

From the definition above it can conclude that shadowing is repeating word for word after listening the speaker is saying on video or audio, it can be silently in head or out loud, in conversation shadowing can

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<sup>16</sup> Sylvie Lambert, "Shadowing," *Les Presses de l'Universite de Montreal* 37, Number 2 (1992): 263–73, <https://doi.org/10.7202/00378ar>.

<sup>17</sup> Michael Rost, *Active Listening* (Harlow, England: Pearson, 2013).

<sup>18</sup> Jennifer Teeter, "Improving Motivation to Learn English in Japan with a Self-Study Shadowing Application," *Languages* 2, no. 4 (27 September 2017): 19, <https://doi.org/10.3390/languages2040019>.

be very useful to do out loud. Students are expected to imitate what the speaker says as much as possible in very short time. So that in the shadowing technique the speaker and the learner must speak simultaneously. In general, students are also encouraged to imitate the speaker's speaking style as much as possible, using the same rhythm, intonation, and stress.

## 2. Types of Shadowing

There are some types of shadowing technique:

### a. Murphey's Types of Shadowing

- 1) Complete shadowing, it refers to listeners shadowing everything that speakers say.
- 2) Selective shadowing, refers only certain words and phrases that the listeners selecting.
- 3) Interactive shadowing, which includes selective shadowing, this type looks more natural because it adds questions and comments from the listener into the conversation so that showing more involvement on the part of the listener.<sup>19</sup>

### b. Kadota and Tamai's Types of Shadowing

- 1) Mumbling, mumbling or speaking in low voice and inarticulately. Listeners shadow by focusing on the incoming sound they are listen not focusing on their own pronunciation.

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<sup>19</sup> Tim Murphey, "Exploring Conversational Shadowing," *Language Teaching Research* 5, no. 2 (April 2001): 128–55, <https://doi.org/10.1177/136216880100500203>.

- 2) Synchronized reading, listeners shadow the audio by reading aloud the script, simulating every sound and intonation. Its purpose to help students understand vocabulary and the meaning.
- 3) Prosody shadowing, listeners try to shadow as listeners do without relying on script. Prosody shadowing focuses on the rhythm, stress, intonation, speed, and pause of the language.
- 4) Content shadowing, the listener shadows and focuses on the content of the speech. It means that, when doing shadows, the content and shadows training are both important for learner. For that reason the listener will pay attention and highlight the content of the speech.<sup>20</sup>

c. Kurata Types of Shadowing Technique

- 1) Full shadowing, the listener in this case listens to what the speaker says then repeats as soon as it is heard.
- 2) Slash shadowing, speakers deliberately deliver their speech with pauses between phrases to give the shadows more time to recognize words. Slashes or pauses are produced to help the learners acknowledge the different parts of the auditory source. Slash shadowing is considered as the right type of shadowing to use in the classroom because it gives students the opportunity to focus on meaning and process speech in stages.

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<sup>20</sup> Yo Hamada, "An Effective Way to Improve Listening Skills through Shadowing," *The Language Teacher* 36, no. 1 (1 Januari 2012): 3, <https://doi.org/10.37546/JALTTTLT36.1-1>.

- 3) Silent shadowing, full of shadowing is done on the head, sub-vocalization. It is done in the same way that is full shadowing but calmly. Silent shadows also called silent shadows indicate imitation of silent speech.
- 4) Part shadowing, the listener picks up the last word or words that are stressed and shadows them. This types makes shadowing manageable for weak students, it means that the students will not be required to shadow the entire speech, but instead concentrate on the words and shadow them as they are heard.
- 5) Part shadowing plus comment, part shadowing plus comment is similar to part shadowing, although part shadowing plus comment recommend some explanations, comment and opinions from the shadower.
- 6) Part shadowing plus questions, this type of shadowing requires the shadower to understand what being said in order to give an accurate response related to that input, and formulate relevant questions. This type is considered the most difficult type because it requires the use of the words “WH questions”, auxiliary, and other forms that can complicate some students, such as reversing the order of sentence elements (subject and verb).<sup>21</sup>

In this research, the researcher adapted Kadota and Tamai’s theory. Because this theory is considered to be suitable for the situation and

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<sup>21</sup> Hamada.

condition of the eleventh grade students in SMK Muhammadiyah 1 Terbanggi Besar. The students need practice in speaking and use of learning media they need so that they are interested in learning English.

### **3. Steps of shadowing technique**

The steps of shadowing according to Yo Hamada:

- a. Listen to the audio
- b. Mumbling once (silently shadow the incoming sounds without text)
- c. Parallel reading once (shadow while reading the text)
- d. Silently check one's understanding with the text (both in English and Japanese translation) for 3 minutes.
- e. Shadowing three times
- f. Review the text for three minutes, to clarify difficult sounds and meanings.
- g. Content shadowing one (concentrate on both shadowing and the meaning)
- h. Listen to the passage.<sup>22</sup>

### **4. Advantages and Disadvantages Shadowing Technique**

- a. Advantages of shadowing technique

In learning English in Indonesia, the use of this technique is less familiar. However, in teaching English in Japan this technique has often

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<sup>22</sup> Yo Hamada, "Shadowing: Who Benefits and How? Uncovering a Booming EFL Teaching Technique for Listening Comprehension, " *Language Teaching Research* 20, no. 1 (Januari 2016): 35–52, <https://doi.org/10.1177/1362168815597504>.



been applied. Here are some of the advantages of using the shadowing technique that the Japanese have acquired:

- 1) Shadowing helps follow fast speech
- 2) Shadowing helps concentrate on listening
- 3) Shadowing creates more practice opportunities
- 4) Shadowing motivates learners.

b. Disadvantages of shadowing technique

As a technique, shadowing also have disadvantages. According to Ingrid “shadowing practice is a purely mechanical exercise, by teaching students parrot words, tends to reinforce their natural tendency to stick too closely to the speaker of the words.” In other words, the shadowing techniques claimed to be “too simple” because it makes students just imitate the speaker. Students cannot talk their way.<sup>23</sup>

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

In this research, there are two variables. There are independent variable (X) and dependent variable (Y). The independent variable (X) is shadowing technique and dependent variable (Y) is speaking students. Speaking is very important to communication. Every students want to be able to speak English fluently and have a good pronunciation. Nevertheless, most of students have some difficulties when learn speaking. Any factor that

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<sup>23</sup> Cay Dollerup dan Anne Loddegaard, ed., *Teaching Translation and Interpreting: Training, Talent, and Experience* (Language International Conference, Amsterdam ; Philadelphia: J. Benjamins Pub. Co, 1992), 245.

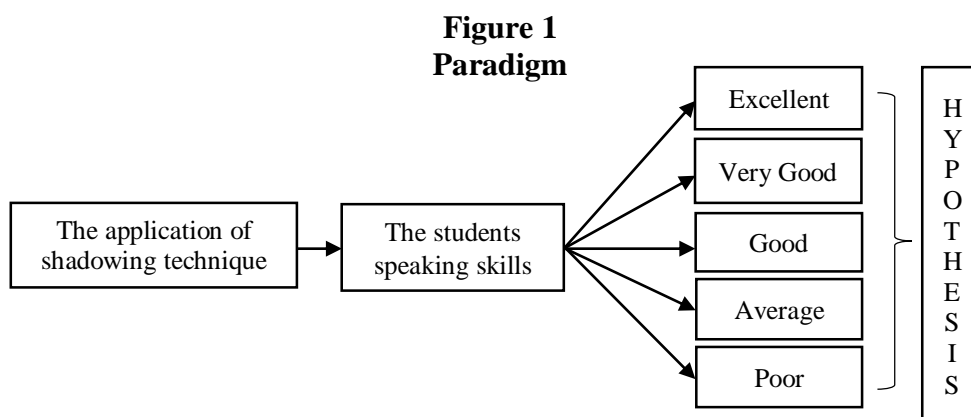
can be a difficulty such as lack of vocabulary, lack of practice, got difficulties when pronounce the words, etc.

To solve the problem and help students to learn speaking, the teacher can change the speaking teaching technique using shadowing. Shadowing technique is a technique that can used to teach English especially to train students' ability to speak fluently. This technique can make students more active and fun when producing sound words. Based on the statement above, the researcher is attracted to find out the effect of using shadowing technique in speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

If the shadowing technique is correctly implemented students' speaking skill will be good, however if shadowing technique is not properly implemented, students' speaking skill will not increase.

## 2. Paradigm

Based on theoretical framework above, the researcher describe the paradigm as follow:



Based on the paradigm, the researcher explained that the criteria of paradigm can describe. If the students' speaking is perfect, the score of the students' speaking is excellent, then if the students speaking is very satisfying, the score obtained is very good, if the students' speaking is good, the score obtained is good. If the students' speaking is good enough, the score will obtained is average, but if the students' speaking is bad, the score students' speaking is poor.

## **D. Hypothesis**

### **1. Hypothesis Formulation**

The hypothesis of this research:

- a. Alternative hypothesis ( $H_a$ ): There is a positive and significant effect of "Shadowing Technique in students' speaking at the eleventh graders of SMK Muhammadiyah 1 Terbanggi Besar".
- b. Null hypothesis: There is no positive and significant effect of "Shadowing Technique in students' speaking at the eleventh grades of SMK Muhammdiyah 1 Terbanggi Besar".

### **2. Statistical Hypothesis**

A statistical Hypothesis is a statement of belief concerning a population parameter. Related to this research the statical hypothesis is:

If  $F_o > F_t$ ,  $H_a$  is accepted and  $H_o$  is rejected

If  $F_o < F_t$ ,  $H_a$  is rejected and  $H_o$  is accepted

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher applied a quantitative research design to measure the effectiveness of the shadowing technique in students' speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar. Quantitative research is an approach to testing objective theories by examining the relationship between a variable.

Based on the nature of the investigation, research design in quantitative research can be classified as, experimental, non-experimental, and quasi- or semi-experimental.<sup>24</sup> The researcher used quasi-experimental for this research. A quasi-experimental design was used because in reality it was difficult to find a control group used for the research. Quasi-experiment has pre- and post-test, experimental and control group, but no random assignment of subjects.<sup>25</sup>

In this research, quasi-experiment research using two classes. There are class control and class experiment. Control class is a class which was taught without using shadowing technique, while experiment class is a class that is taught using shadowing technique. In this research, the researcher utilized pre-test and post-test. Moreover, the pre-test and post-test were intended to investigate whether the effectiveness of shadowing technique in students'

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<sup>24</sup> Dr Ranjit Kumar, *Research Methodology*, 3 ed. (London: SAGE publications, 2011), 366.

<sup>25</sup> David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992), 24.

speaking. Furthermore, the pre-test and post-test will conduct to determine students' progress before and after being given treatment.

## **B. The Operational Definition of Variables**

Operational definition is research to measure abstract construct and permit researcher to move from the level of construct and theory to the level of observation, on which science is based.<sup>26</sup> In research, operational definitions are critical since data must be collected in terms of observable events. A variable is a property or attribute of a person or an organization that can be measured or observed that differs among the persons or organizations being examined.<sup>27</sup> There are two variables in this research consist of shadowing technique and students' speaking. Based on the meaning above, the operational definitions of variable as follow:

### **1. Independent Variable (X)**

The variables described as "independent" it is because the variables that are manipulated in an experiment and thus independent of all other influence. The independent variable of this research is shadowing technique. Shadowing technique can help students to speak fluency and pronounce well.

### **2. Dependent Variable (Y)**

Dependent variables are variables that depend on the independent variables, it is result of the influence of the independent variables.

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<sup>26</sup> Donald Ary dkk., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010).

<sup>27</sup> John W Creswell dan J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," 388.

Dependent variable of this research is students speaking, that can be define speaking is a one of skill that can be use to communicate with other people to express their emotion, feeling, opinion, and love in oral.

### **C. Population, Sample, and Sampling Technique**

#### **1. Population**

Population is a generalization area consisting of objects/subjects that have certain quantities and characteristic determined by the researcher to be studied and then draw conclusion. The population of this research is students of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar with a total of 30 students from XI accounting and XI online and business marketing.

#### **2. Sample**

Sample is a definite plan to get a sample from particular population.<sup>28</sup> Sampling is a process to select a number of individual that used to research. The individual that select is representing the large group from where they were selected. The samples of this research are two classes, one as the experimental class and the other one as the control class. The researcher use XI accounting as a controlled class sample consisting 15 students and XI online business and marketing as an experimental class sample consisting 15 students. Therefore the total of sample are 30 students.

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<sup>28</sup> C.R Kothari, *Research Methodology: Method and Techniques*, 2 ed. (New Delhi: New Age International Publisher, 2004), 55.

### 3. Sampling Technique

In this research, the researcher used purposive sampling. Purposive sampling is a sampling method that is based on a set of criteria. In other words purposive sampling is a sampling approach in which the researcher selects members of the population to participate in the study based on the researcher judgment. Purposive sampling is used for several kinds of research, including achieving representativeness, allowing comparisons, focusing on specific, unique topics or case, and generating theory through the progressive accumulation of data from many resource.<sup>29</sup> The researcher uses this sampling technique because of the limited number of population in eleventh grade which only has two classes.

#### D. Data Collecting Method

##### 1. Test

###### a. Pre-test

Before doing the treatment, the experimental and control groups will take a pre-test to measure prior knowledge of the students` speaking. The pre-test is given to both the experimental and control groups.

In pre-test, the researcher give some questions orally to the students and the students answered it directly. The target of pre-test are

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<sup>29</sup> Louis Cohen, *Research Methods in Education*, seventh (London and New York: Routledge, 2011), 202.

to know their basic. Besides to find out the students' speaking ability that has been achieved.

b. Post-test

After being given treatment using shadowing techniques, the students are given a post-test to find out whether the shadowing technique has effective or not in students' speaking.

## **2. Interview**

Interviewing is a frequently used method of collecting information from people. In many walks of life to collect information can be done by interacting with other people. In this research, the researcher interviewed English teachers to find out students' difficulties in learning English.

## **3. Recording**

The researcher used recorder to know the students speaking skill. The researcher will collect the data by recording the sound of the student's speaking.

## **4. Documentation**

The researcher used documentation to support and get information about the school, the teachers, the students, as well as the teaching learning process and research at SMK Muhammadiyah 1 Terbanggi Besar.

## **E. Research Instrument**

Research instrument is a tool used to measure the observed natural and social phenomena. The research instrument was used as a measurement and data



collection in the form of questionnaire, a set of test questions, and observation sheets. The instrument that used in this research is:

## 1. Instrument Blueprint

**Table 3**  
**Instrument Blueprint**

<b>Variable</b>	<b>Indicators</b>	<b>Score</b>	<b>Subjects</b>	<b>Test Form</b>
Shadowing Technique (X)	<ol style="list-style-type: none"> <li>1. The researcher provide learning media for the application of shadowing technique.</li> <li>2. The researcher provides audio material and transcript that are used to practice speaking using shadowing technique.</li> <li>3. The students practice speaking by using shadowing technique.</li> </ol>		The students of XI accounting	Oral test
Students` speaking (Y)	<ol style="list-style-type: none"> <li>1. The students be able to pronounce of the whole text and its part are heard clearly or not causing misunderstanding</li> <li>2. The students be able to speak fluently a whole of text.</li> <li>3. The students be able speak the words and parts of the text accurately.</li> </ol>	1-5 (poor, average, good, very good, excellent)	The students of XI accounting and online businesses marketing.	Oral test

## 2. Instrument Calibration

The speaking test instrument is a pre-test that will be given before the treatment to determine the extent of the students' speaking. After treatment, a post-test will be conducted to see whether the students' speaking have improved. In this research, the researcher will use oral test. Therefore, the researcher will use an audio and transcript.

#### **F. Data Analysis Technique**

The next step that the researcher must do is analyze the data. This research is a type of quantitative research. Quantitative research is the same as numerical data. Because the data is quantitative, the data analysis technique uses statistics. The researcher will use simple statistical formula to compare the result of the pre-test and post-test. The data will be analyzed by using SPSS version 25 to answer the question "is there a positive and significant effect of using shadowing technique of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar". Researcher used independent samples t-test to analyze score control class and experimental class. independent samples t-test was used to determine whether there is a difference in the mean of the two unpaired samples. In this research researcher used parametric statistical significance tests. The formula as follows:

$$t = \frac{\text{Difference between the values of report}}{\text{Normal mistake to the discrepancy between the means}}$$

Or

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1-X_2}}$$

$\bar{X}$  = Is the mean for sample 1

$\bar{X}_2$  = Is the mean for sample 2

$S \bar{X} - \bar{X}_2$  = Is the standard error the difference between the means

**CHAPTER IV**  
**RESULT OF THE RESEARCH**

**A. Description of the Research**

**1. The Description of Research Location**

**a. The History of SMK Muhammadiyah 1 Terbanggi Besar**

SMK Muhammadiyah 1 Terbanggi Besar is one of the educational institution, more specifically in vocational level that is SMK in Bandar Jaya Barat, sub district of Terbanggi Besar, Central Lampung. In carrying out its activities, SMK Muhammadiyah 1 Terbanggi Besar is under the auspices of the Ministry of Education and Culture.

SMK Muhammadiyah 1 Terbanggi Besar has three levels of classes and two majors. Those are the tenth, eleventh, twelfth grades and the majors are financial accounting (Akuntansi Keuangan) and online business marketing (Bisnis Daring dan Pemasaran).

**b. The Condition of Building**

SMK Muhammadiyah 1 Terbanggi Besar has infrastructure to support teaching-learning process, including extracurricular activities. SMK Muhammadiyah 1 Terbanggi Besar has the following building:

**Table 4**  
**List of buildings SMK Muhammadiyah 1 Terbanggi Besar**

No	Name of building	Total
1	Classroom	9
2	Library	1
3	Laboratorium	1
4	Principal Room	1
5	Teacher Room	1
6	Administration Room	1
7	Mosque	1
8	School Cooperative	1

No	Name of building	Total
9	Tapak Suci Room	1
10	Bathroom	2

**c. The Condition of Teachers and Official Employees**

The number of teachers and official employees in SMK Muhammadiyah 1 Terbanggi Besar can be identified as follows:

**Table 5**  
**The Data of the Teachers and Official Employees in SMK Muhammadiyah 1 Terbanggi Besar**

No	Name	Position	Occupation
1	Suharlan, S.Pd, M.Pd.	Principal	-
2	A.B. Aziz, S.Pd	Vice Principal	English Language
3	Didik Rohani, SE	Teacher Curr. Section	Entrepreneurship
4	Etlia Laila Putra, S.Pd.	Dean of Students	Arabic Language
5	Suyati Asih, S.Pd	Committee Treasurer	Social Science
6	Drs. Ngadiono	Teacher	Physical Education
7	Dra. Sri Yuliarsih	Teacher	Citizenship Education
8	S. Undi Hartaya	Teacher	Tapak Suci
9	Musri Lestari, S.Pd	Teacher	Indonesian Language
10	Drs. Mujahidin	Teacher	Al Islam
11	Rismiyati, SE	Teacher	Accounting
12	Sunu Wahyuliono, S.Pd	Teacher	Mathematics
13	Ahyarudin, S.Pd.I	Teacher	Al Islam
14	Emasari, S.S.	Teacher	English Education
15	Jembar Gustam Efendi, S.Pd	Teacher	Mathematics
16	Dwi Reni Meizastuti, S.Pd.	Teacher	Accounting Computer
19	Maysarotunnisa E., S.Pd.	Teacher	Arts and Culture
20	Dwi Puspitayani, S.Pd.	Teacher	Natural Science
21	Rona Muhamad Arif, S.Pd.	Teacher	Religious Education
22	Maulana Kamaludin	Teacher	Marketing
23	Yunita Amalia Pertiwi, S.Pd	Teacher	Guidance and counseling
24	Rita Erningsih, S.E	Teacher	Marketing
25	Pipit Anggriyawati, A.Md.	Head of Administration	-
26	Indah Noviyanti	Staff of Administration	-

**d. The Teachers Educational Background in SMK Muhammadiyah 1 Terbanggi Besar**

The number of educational background at SMK Muhammadiyah

1 Terbanggi Besar, can be identified as follows:

**Table 6**  
**The Teachers Educational Background**

S2	1
S1	20
DIII	2
SMA	3
Total	26

**e. Students Quantity of SMK Muhammadiyah 1 Terbanggi Besar**

The student's quantity of SMK Muhammadiyah 1 Terbanggi

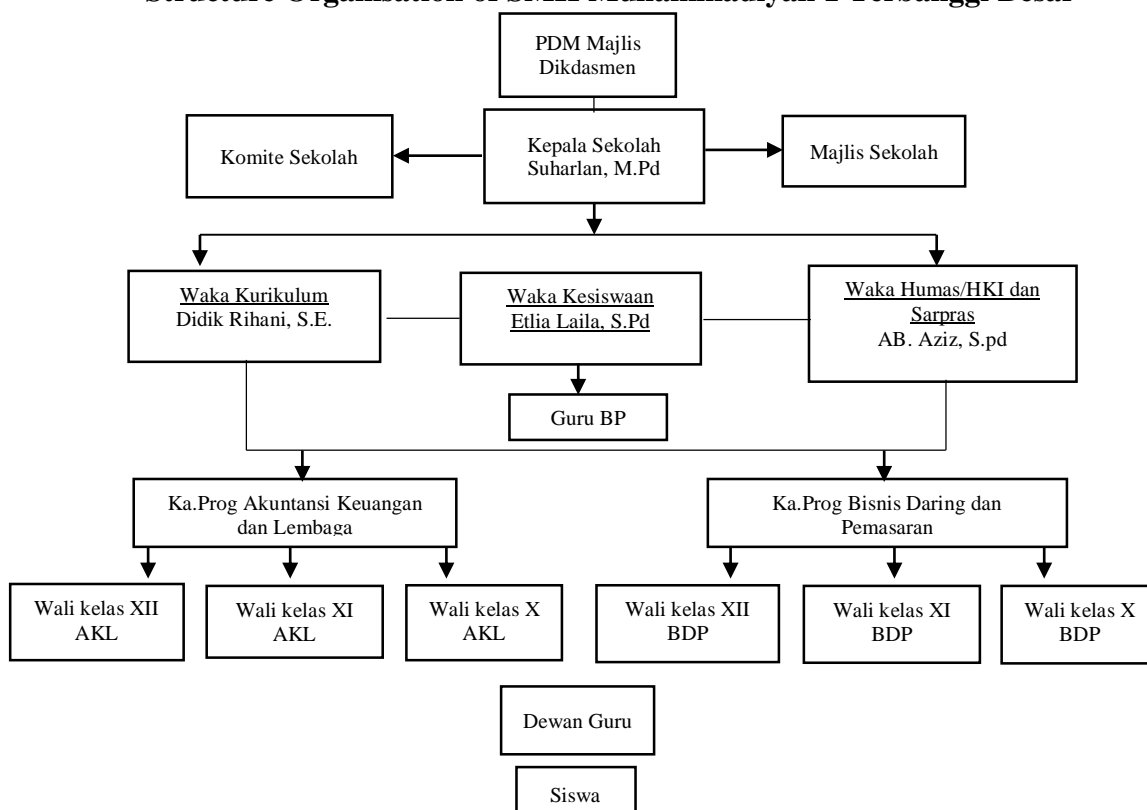
Besar in the Academic Year of 2021/2022 can be identified as follows:

**Table 7**  
**The students Number of SMK Muhammadiyah 1 Terbanggi Besar**  
**In The Academic Year of 2021/2022**

No	Class	Total
1	Class X	25
2	Class XI	30
3	Class XII	35
Total		90

**f. Structure Organisation of SMK Muhammadiyah 1 Terbanggi Besar**

**Figure 2**  
**Structure Organisation of SMK Muhammadiyah 1 Terbanggi Besar**



## 2. Description of Research Data

### a. The Result of Pre-Test Score (Experimental Class)

To measure the students' speaking the researcher used pre-test before giving a treatment. The pre-test used in this research is oral test. The test was followed by 15 students. The highest score was 80 and the lowest score was 30 with the total score 765.

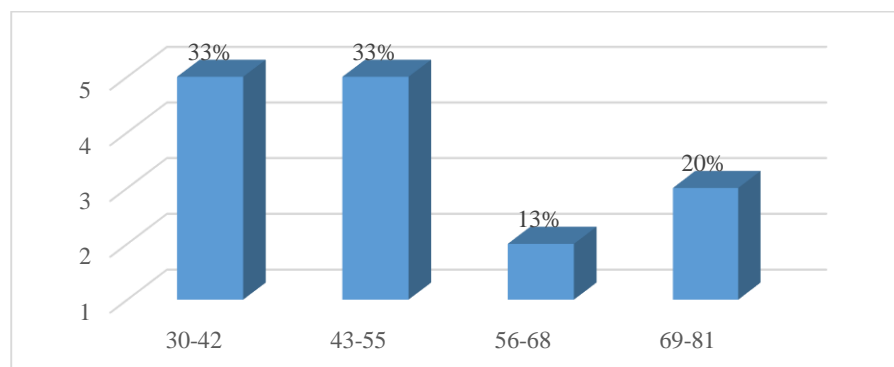
The total of interval class of this result pre-test was 13. It can be seen on the table of frequency distribution bellow:

**Table 8**  
**The Table of Frequency Distribution of Pre-Test**

No	Interval class	Frequency	Percentage (%)
1	30-42	5	33%
2	43-55	5	33%
3	56-68	2	13%
4	69-81	3	20%
Total		15	100%

If the data put into a graphic, it can be seen as follow:

**Figure 3**  
**Frequency distribution of Pre-Test (Experimental Class)**



Therefore, based on the table frequency distribution and graphic above, it can be concluded that 15 students as the research sample can be divided. First, the number of the student that got score 30-42 was 5 students or 33%. Then, the number of the students that got 43-55 was 5 students or 33%. Next, the number of students that got 56-68 was 2 students or 13%. Also the number of student that got 69-81 was 3 students or 20%.

#### **b. The Result of Post-Test Score (Experimental Class)**

After giving a pre-test the researcher conducted the treatment to help the students in understanding of the speaking by using shadowing technique. After students has been given the treatment and they have understood.

Further the researcher gave the post-test was done to know the students speaking after treatment. The test was followed by 15 students. The highest score was 90 and the lowest score was 60 with total score 1165. The total of interval class of this result post-test was 8. It can be seen on the table of frequency distribution bellow:

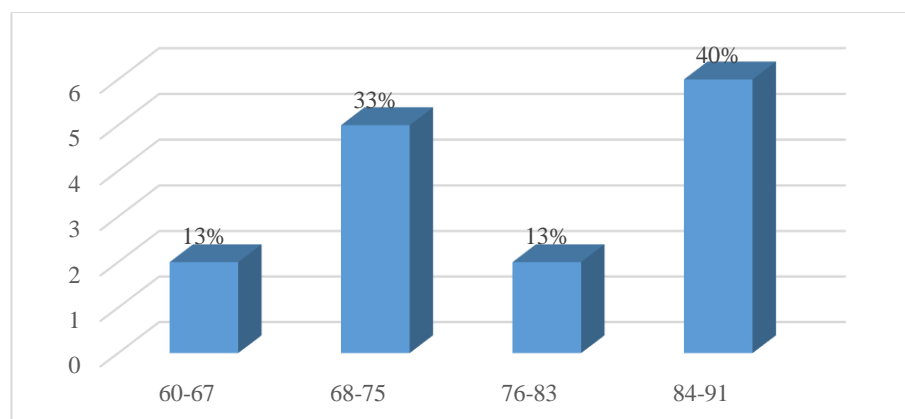
**Table 9**  
**The Table Frequency Distribution of Post-test score**  
**(Experimental Class)**



No	Interval Class	Frequency	Percentage (%)
1	60-67	2	13%
2	68-75	5	33%
3	76-83	2	13%
4	84-91	6	40%
Total		15	100%

The data put on graphic was:

**Figure 4**  
**Frequency distribution of Post-Test (Experimental Class)**



Based on the table frequency distribution and graphic above, it can be concluded that 15 students as the researcher sample can be divided: first, the number of the students that got score 60-67 was 2 students or 13%. Then, the number of the students that got score 68-75 was 5 student or 33%. Next, the number of students that got score 76-83 was 2 students or 13%. Moreover, the number of students that got score 84-91 was 6 student or 40%.

**c. The Result of Pre-test Score (Control Class)**

The pre-test was administered in the first meeting. The test was followed by 15 students. The highest score was 75 and the lowest score was 25 with total score 540.

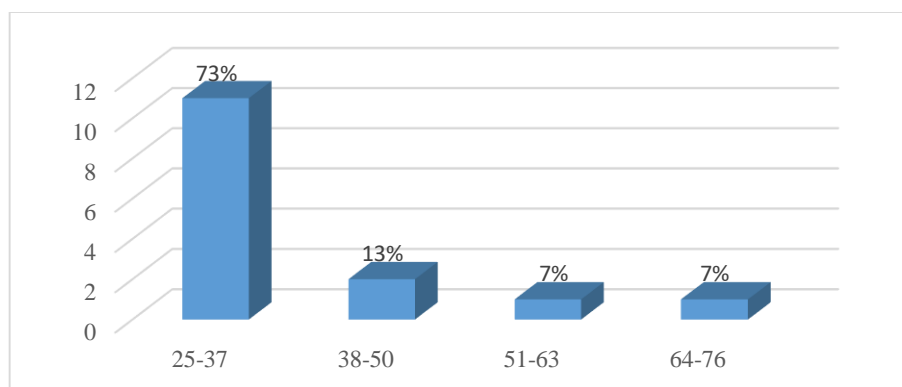
The total of interval class of this result pre-test is 13. It can be seen on the table of frequency distribution below:

**Table 10**  
**The Table Frequency Distribution of Pre-test (Control Class)**

No	Interval Class	Frequency	Percentage (%)
1	25-37	11	73%
2	38-50	2	13%
3	51-63	1	7%
4	64-76	1	7%
Total		15	100%

Based on the table above, can be seen that most of students got <60. It means that most of students of SMK Muhammadiyah 1 Terbanggi Besar got low score in pre-test.

**Figure 5**  
**Frequency Distribution of Pre-Test (Control Class)**



Based on the table of frequency distribution and graphic above, it can be conclude that 15 students as the research sample can be divided. Firstly, the number of students that got score 25-37 was 11 student or 73%. Then, the number of students that got score 38-50 was 2 students or 13%. Next, the number of students that got score 51-63 was 1 student or 7%. The number of students that got score 64-76 was 1 student or 7%.

**d. The Result of Post-test score (Control Class)**

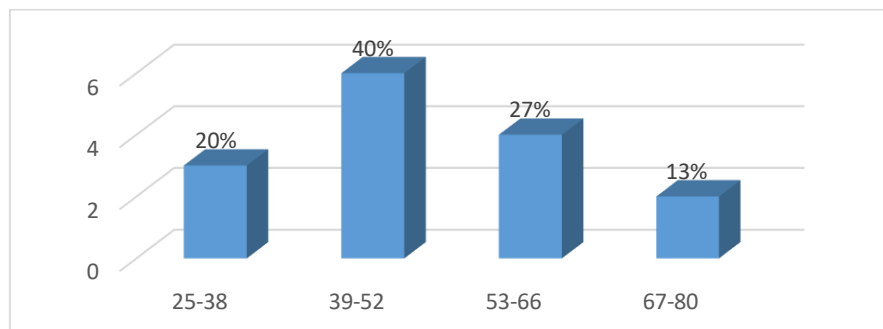
The test was followed by 15 students. The highest score was 80 and the lowest score was 25 with the total score 750. The total of interval class of this result pre-test is 14. It can be seen on the table of frequency distribution below:

**Table 11**  
**The Table Frequency Distribution of Post-Test**  
**(Control Class)**

No	Interval Class	Frequency	Percentage
1	25-38	3	20%
2	39-52	6	40%
3	53-66	4	27%
4	67-80	2	13%
Total		15	100%

The data put on graphic was:

**Figure 6**  
**Frequency Distribution as the Result (Control Class) of Pre-Test**



Based on the table of frequency distribution and graphic above, it can be conclude that 15 students as the research sample can be divided. Firstly, the number of students that got score 25-38 was 3 students or 20%. Then, the number of students that got score 39-52 was 6 students or 40%. Next, the number of students that got score 53-66 was 4 students or 27%. The number of students that got score 67-80 was 2 students or 13%.

### 3. Hypothesis Testing

After applying the documentation and the test strategy, the researcher analyzed the data by using analysis of chi-square and t-test in order to prove whether there was a positive and significant effect of shadowing technique on student's speaking at eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar, as follow:

(Ha) Ha is accepted, if there is a positive and significant effect of shadowing technique on student's speaking at eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

(Ho) Ho is rejected, if there is no positive and significant effect of shadowing technique on student's speaking at eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

#### a. The Result of Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this research is SPSS version 25. The normality is used to determine whether the students post-test scores are normally distributed or not. These are hypotheses as following:

**Ha:** The normal distribution for a data if sig value  $> 0,05$

**Ho:** There was no normal distribution of the data if sig value  $< 0,05$

**Table 12.** Tests of Normality  
**Tests of Normality**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
The Results Study of the Students	Experimental Class	.186	15	.170	.935	15	.326
	Control Class	.173	15	.200	.950	15	.526

a. Lilliefors Significance Correction

Based on the table, it can be seen that sig. in the table of Kolmogorov-Smirnov<sup>a</sup> in the experimental class was 0,170 then the control clas was 0,200 and the standard value is  $> \alpha = 0,05$ . It means that sig. in both classes was bigger than sig value. So, based on the data it can be concluded that the data was normal.

#### b. Result of Homogeneity Test

The homogeneity test is used to examine whether two or more data samples from the population have similar variations (homogeneity). In this research, the homogeneity test was used to determine whether the variance of the experimental class post-test and the control class post-test data was homogeneous or not. The researcher tested the homogeneity test after got the score of students in the control class and experimental class used SPSS. The criteria of the data as follows:

**Ha:** The variance of the data is homogeneous when  $\text{sig } \alpha \geq 0,05$

**Ho:** The variance of the data is not homogeneous when  $\text{sig } \alpha < 0,05$

**Table 13.** Result of Homogeneity Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Results Study of the Students	Based on Mean	1.524	1	28	.227
					.

The result of the homogeneity test showed that the data was homogeneous for both the control and experimental class. The result of the homogeneity test was 0,227. Those two values passed the minimum value of 0,05 which meant that the data obtained was homogenous.

### c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore,

the researcher used t-test by independent t-test for the hypothetical test the hypotheses as follows:

(Ha) Ha is accepted, if there is a positive and significant effect of shadowing technique on student's speaking at eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

(Ho) Ho is rejected, if there is no positive and significant effect of shadowing technique on student's speaking at eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

The criteria of acceptance or rejection of the hypothesis for the hypothetical t-test was following:

H<sub>a</sub> is accepted if Sig. value <  $\alpha$  0,05

H<sub>o</sub> is accepted if Sig. value >  $\alpha$  0,05

**Table 14. Group Statistic**  
**Group Statistics**

Class	N	Mean	Std. Deviation	Std. Error Mean
The Results of the Students	15	77.67	9.232	2.348
Post-Test Eksperimen	15	77.67	9.232	2.348
Post-Test Kontrol	15	50.00	15.469	3.994

Based on the table above, it is known that the total of the students for the control class and experimental class is 30 students. The mean for the experimental class is 77.67, while for the control class it is 50.00. Thus, statistically descriptive it can be concluded that there is difference in the mean students outcomes between the control and experimental class. Furthermore, to prove whether this difference

means significant or not, it is necessary to interpret the independent sample t-test table below:

**Table 15.** Result of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Results of the students	Equal variances assumed	1.524	.227	5.948	28	.000	27.667	4.651	18.139	37.194
	Equal variances not assumed			5.948	22.851	.000	27.667	4.651	18.041	37.292

Based on the table above, it is known that sig. The score of Lavene's Test for Equality of Variances is  $0.227 > 0.05$ , it can be interpreted that the data variance between the control class and the experimental class is homogeneous. So that the interpretation of the independent sample t-test table above is guided by the equal variances assumed.

Based on the independent sample t-test in equal variances assumed the table that the value of significant generated Sig. (2-tailed) = 0,000 and standard value is  $< \alpha = 0,05$ . So, the Sig. (2-tailed ) is 0,000 was smaller than  $\alpha = 0,05$ . The conclusion from the data analysis  $H_0$  is rejected and  $H_a$  is accepted. It means that there was a significant difference in students learning results at the experimental



class that used a treatment between the control class that not gave the treatment.

Based on the statistical data description above, there is a significant difference in the mean value. The researcher concluded that there is a positive and significant effect of using shadowing technique on students speaking of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

## **B. Discussion**

This research is conducted to find an effective teaching technique, especially in teaching speaking. From the data analysis describe that the students' mean score they got in the post-test was so different. The students in the control class got 50.00 meanwhile, the students in the experimental class got 77.67. It shows that the mean of the experimental class in the post-test was higher than the control class.

Hypothetical test was used to measure the effect of using shadowing technique on students speaking. The criteria acceptance or rejection of the hypothesis for the hypothetical t-test was  $H_a$  is accepted if Sig. value  $< \alpha$  0.05,  $H_o$  is accepted if Sig. value  $> \alpha$  0.05. If  $H_a$  is accepted, it means that there is a positive and significant effect of using shadowing technique on speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar. While  $H_o$  is accepted there is no positive and significant effect of using shadowing technique on speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

This research was tested by using independent sample t-test formula. The score of t-test by using independent sample t-test on the Sig. (2-tailed) is 0,000 was smaller than  $\alpha = 0.05$  so ,  $H_a < 0.05$ . It means that  $H_a$  is accepted and  $H_o$  is rejected. Based on the result of the calculation the researcher can conclude that there is a positive and significant effect of using shadowing technique on speaking of the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar.

From the data the researcher conclude that shadowing technique have effect to teach speaking. Shadowing technique can helps the students follow fast speech, using shadowing technique can help students more concentrate when pronounce the words and motivates the students. Shadowing also creates more practice opportunities.

So, shadowing technique can be used as technique in learning speaking and it can helps students to pronounce the words.

## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The aim of this research is to know whether any positive and significant effect of shadowing technique on student's speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar. This research used quantitative research. The samples of this research was 30 students consisting of eleventh grade students of SMK Muhammadiyah 1 Terbanggi bear. The research instrument of this research was oral test.

Based on the result of the research, the researcher can conclude that shadowing technique had a positive and significant effect It can be seen from the mean score post-test in experimental class was 77.67. Meanwhile, the mean score in the control class was 50.00. This revealed that the post-test value of students in the experimental class was greater than the post-test of the students in the control class. the outcome is easy to see from the Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) is 0,000. In addition, it is inferior to  $\alpha = 0,05$  and this indicate that  $H_a$  is accepted.

This technique also make students' easier and enjoyable when learning speaking. So, shadowing technique was effect on students' speaking at eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar. It can be used as technique in learning speaking and it can help the students' pronounce and remembering

the words. It means that the answer of research problem was answered by the calculated data that there was a positive and significant effect of the shadowing technique on student's speaking at the eleventh grade of SMK Muhammadiyah 1 Terbanggi Besar, where there is a positive and significant effect on student's speaking taught using shadowing technique and student's speaking taught without using it.

Students experimental class got higher score than control class since they taught by shadowing technique that was proven improving their pronunciation by creating more practice opportunities to them.

## **B. Suggestion**

Based on the result of the research, the researcher give some suggestion to the side that related as the considered as follow:

### 1. For the teacher

In order to the teacher to use shadowing technique to help students in speaking.

### 2. For the students

In order to the students to be active in learning process in order the students can understand the material easier especially in speaking.

### 3. For the headmaster

In order to the headmaster is supposed to give more facilities to the students in order the students can be more exited in English learning.

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# APPENDICES

**The Result of Pre-test (Experimental Class) at Eleventh Grade of SMK  
Muhammadiyah 1 Terbanggi Besar**

No	Nama	Pre-test	Category
1	AIS	45	POOR
2	AWR	50	POOR
3	AAW	40	POOR
4	ADS	35	POOR
5	AZ	60	POOR
6	BR	30	POOR
7	DA	70	GOOD
8	DS	70	GOOD
9	IKS	65	POOR
10	MA	80	GOOD
11	PY	45	POOR
12	MPA	40	POOR
13	QN	55	POOR
14	SR	30	POOR
15	TA	50	POOR
<b>Total of Score</b>		<b>765</b>	
<b>Average</b>		<b>51</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>30</b>	

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 80 - 30$$

$$= 50$$

K =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log 15$$

$$= 1 + 3.3 \times 1.176$$

$$= 4.88 = 4$$

$$I = \frac{R}{K} = \frac{50}{4} = 12.5 = \mathbf{13}$$



Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : the length of interval class (total of interval class)

N : total of student

**The Post-Test Result (Experimental Class) at Eleventh Grade of SMK  
Muhammadiyah 1 Terbanggi Besar**

No	Nama	Post-test	Category
1	AIS	85	GOOD
2	AWR	70	GOOD
3	AAW	80	GOOD
4	ADS	70	GOOD
5	AZ	85	GOOD
6	BR	60	POOR
7	DA	85	GOOD
8	DS	90	GOOD
9	IKS	85	GOOD
10	MA	90	GOOD
11	PY	70	GOOD
12	MPA	75	GOOD
13	QN	80	GOOD
14	SR	65	POOR
15	TA	75	GOOD
<b>Total of Score</b>		<b>1165</b>	
<b>Average</b>		<b>77.67</b>	
<b>Highest Score</b>		<b>90</b>	
<b>Lowest Score</b>		<b>60</b>	

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 90-60$$

$$= 30$$

K =  $1+3.3 \log n$

$$= 1+ 3.3 \log 15$$

$$= 1+3.3 \times 1.176$$

$$= 4.88 = 4$$

$$I = \frac{R}{K} = \frac{30}{4} = 7.5 = \mathbf{8}$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : the length of interval class (total of interval class)

N : total of student

**The Pre-test Result (Control Class) at Eleventh Grade of SMK Muhammadiyah 1 Terbanggi Besar**

No	Nama	Pre-test	Category
1	AS	30	POOR
2	AR	50	POOR
3	ASTP	30	POOR
4	AW	25	POOR
5	CA	30	POOR
6	DRS	25	POOR
7	FIW	30	POOR
8	ISA	30	POOR
9	IS	35	POOR
10	IMS	40	POOR
11	MK	25	POOR
12	OR	35	POOR
13	RAZ	75	GOOD
14	RW	35	POOR
15	SO	40	POOR
<b>Total of Score</b>		535	
<b>Average</b>		36	
<b>Highest Score</b>		75	
<b>Lowest Score</b>		25	

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 75-25$$

$$= 50$$

K =  $1+3.3 \log n$

$$= 1+ 3.3 \log 15$$

$$= 1+3.3 \times 1.176$$

$$= 4.88 = 4$$

$$I = \frac{R}{K} = \frac{50}{4} = 12.5 = \mathbf{13}$$

**The Post-test Result (Control Class) at Eleventh Grade  
of SMK Muhammadiyah 1 Terbanggi Besar**

No	Nama	Pre-test	Category
1	AS	60	POOR
2	AR	70	GOOD
3	ASTP	50	POOR
4	AW	30	POOR
5	CA	50	POOR
6	DRS	25	POOR
7	FIW	45	POOR
8	ISA	25	POOR
9	IS	55	POOR
10	IMS	60	POOR
11	MK	45	POOR
12	OR	45	POOR
13	RAZ	80	GOOD
14	RW	50	POOR
15	SO	60	POOR
<b>Total of Score</b>		<b>750</b>	
<b>Average</b>		<b>50</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>25</b>	

Based on the data, the researcher measured the interval class:

R = the highest score – the lowest score

$$= 80 - 25$$

$$= 55$$

K =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log 15$$

$$= 1 + 3.3 \times 1.176$$

$$= 4.88 = 4$$

$$I = \frac{R}{K} = \frac{55}{4} = 13.75 = \mathbf{14}$$

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Secular : SMK Muhammadiyah 1 Terbanggi Besar  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI  
Topic Pembelajaran : Berbicara  
Alokasi Waktu : 2x45 menit (2 pertemuan)

**A. Kompetensi Inti**

- KI-1** : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI-2** : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI-3** : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, serta menerapkan pengetahuan prosedural pada bagian kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait cerita fiksi(dongeng) terkenal, pendek, dan sederhana, sesuai dengan konteks penggunaannya.	1.4.1 Menentukan fungsi sosial teks narrative terkait cerita fiksi (dongeng) 1.4.2 Menganalisis struktur teks narrative terkait cerita fiksi (dongeng) 1.4.3 Menemukan unsur kebahasaan dalam bentuk teks narrative terkait cerita fiksi (dongeng) 1.4.4 Mengungkapkan makna dalam teks narrative sederhana terkait cerita fiksi (dongeng)
4.4 Teks Narrative 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulisan, pendek dan sederhana terkait cerita fiksi (dongeng). 4.4.2 Menyusun teks narrative lisan dan tulisan, pendek, sederhana, terkait cerita fiksi (dongeng) memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Menceritakan kembali teks narrative sederhana, terkait cerita fiksi (dongeng) 4.4.2 Menyajikan secara lisan teks narrative terkait cerita fiksi (dongeng)

## C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan dapat:

1. Siswa mampu menentukan fungsi sosial teks narrative terkait cerita fiksi (dongeng).
2. Siswa mampu menganalisis struktur teks narrative terkait cerita fiksi (dongeng)
3. Siswa mampu menemukan unsur kebahasaan dalam bentuk teks narrative terkait cerita fiksi (dongeng)

4. Siswa dapat menceritakan kembali teks narrative sederhana dengan tema cerita fiksi (dongeng) di Indonesia
5. Siswa dapat membuat teks narative terkait cerita fiksi (dongeng) menggunakan bahasa singkat padat dan jelas.
6. Setelah membuat teks narrative, siswa menyajikan teks narrative secara lisan.

#### **D. Materi Pembelajaran**

##### 1. Definition of Narrative text

Narrative text is one type of text that tells about a series of events chronologically and connected to each other. The nature of narrative text is imaginative or in the form of fictional story which has the aim of entertaining the reader.

##### 2. Social function

To entertain, get and keep the attention of the reader/listener on the story. By reading or listening to an interesting story, one can enjoy it and even take the wisdom it conveys.

##### 3. The generic structure

- a. Orientation
- b. Complication
- c. Resolution
- d. Re-orientation

##### 4. Characteristic of narrative

- a. Use the past tense because the events of the story happened in the past
- b. Use adjectives or adverbs to describe people, animals, places or actions
- c. Often enter dialogue
- d. Use direct or indirect expression
- e. Can be written in first person (I), or third person (he, she, they) or second person (you)
- f. Descriptive language is used to create an impression in minds of readers.



## 5. Example of narrative

### **The Legend of Tangkuban Perahu**

Once upon a time lived woman with her son. The woman name is Dayang Sumbi and she had son with name Sangkuriang. Sangkuriang had dog with name Tumang. Without Sangkuriang knows that in the reality Tumang is his father and he cursed by God to be dog. Someday, whne Sangkuriang go hubting in the jungle with Tumang, he saw a deer and he shot the deer, Sangkuriang ask Tumang to take the deer and bring for him, but Tumang did not obedient. Sangkuriang angry with Tumang and he killed Tumang. When he was go back to his house, he tell anything with his mother Dayang Sumbi, when Dyang Sumbi hear it, she was so angry and she strike Sangkuriang with a rice ladle until hurt and Sangkuriang go from his house. Dayang Sumbi so regret with all thatshe do with her son and she always pray to God and hope that her son come back again and God fulfill her hope and make she is always young and beautiful. Someday, Sangkuriang go back to their village again and so shocked when he see the place is different from the past. When he walking he saw a beautiful woman and he fell in love. The woman also fell in love with Sangkuriang and after that Sangkuriang propose the woman to marry with him.

The woman agree, when Sangkuriang go hunting again in the jungle, he ask the woman to tied his head band, how shocked the woman when she saw scar in the Sangkuriang head and she asking Sangkuriang about it, Sangkuriang said the story. Finally Dayang Sumbi know that her beloved is her son that always she wait. Dayang Sumbi deny the propose from Sangkuriang and Sangkuriang did not want. Dayang Sumbi an idea, so she give two pre-requirement to Sangkuriang. The first is to dam up Citarum river and the second is making boat before morning came. He agree and because he had a power, so the job is ready to done, but when the job is ready to done Dayang Sumbi had an idea to make it failed. She asking the

woman to pounding rice and rooster think that is a morning, so they croe. Sangkuriang angry because he is failed and after that he is open the dam and kick the boat. The boat is rolled back and to be tangkuban perahu mountain.

So that is story about tangkuban perahu. Hope you get new information.

#### E. Metode Pembelajaran: Shadowing Technique

#### F. Sumber/ Bahan/ Alat

1. Buku Bahasa Inggris
2. Youtube
3. Speaker

#### G. Langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memperkenalkan diri dan berdoa untuk memulai pembelajaran.</li> <li>2. Mengabsen kehadiran siswa.</li> <li>3. Guru mereview materi sebelumnya dan memberi tahu materi yang akan disampaikan.</li> <li>4. Guru memberikan motivasi terkait pembelajaran yang akan diajarkan.</li> <li>5. Guru menyampaikan tujuan pembelajaran.</li> </ol>	
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Peserta didik diberikan sebuah audio tentang narrative teks.</li> <li>2. Peserta didik diminta untuk mendengarkan audio tersebut.</li> <li>3. Peserta didik diminta untuk mendengarkan kembali audio yang telah diputar seputar narrative teks.</li> <li>4. Guru meminta siswa untuk melakukan shadowing terkait dengan audio narrative teks (3 kali pengulangan).</li> <li>5. Guru meminta siswa untuk menceritakan kembali narrative teks di depan kelas.</li> </ol>	
Kegiatan Penutup	Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan cara tanya jawab dan memberikan apresiasi kepada peserta didik.	

## H. Penilaian

1. Bentuk tes : Performance test
2. Instrument

Instruction:

Please choose one of narrative story bellow read and listen to the audio then practice it in front of the class!

- a. Malin Kundang
- b. Cinderella
- c. The ant and the dove

### Rubric Penilaian

	<b>Indicators</b>	<b>Scores</b>	<b>Category</b>
<b>Fluency</b>	General natural delivery, only occasional halting when searching for appropriate words/expression.	4	Excellent
	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompts.	3	Good
	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	2	Average
	The students speaks so little that no 'fluent' speech can be occur.	1	Poor
<b>Pronunciation</b>	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.	4	Excellent
	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.	3	Good
	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2	Average
	Words are unintelligible	1	Poor
<b>Vocabulary</b>	Effective use of vocabulary for the task with few improprieties.	4	Excellent

	<b>Indicators</b>	<b>Scores</b>	<b>Category</b>
	For the most part, effective use of vocabulary for the task with some examples of inappropriate	3	Good
	Limited use vocabulary with frequent in appropriate.	2	Average
	Inappropriate and inadequate vocabulary.	1	Poor
<b>Grammatical</b>	Very few grammatical errors evident	4	Excellent
	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	3	Good
	Speech is broken and distorted by frequent errors.	2	Average
	Unable to construct comprehensible sentences.	1	Poor
<b>Interactional</b>	Interacts effectively and readily participates and follows the discussion	4	Excellent
	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.	3	Good
	Interaction ineffective. Can seldom develop an interaction.	2	Average
	Understanding and interaction minimal	1	Poor

Terbanggi Besar, Januari 2022

Mengetahui,  
English Teacher

The Researcher

Emasari, S.Pd

Hesti Puji Lestari

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Secular : SMK Muhammadiyah 1 Terbanggi Besar  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI  
Alokasi Waktu : 2x45 menit (1x pertemuan)  
Topic Pembelajaran : Descriptive (Speaking)

**A. Kompetensi Inti**

- KI-1** : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI-2** : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI-3** : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, serta menerapkan pengetahuan prosedural pada bagian kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam Bahasa lisan secara akurat dan lancer dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative dan deskriptif.	1.4.5 Siswa dapat mendeskripsikan sebuah benda, binatang atau pemandangan secara spontanitas.
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulisan, pendek dan sederhana dalam kehidupan sehari-hari. 4.4.2 Menyusun teks deskriptif lisan dan tulisan, pendek, sederhana dalam kehidupan sehari-hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda atau orang. 4.4.2 Melakukan monolog untuk menyampaikan sebuah deskripsi.

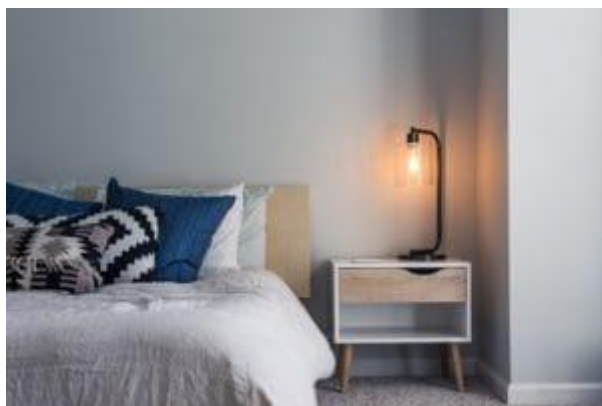
## C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran siswa diharapkan dapat:

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

## D. Materi Pembelajaran

Describe this picture!



I have my own bedroom, my room is painted light grey. There is big bed inside my room on the bed there are four pillows and a blanket. There is a lamp on my desk, my father put it on so I can study more comfortable. I really like my bedroom. I spend a lot of time in my bedroom from studying, playing games, to resting.

#### E. Metode Pembelajaran

Cooperative learning

#### F. Bahan/ Alat/ Sumber belajar

1. Buku Look Ahead 2
2. Kamus
3. Gambar-gambar yang relevan

#### G. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memperkenalkan diri dan berdoa untuk memulai pembelajaran.</li> <li>2. Mengabsen kehadiran siswa.</li> <li>3. Guru mereview materi sebelumnya dan memberi tahu materi yang akan disampaikan.</li> <li>4. Guru memberikan motivasi terkait pembelajaran yang akan diajarkan</li> <li>5. Guru menyampaikan tujuan pembelajaran.</li> </ol>	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Peserta didik diberikan gambar berupa binatang, orang dan tempat.</li> <li>2. Peserta didik diminta untuk mengamati gambar tersebut.</li> <li>3. Guru meminta peserta didik untuk mendeskripsikan gambar yang telah diamati.</li> <li>4. Guru meminta peserta didik untuk mendeskripsikan gambar di depan kelas.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Melakukan Tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.</li> <li>2. Siswa diminta memberikan kesimpulan tentang materi yang telah disampaikan.</li> </ol>	

## H. Penilaian Hasil Pembelajaran

### 1. Bentuk tes

Performance test

### 2. Indicator

Instruction:

Describe this picture in front of class!



### Scoring criteria

	Indicators	Scores	Category
<b>Fluency</b>	General natural delivery, only occasional halting when searching for appropriate words/expression.	4	Excellent
	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompts.	3	Good
	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	2	Average
	The students speaks so little that no 'fluent' speech can be occur.	1	Poor
<b>Pronunciation</b>	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.	4	Excellent
	Rhythm, intonation and pronunciation require more careful listening, some	3	Good



	<b>Indicators</b>	<b>Scores</b>	<b>Category</b>
	errors of pronunciation which may occasionally lead to incomprehension.		
	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2	Average
	Words are unintelligible	1	Poor
<b>Vocabulary</b>	Effective use of vocabulary for the task with few improprieties.	4	Excellent
	For the most part, effective use of vocabulary for the task with some examples of inappropriate	3	Good
	Limited use vocabulary with frequent in appropriate.	2	Average
	Inappropriate and inadequate vocabulary.	1	Poor
<b>Grammatical</b>	Very few grammatical errors evident	4	Excellent
	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	3	Good
	Speech is broken and distorted by frequent errors.	2	Average
	Unable to construct comprehensible sentences.	1	Poor
<b>Interactional</b>	Interacts effectively and readily participates and follows the discussion	4	Excellent
	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.	3	Good
	Interaction ineffective. Can seldom develop an interaction.	2	Average
	Understanding and interaction minimal	1	Poor

Terbanggi Besar, Januari 2022

Mengetahui,  
English Teacher

The Researcher

Emasari, S.Pd

Hesti Puji Lestari

**DOCUMENTATION**

*Students Pre-test (Experiment Class)*



*Students Treatment (Experiment Class)*



*Students Post-test (Experiment Class)*



*Students Pre-test (Control Class)*



*Students Post-test (Experimental Class)*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0507/In.28.1/J/TL.00/02/2022  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
EKA YUNIASIH (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **HESTI PUJI LESTARI**  
NPM : 1701070179  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECT OF USING SHADOWING TECHNIQUE ON SPEAKING OF THE ELEVENTH GRADE OF SMK MUHAMMADIYAH 1 TERBANGGI BESAR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Februari 2022

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1503/In.28.1/J/TL.00/06/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMK MUHAMMADIYAH 1 TERBANGGI BESAR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **HESTI PUJI LESTARI**  
NPM : 1701070179  
Semester : 6 (Enam)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE EFFECTIVENESS OF USING SHADOWING TECHNIQUE IN SPEAKING AT THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL MUHAMMADIYAH 1 TERBANGGI BESAR

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH 1 TERBANGGI BESAR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Juni 2020  
Ketua Jurusan  
Tadris Bahasa Inggris



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



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TENGAH  
SMK MUHAMMADIYAH 1 TERBANGGI BESAR**

Jalan Pingled Bandarjaya Kec. Terbanggi Besar Lampung Tengah ☎ 34162 (0725) 527340

Nomor : 120/III.4.AU/F/2021  
Lamp : -  
Hal : Penerimaan Izin Pra Survey

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Memperhatikan maksud surat Saudara Nomor : B-1503/In.28.1/J/TL.00/06/2020 tanggal 24 Juni 2020 hal Izin Pra Survey, pada dasarnya kami tidak keberatan memberikan izin kepada mahasiswa Saudara atas nama:

N a m a : **Hesti Puji Lestari**  
NPM : 1701070179  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Survey dalam rangka Penyelesaian Tugas Akhir / Skripsi, dengan ketentuan selama melaksanakan kegiatan tersebut yang bersangkutan bersedia mentaati semua peraturan dan tata tertib yang berlaku.

Demikian, atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Bandar Jaya, 21 Oktober 2021  
Kepala Sekolah,  
  
Suharlan, S.Pd., M.Pd  
NBM : 979 507



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**Nomor** : B-0610/In.28/D.1/TL.00/02/2022  
**Lampiran** : -  
**Perihal** : **IZIN RESEARCH**

**Kepada Yth.,  
KEPALA SMK MUHAMMADIYAH 1  
TERBANGGI BESAR  
di-  
Tempat**

*Assalamu'alaikum Wr. Wb.*

*Sehubungan dengan Surat Tugas Nomor. B-0611/In.28/D.1/TL.01/02/2022, tanggal 18 Februari 2022 atas nama saudara:*

**Nama** : **HESTI PUJI LESTARI**  
**NPM** : **1701070179**  
**Semester** : **10 (Sepuluh)**  
**Jurusan** : **Tadris Bahasa Inggris**

*Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 1 TERBANGGI BESAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING SHADOWING TECHNIQUE ON SPEAKING OF THE ELEVENTH GRADE OF SMK MUHAMMADIYAH 1 TERBANGGI BESAR".*

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

*Wassalamu'alaikum Wr. Wb.*

**Metro, 18 Februari 2022  
Wakil Dekan Akademik dan  
Kelembagaan,**



**Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003**





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH  
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TENGAH  
SMK MUHAMMADIYAH 1 TERBANGGI BESAR**

Jalan Pingled Bandarjaya Kec. Terbanggi Besar Lampung Tengah 34162 ☎ (0725) 527 340 NPSN : 10802084 Email :  
smkmuh.1tb@gmail.com

Nomor : 042/III.4.AU/F/2022  
Lamp : -  
Hal : Penerimaan Izin Research

Kepada Yth.  
Dekan Akademik dan Kelembagaan  
Institut Agama Islam Negeri Metro  
di-

Tempat

Assalamu'alaikum Wr.Wb,

Memperhatikan maksud surat Saudara Nomor : B-0610/In.28/D.1/TL.00/02/2022 tanggal 18 Februari 2022  
Hal : Izin Research pada dasarnya kami tidak keberatan memberikan izin kepada mahasiswa Saudara atas nama:

N a m a : **HESTI PUJI LESTARI**  
NPM : 1701070179  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

untuk melaksanakan Research di SMK Muhammadiyah 1 Terbanggi Besar dengan ketentuan selama melaksanakan kegiatan tersebut yang bersangkutan bersedia mentaati semua peraturan dan tata tertib yang berlaku.

Demikian, atas perhatiannya diucapkan terima kasih.

Wasalamu'alaikum Wr.Wb

Bandarjaya, 30 Maret 2022  
Kepala Sekolah,



**SUHARLAN, S.Pd., M.Pd.**  
NBM: 979 507



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-129/In.28/S/U.1/OT.01/01/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Hesti Puji Lestari  
NPM : 1701070179  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070179

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 17 Februari 2022  
Kepala Perpustakaan

*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



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---

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Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : HESTI PUJI LESTARI  
NPM : 1701070179  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 22 Mei 2022  
Ketua Jurusan TBI

**Andianto, M.Pd**  
**NIP: 1987 1102 201503 1 004**



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hesti Puji Lestari  
NPM : 1701070179

Jurusan : TBI  
Semester : VI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Renin 22/10/20 B.			<ul style="list-style-type: none"> <li>- Review Jurnal</li> <li>- Review Chapter I.</li> <li>- Review isi of Jurnal</li> <li>- Perbaiki Sistematika</li> <li>Jenis-jenis,</li> <li>grammar, vocab yg tepat.</li> <li>- Review problem formulation</li> <li>- Review prior research</li> <li>- Review the objectives</li> </ul>	
	Kamis 12/10/21 B.				

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702







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**IAIN METRO**

Nama : Hesti Puji Lestari  
 NPM : 1701070179


Jurusan : TBI  
 Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 16/08/21 g.			Ace Chapter II. Continue to /st Advisor	

Mengetahui,  
 Ketua Jurusan TBI

  
Andianto, M.Pd  
 NIP. 19871102 201503 1 004

Dosen Pembimbing II,

  
Eka Yuniasih, M.Pd  
 NIDN. 210078702



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Nama : Hesti Puji Lestari  
 NPM : 1701070179

Jurusan : TBI  
 Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 21/2021 /09	✓		- Rvisi judul menjadi kuantitatif (The Effectiveness menjadi The Effect) - Tambahkan data prasurvey - Rvisi Problem limitation - Rvisi problem formulation - Rvisi Objective of research	
2.	Rabu, 29/2021 /09	✓		Acc Bab I, lanjut Bab 2	
3.	Selasa, 5/2021 /10	✓		Menambahkan teori yang ada indikator dan skemanya	
4.	Rabu, 13/2021 /10			- Acc Bab 2, lanjut Bab 3	

Mengetahui,  
 Ketua Jurusan TBI

**Andianto, M.Pd**  
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
 NIP. 19620215 199503 1 001



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Nama : Hesti Puji Lestari  
 NPM : 1701070179

Jurusan : TBI  
 Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 25/02/21 10			<ul style="list-style-type: none"> <li>- menambahkan definisi Operasional</li> <li>- memperbaiki Populasi, Sample, Sampling technique</li> <li>- Revisi Data Collecting Method</li> <li>- Revisi Research Instrument</li> </ul>	
	Senin 01/02/21 11			ACC, Lanjut Seminar	

Mengetahui,  
 Ketua Jurusan TBI

**Andianto, M.Pd**  
 NIP. 19471102 201503 1 004

Dosen Pembimbing I

**Drs. Kurvani, M.Pd**  
 NIP. 19620215 199503 1 001





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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
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**IAIN METRO**

Nama : Hesti Puji Lestari  
 NPM : 1701070179

Jurusan : TBI  
 Semester : X/2022

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	TandaTangan Pembimbing
	19/2022 1		<ul style="list-style-type: none"> <li>- Sebaiknya yg kurikulum kerban</li> <li>- Masukan dan rumus teknik yg digunakan dan kegiatan inti</li> <li>- Test untuk setiap berupa performance test.</li> <li>- Instruction.</li> <li>- Pahami metodologi penelitian, (statistika Ace App.</li> </ul>	
	20/2022 1.			

Mengetahui  
 Ketua Jurusan TBI

**Andianto, M.Pd.**  
 NIP. 1967102 201503 1 004

Dosen Pembimbing,

**Eka Yuniasih, M.Pd**  
 NIDN. 0210078702



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hesti Puji Lestari  
NPM : 1701070179

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
	01/02/2024 4		- Revisi chapter IV & V	
	02/02/2024 4		- Complete.	
	02/02/2024 4		- Revisi abstract, chapter V, - Revisi for motto, CV.	
	02/02/2024 4		- Summa Jod.	
	02/02/2024 4		- Revisi Abstract	
	08/02/2024 4		- Papikan.	
	20/02/2024 5		- Acc for Munazarah	

Mengetahui,  
Ketua Jurusan TBI

  
**Anwarito, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

  
**Eka Yuniasih, M.Pd**  
NIDN. 0210078702

THE EFFECT OF USING SHADOWING TECHNIQUE ON SPEAKING  
OF THE ELEVENTH GRADE OF SMK MUHAMMADIYAH 1  
TERBANGGI BESAR

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## CURRICULUM VITAE



Hesti Puji Lestari, a little girl who was born in Bumi Kencana, from her beloved parents Mr. Sumiarsono and Mrs. Nur hayati on March 13, 1999. She is the third child of three siblings who started his formal education at SDN 3 Bumi Kencana and graduated in 2011. Then, the writer continued his education to the next level at SMPN 2 Terbanggi Besar and graduated in 2014. After graduating the writer continued to SMK Muhammadiyah 1 Terbanggi Besar and graduated in 2017. And in the same year the writer was registered as a student at IAIN Metro, Faculty of Tarbiyah and Teachers Training. Majoring in English education 2017-now.

0-40,42-43,45-46,48,50-81,84-91

41,44,47,49,82,83,92