

STUDENTS' PERCEPTIONS OF THE USE THE SHADOWING TECHNIQUE AT MTS NEGERI 1 BITUNG

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Abstract: This study aims to determine the perceptions of students about the use of the Shadowing technique, especially in the aspect of speaking at MTs Negeri 1 Bitung. Thirty students from MTs Negeri 1 Bitung's class 9F contributed data to the study. The questionnaire that served as the data collecting method for this study comprised three indicators of the use of shadowing techniques: student attitudes, frequency of using the shadowing technique, and the advantages or benefits of using the shadowing technique. The following are the outcomes of a study done on students' perceptions of the shadowing technique: The majority of students gave a positive response of 70% to the first indicator about student attitudes toward the use of the Shadowing Technique, followed by a positive response of 63% to the second indicator about the frequency of use of the Shadowing Technique, and a positive response of 68% to the last indicator. Of the three data are in the vulnerable 61% - 80%. It is possible to conclude that students' perceptions of the use of shadowing techniques, particularly in speaking aspect, are good.

Keywords: *Students' Perceptions, Shadowing Technique, Speaking*

INTRODUCTION

English which is an international language plays a very important role in everyday life for everyone (Maru, 2021); (Maru et al., 2018); (Maru et al., 2021). Now it has entered the modern era where internet media is growing rapidly with most of it using an international language, namely English. No wonder, English is an important language that must be mastered (Maru et al., 2020). For example, the outside world that human can access, of course, requires them to communicate in English. When people cannot communicate using English, it will be difficult to be able to access things that are outside their own country. This is in line with opinion

from Boonkit (2010), which explained that English is the universal language used in the Internet world, so English skills must be improved in order to achieve good communication with native English speakers and the international community.

Speaking is an important aspect of second language learning and teaching; it is a communication art and one of four productive abilities (reading, listening, writing, and speaking) that must be learned when learning a foreign language (Liando & Tatipang, 2022); (Liando et al., 2022); (Liando et al., 2023); (Brown, 2010). Speaking is a very important aspect because speaking is a medium of communication between humans. In this case human are encouraged to be able to use English more specifically in the aspect of speaking. Education plays an important role in the success of students to be able to use English even in their daily lives. Good performance in speaking English is crucial for learners, and it is more than just a goal in learning English (Liando & Lumettu, 2017); (Liando, 2015); (Liando, 2015). In improving speaking skills, there are several training techniques, for example the Shadowing technique. Shadowing is a technique in which students listen carefully to an audio/video and then follow or repeat what is said in the audio/video. Tamai (1997) defines as a listening exercise, students trace the words they hear and repeat them as exactly as possible while paying attention to the forthcoming information. Before attempting to translate from one language to another, beginning interpreters learnt to listen and speak in their target language through shadowing (Lengkoan & Olli, 2020); (Kumayas & Lengkoan, 2023); (Hamada, 2016). In doing this technique, students listen carefully to the audio/video provided by the teacher and then they will immediately follow what is heard. This technique can make students learn to speak to follow the pronunciation, intonation, accent, and it does not rule out that they will be able to speak exactly what they heard being told/video given.

According to the researcher's experience during teaching practice, the school has often implemented a technique where the teacher plays the audio and the students listen and then they begin to follow what they hear from the audio. When the researcher carried out teaching practice, the researcher had time to apply this technique to students. In this activity, it was seen that the students were very enthusiastic to hear and follow the source of the sound. The steps of this technique are in line with the Shadowing Technique. Therefore, researcher was conducted

research by raised the title "Students' Perception of the Use of the Shadowing Technique at MTs Negeri 1 Bitung" with the purpose of the study namely to examine students' perceptions of the use of the shadowing technique in the speaking aspect.

RESEARCH METHOD

This study was used Descriptive Quantitative as a research method. Quantitative research is a research approach that employs numerical data to quantify and investigate numerous occurrences. In order to find answers to research questions or test hypotheses, it is a sort of empirical study that depends on the gathering and examination of data. According to Baker (2019), Quantitative research studies may be classified into various categories, although some do differ slightly from book to book. The first are experimental designs in which participants are randomly divided into groups with an intervention and a control group. The second type of design is a quasi-experimental design that does not use randomization but does include an intervention. Then there are descriptive designs, which are considered non-experimental since they do not entail an intervention or therapy. Descriptive designs frequently do not test hypotheses; instead, they attempt to provide information about relevant factors. Researchers used a questionnaire to collect data and in the questionnaire there were 3 indicators with a total of 7 statement items. The researcher took participants from class IX F with a total of 30 students. The researcher took this class because this class already used the Shadowing Technique

In the questionnaire there are 3 indicators, namely Students' Attitudes Towards the Use of the Shadowing Technique, Frequency of Using the Shadowing Technique, and Benefits in the Use of the Shadowing Technique. The questionnaire is distributed via Google Form.

Researchers used a Likert scale to measure student perceptions. According to Fisher (2017), questionnaires may be organized in a variety of ways, from open-ended questions that enable respondents to supply their own responses to closed-ended questions that present the respondent with a range of response possibilities from which to pick. Questionnaires can be distributed in a variety of ways, including paper-and-pencil, internet, telephone, or in-person interviews.

Likert Scale Table

Likert Scale	Point
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

After the data is collected, the researcher then analyzes the data using the percentage formula.

$$P = \frac{F}{N} \times 100\%$$

(Surakhmad, 1987)

Where:

P = Percentage

F = Frequency observed

N = Number of samples

After analyzing the data using the percentage formula, the researcher categorizes each indicator into assessment categories.

Assessment Category Table

Category	Percentage
Very Good	81% - 100%
Good	61% - 80%
Moderate	41% - 60%
Bad	21% - 40%
Very Bad	0% - 20%

FINDINGS AND DISCUSSION

Questionnaire was distributed via Google Form to students in class 9F MTs Negeri 1 Bitung with a total of 30 respondents. The questionnaire distributed via Google Form contains 2 parts. The first part is that students are asked to enter their name and gender. The second part contains questionnaire contain 3 indicators with a total 7 statements and uses the Likert Scale model. They are expected to choose a scale of 1-5 for each statement given. The data collected through Google Form with a total of 30 responses can be seen in the following table.

Table 1. Student's Responses

LIKERT	ITEM NUMBER						
SCALE	1	2	3	4	5	6	7
SA	13	11	10	5	10	13	18
A	9	9	12	11	9	9	4
N	3	5	3	9	6	3	3
D	3	3	4	2	1	3	2
SD	2	2	1	3	4	2	3

The response data that has been collected above is then calculated using the percentage formula for each statement. The following is a table of results from data that has been calculated using the percentage formula.

Table 2. Result of Data Analysis

LIKERT	ITEM NUMBER						
SCALE	1	2	3	4	5	6	7
SA	43%	37%	33%	17%	33%	43%	60%
A	30%	30%	40%	37%	30%	30%	13%

N	10%	17%	10%	30%	20%	10%	10%
D	10%	10%	13%	7%	3%	10%	7%
SD	7%	7%	3%	10%	13%	7%	10%

The results of the data above are categorized into 3 indicators, namely the first is Students' Attitudes Towards the use of the Shadowing Technique, the second is the Frequency of Using the Shadowing Technique, and the last indicator is Benefits in the use of the Shadowing Technique. The following is a table for each indicator.

Table 3. Students' Attitudes Towards the Use of the Shadowing Technique

ITEM NUMBER	TOTAL ITEM	SCALE	F	%
1, 2	2	5	24	40%
		4	18	30%
		3	8	13%
		2	6	10%
		1	4	7%
TOTAL			60	100%

Table 3 is the first indicator with a total of 2 items. The data above shows that students who chose Strongly Disagree on these 2 items were 24 responses, followed by 18 responses for Agree, 8 responses for Neutral, 6 responses for Disagree, and 4 responses for Strongly Disagree

Table 4. Frequency of Using the Shadowing Technique

ITEM NUMBER	TOTAL ITEM	SCALE	F	%
5	1	5	10	33%
		4	9	30%

	3	6	20%
	2	1	3%
	1	4	13%
TOTAL		30	100%

Table 4 is the second indicator with a total of 1 item. The data table above shows that there were 10 students who chose Strongly Agree, 9 students chose Agree, followed by Neutral with 6 responses, Disagree with 1 responses, and Strongly Disagree with 4 responses.

Table 5. Benefits in the Use of Shadowing Technique

ITEM NUMBER	TOTAL ITEM	SCALE	F	%
		5	46	38%
		4	36	30%
3, 4, 6, 7	4	3	18	15%
		2	11	9%
		1	9	8%
TOTAL			120	100%

The last indicator is table 5 with a total of 4 items. The table above shows that Strongly Agree is in the position with the highest number of responses, namely 46 responses, followed by Agree with 36 responses, then there is an Neutral option with 18 responses, then Disagree with 11 responses, and the last option, Strongly Disagree with 9 response.

In table 3 or the first indicator there are 2 questionnaire statements, namely the first is I am interested in using the shadowing technique and the second is the shadowing technique is easy to learn. From the table it can be seen that students chose to agree to 2 statement items with 42 responses with a total percentage of 70%, students who chose to disagree reached a percentage of 17% and the rest chose neutral with a percentage of 13%. It can be seen that most of the students in

grade 9F have a good attitude response in using the Shadowing Technique even though some students consider the Shadowing Technique quite difficult to learn as the data generated by statement item number 2 namely the Shadowing Technique is easy to learn, they are still interested in using the shadowing technique.

The second indicator is the Frequency of Using the Shadowing Technique with a questionnaire statement, namely I often use the shadowing technique to practice my English speaking skills. The fourth table shows that 19 students agree with the statement that these students often use the Shadowing Technique to practice their speaking skills. This can be seen from the percentage of students who agreed reaching 63%, followed by students who were neutral or undecided at 20% and students who did not often use Shadowing Techniques or disagreed reaching 16%. From these results it can be said that most of the 9F grade students often use the Shadowing Technique, especially in the aspect of speaking.

The fifth table is an indicator of the benefits of using the Shadowing Technique with a total of 4 item statements, namely the first is that I find it easier to speak English after using the Shadowing technique, the second is that I am more confident in speaking English after using the Shadowing technique, the third is the Shadowing Technique is very helpful to improve my English speaking skills, and the fourth is that I can feel the benefits of using the Shadowing Technique. It can be seen that students who chose to agree reached 68%, students who chose neutral reached 15%, and students who chose to disagree reached 17%. From these data it can be said that most of the 9F class students feel a positive impact or benefit from using the Shadowing Technique. This can be seen from the statement item number 7, namely I can feel the benefits of using the Shadowing Technique with a positive/agree response reaching 73%.

In accordance with the data that has been analyzed, the Shadowing Technique is quite interesting and attractive to most of the 9F class students at MTs Negeri 1 Bitung. From the existing data, the researcher can conclude that the Shadowing Technique has a fairly good role to train or help students' speaking skills in class 9F. This can be seen from the last indicator regarding the benefits in the use of Shadowing Technique. In this indicator students who choose not to agree only reach 17% and students who agree reach 68%. So, it can be said that the

Shadowing Technique is quite beneficial for students, especially in the aspect of speaking and students feel helped by the Shadowing Technique.

For the assessment category it can be concluded that the percentage for the first indicator about Students' Attitudes Towards the Use of the Shadowing Technique reaches 70% and it is included in the category of good assessment, the second indicator about Frequency of Using the Shadowing Technique has a percentage of 63% and it is included in the category of good assessment, the last indicator about Benefits in the Use of Shadowing Technique reaches 68% and it is included in the category good.

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