THE EFFECTIVENESS OF SHADOWING TECHNIQUE TOWARDS THE EFL LEARNERS' LISTENING COMPREHENSION

Arbain, M Ramadani, Fitra, Novika Hartatya[1]
arbain.bjm16@gmail.com, ramadani12@gmail.com, rookie_fitra@yahoo.com, hartatya_novika@yahoo.com

Abstract

The current study aims at assessing the effect of shadowing on EFL learners' listening comprehension. The research design used adopted in this research is a quasi-experimental. 40 second-year students from the English Department of Islamic University of Kalimantan Muhammad Arsyad Al Banjari were taken as a sample. They were divided into two groups: an experimental group and a control group. The experimental group was given a specific treatment meanwhile the control group was taught traditionally. Both groups were pretested then post tested using the same type of exercises. The results of the t-test showed that the experimental group outscored the control group. The analysis of the findings proved that the use shadowing in English as a Foreign Language listening classrooms enhances learners' listening comprehension.
Keywords: Shadowing, Listening Comprehension.

INTRODUCTION

The concept of shadowing can be considered as the improvement of repetition activity in listening. Shadowing is an act or task in listening in which the learners listen to a spoken text in the target language and then they repeat simultaneously as clear as possible what they hear at the same time as the speaker said. This technique makes teaches have the students how to listen to English by focusing on how native speakers pronounce words, it is because generally, English speaker speaks fast and use linking words, so it makes the non-native speakers difficult to understand. The difference between shadowing and shadowing repetition are in the practice. The students do not have time to delay and think about

---

the words. It makes the students pay attention to follow what the speaker says. This activity avoids the students to listen without paying attention to the incoming information. In the shadow phrase, someone repeats what is heard slightly behind the input, while in the phonemic shadow, one repeats each voice simultaneously. There are some advantages of the shadowing technique as Reggie describes; (1) Shadowing facilitates the attention to language input; (2) Shadowing helps the students to follow fast speech and get rid of their distraction; (3) Shadowing creates more practice opportunities; (4) Shadowing motivates the learners.

It is believed that shadowing technique can help learners to acquire prosodic feature language, which is a basic requirement to improve listening skills. Tamai as cited in Sumarsih stated that shadowing is a listening exercise in which the English learners track the heard speech and repeat it as exactly as possible while listening attentively to the incoming information. In addition, the student could listen and repeat the speech as same as the speaker at the same time through shadowing technique. Moreover, it improves not only their English words recognition skill but also pronunciation, vocabulary, and top-down processing listening skills.

The past decades has witnessed the emergence of shadowing technique as a language teaching technique particularly in Japan. Researches of Japanese, (Shiki, Mori, Yoshida, 2010; Hamada, 2011a) have investigated the mechanism of shadowing and its influence on listening comprehension skills, reproduction rate and pronunciation, along with an examination of working memory. The similar research was also carried by Murphey; Kun, Da, Wa and Li.

RESEARCH METHOD

The design of this research is quasi-experimental. The reason is because the result of quantitative data is in the form of statistical data; and from that the comparison between the control class and experimental class can be seen. It was proven the cause effect relationship among independent variable and dependent variable. There are two classes: experiment class and control class. The experiment

class is taught by using shadowing technique while the control class is taught using three phase technique.

The research data on the second year university students of Islamic University of Kalimantan (UNISKA) Banjarmasin was taken. From five classes there were 40 students, 20 were given specific treatment to be taught using shadowing technique in listening process as experimental class and both morning regular. Meanwhile other 20 students as control class were only taught conventionally.

The data collection was carried out by using objective test. The test was administrated to find out the effect of shadowing technique with the treatment using shadowing technique and repeating in teaching listening skill. There were two tests conducted: pre-test and post-test for experiment and control class. The writer used pre-test and post-test on the control and experiment class to see the effectiveness of the shadowing technique by looking at the pre-test, and post-test measurement and comparing the gained scores between both classes. The effectiveness can be seen from the improvement of students' score of experiment class in the post test. The score is gained by after the student was given the treatment of shadowing technique in the experimental class and with three phase technique in the control class.

Before the data is collected, validity test is needed to gather the authentic data. Validity is an indication of how the research. More specifically, validity applies to both the design and the methods of the research. Validity in collection means that the research findings truly represent the phenomenon you are claiming to measure. Valid claims are solid claims. The writer used listening test to gather the validity of the data. The content of the test is completion and multiple choices. Students were required to fill in the blank and choose the correct answer of the multiple choices. The data was analyzed and calculated using SPSS 20.

FINDINGS AND DISCUSSION

Findings

Table 1 Scores and means of the control and experimental Group's Pretest

Control group	Scores of pre-test	Experimental group	Scores of pre-test
1	12	1	4
2	10,5	2	12
3	10,5	3	11
4	6,5	4	6
5	7,5	5	7,5
6	7,5	6	8,5
7	10	7	15
8	14	8	6
9	6,5	9	13
10	12	10	8
11	7,5	11	7
12	9	12	8,5
13	9	13	17
14	11,5	14	6
15	8,5	15	10
16	11,5	16	9,5
17	12,5	17	12,5
18	8	18	12
19	10,5	19	10
20	9	20	10
Total number	N= 20	Total number	N =20
Mean scores	$\overline{X} = 9,70$	Mean scores	$\overline{X} = 9,68$

Figure 1. Control and experimental group scores of pretest

pre-test control group
■ pre-test control group
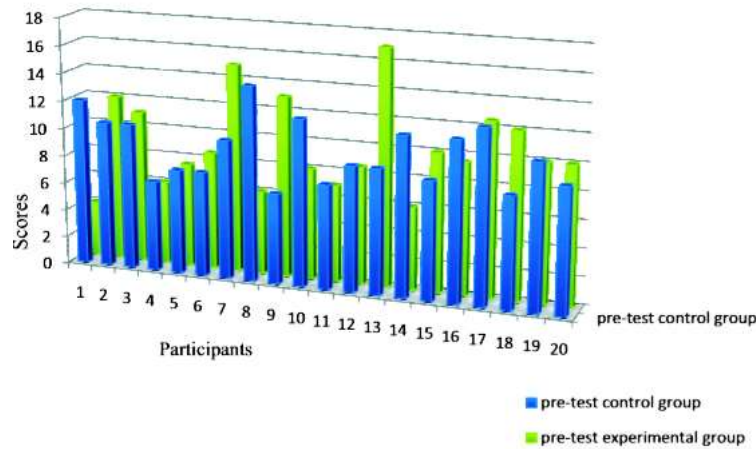■ pre-test experimental group

Figure 1 and table 1 above represent the control and experimental groups' result in the pretest. The scores of both groups in the pretest were approximately the same (control group results were 5 to 14 meanwhile experimental group results were between 4 to 17), which emphasizes that both group are of the same level. In accordance with SPSS results in Table 06, the control group obtained a mean of $\overline{x}$ = 9,70 while the experimental group scored a mean $\overline{x}$ = 9,68. Both means, it demonstrates that the two groups are homogenous.

Control Group's Pretest versus Posttest Scores

Table 2 Result of Control Group

Participants	Pre-test control	Post-test control	Difference
1	12	12	0
2	10.5	12	1.5
3	10,5	12,5	2
4	6,5	8	1.5
5	7,5	9	1.5
6	7,5	9	1.5
7	10	9,5	-0.5
8	14	11	-3
9	6,5	15	8.5
10	12	11,5	-0.5
11	7,5	15	7.5
12	9	10	1
13	9	11	2
14	11,5	12	0.5
15	8,5	13,5	5
16	11,5	10,5	-1
17	12,5	11	-1.5
18	8	9	1
19	10,5	14	3.5
20	9	8	-1
Mean score	$\bar{X} = 9.7$	$\bar{X} = 11.33$	$d \simeq 1.43$

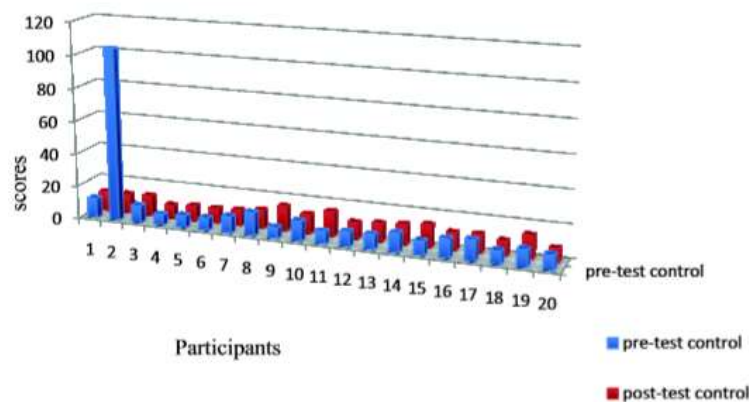Figure 2 Control Group Pretest versus Posttest Result

Figure 2 depicts a diagram of the control group scores in the pretest and posttest. The result obtained in the different scores varied. Only in four students improved their performance in the post test. The other participants of the control groups obtained lower scores or maintained the same scores they obtained in the pretest. This proves that the method used in teaching listening comprehension was not effective for them.

Table 2 exhibits the means and the rates of differences between the pretest and posttest. The control group students obtained a mean of 9.7 in the pretest 11.33 in the post test which means that the improvement was significant. The d = 1.43

rate of different denotes the participants of the control group did not perform well
in the posttest which entails that there was not important improvement.

Table 3. Results of the Experimental Group

Participants	Pre-testExperimental	Post-test Experimental	Differnces
1	4	14	10
2	12	17	5
3	11	20	9
4	6	14	8
5	7,5	13	5.5
6	8,5	16	7.5
7	15	19	4
8	6	15	9
9	13	16	3
10	8	15,5	7.5
11	7	16	9
12	8,5	15	6.5
13	17	19	2
14	6	15	9
15	10	14,5	4.5
16	9,5	14	4.5
17	12,5	15	2.5
18	12	19	7
19	10	13	3
20	10	14	4
Mean scores	$\bar{X} = 9.68$	$\bar{X} = 15.7$	$d \approx 7.2$

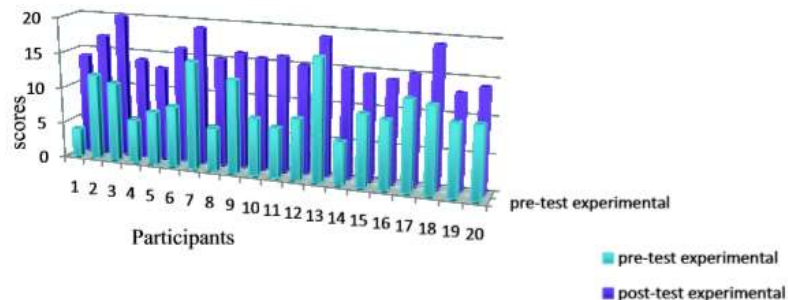Figure 3 Experimental Groups' Pretest versus Posttest Results.

Table (3) shows the experimental group's performance in the pretest and
posttest. Compared to the pretest, the participants obtained better results in the
posttest (15.7) than in the pretest (9.68) with a mean difference of d=7.2. the
difference in performance was quite remarkable as Table (3) shows. The variation
in the gained scores could be classified into 3 categories; first category, which
represents 40% of the students, was between +2 points to +4 points. The second
category was between +5 points +8 points scored by 35% of the students. In the last
category, 25% of the students obtained scores between +9 to +10 points. In

accordance with these outcomes, Figure (3) also illustrates strong variance between the pretest and posttest results after the students had received the treatment.

Although the effectiveness of the treatment is displayed in the way results are presented in the histogram (Figure 3), and the means showed in the Table (3), there is need to calculate the t-test to confirm whether the difference is statistically significant.

4 Experimental Group's Paired Sample T-test Results.

	PairedDifferences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. ErrorMean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental group Pre- and Post-test scores	-6,02500	2,53125	,56601	-7,20966	-4,84034	-10,645	19	,000

The t-test also called the dependent t-test is one of the most frequently used procedures in statistics. It is applied to determine if there is a significant difference between the pretest and the posttest of the same group. In a paired t-test, is subject is measured twice, resulting in pairs of observations. Moreover, the pair t-test was conducted to determine whether, on average, there was a difference in performance of the experimental group. Hence, the main objective of the T-test is to get better statistics by controlling the effects of the other unwanted variables.

The above Table (4) illustrates that the mean difference is $\bar{x} = -6,02$ and since the paired mean sample is between the lower (–7.02966) and the upper sample mean (–4.84034) of the differences, the hypothesis is rejected d_{lower} (–7.02966) $< \bar{x}$ (–6.02500) $< d_{upper}$ (–4.84034). The table also shows the two-tailed significant in which it is equal to zero. To confirm this improvement the following calculation is required:

$$\frac{sig_{(2-tailed)}}{2} = 0 \text{ (where sig/2 <0.05 level of significance)}.$$

In this case there is significant evidence that students performed better in the posttest.

$$sig_{(0.003)} < 0.05$$

In order to detect whether the improvement of the experimental group is the result of the treatment obtained, the measurement that are analyzed are the differences between the performance in the pretest and posttest. The difference are then tested to confirm or to reject the hypothesis using the t-distribution. T-distribution with n-1 degrees of freedom compared to the t-value (which can be found in the table using degrees of freedom (*df*) and the pre-selected level of significance 0.05). If the absolute value of the calculated t-statistics is larger than the critical value of t, the null hypothesis is rejected.

$$t_{n-1} = \frac{d}{SE(d)}$$

$$t_{n-1} = \frac{d}{\frac{sd}{\sqrt{N}}}$$

$$t_{20-1} = \frac{7.2}{\frac{2.69}{\sqrt{40}}}$$

$$t_{19} = \frac{7.2}{0.42}$$

$$t_{19} = 17.14$$

A matched-pairs design with 40 total samples has 20 pairs. The t-distribution is used instead of the normal distribution when we have small samples. The larger sample size, the more t-distribution looks like the normal distribution. Looking forward on the t-distribution entails that we need to know the "*df*". This means "degree of freedom" and is just the sample size minus one.

Step one: subtracting one from the sample. This will be degree of freedom; n-1 = 20 – 1 = 19. The 20th is determined by subtracting.

Step two: to find the number by which we must multiply the standard error to give the 95% confidence interval we enter table B at 19 in the left hand column and read across to the column headed 0.05 to discover the number 2.09.

In this case and comparing the two values where: $\geq$ level of significance 2.09 $\geq$ 0.05.

From both results demonstrated above, we can say that there is significant evidence that shadowing technique has a positive effect on listening comprehension. The scores gained in the posttest are not obtained by chance, but due to the treatment received.

Table 5 Control Group versus Experimental groups' result in the posttest

	Post-test Control Group	Post-test Experimental Group
Mean	11,3250	15,7000
Std. Deviation	2,06649	2,08630
Sum	226,50	314,00
Variance	4,270	4,353
Std. Error of Mean	,46208	,46651

Despite the fact that the experimental group outscored the control group, the greatest scores interest in the posttest. Relying on the SPSS results are illustrated in the table above (Table 4.5), the mean scores of the groups ($\bar{x}(pr)$ = 11.33, $\bar{x}(po)$ = 15.70) which means that the mean difference was 4.37. this suggests that the experimental group's result are 8 times superior to those of the control group.

Undeniably, participants of the control group also scored better in the posttest compared with the pretest, but their improvement was not significant. The experimental group shows less disparity in the level of standard deviation (0.02 difference) see the Table (5).

The study hypothesis cannot be neither rejected nor confirmed until the independent t-test is done; therefore, its purpose is to confirm and validate the disparity of means.

From the analysis of the data, the findings were as follow:
The present study was conducted to fulfill one main purpose, investigating whether shadowing technique is effective towards EFL learner's listening comprehension. To fulfill the study, two assumptions were presented. An experimental required result would confirm or reject the initial one that states that the shadowing technique could give positive impact to the achievement of EFL learners. Despite the fact that the results showed that the null hypothesis is rejected and the alternative is confirmed.

The control group and the experimental groups were homogenous since the means calculated were approximately the same in the pretest; the mean of the control group in the pretest $\bar{x}_{pr}$= 9,70 and $\bar{x}_{pr}$ = 9,68 for the experimental group.

The control group exhibit a slight improvement in the posttest, still this improvement was not significant compared to the one of the experimental group. The improvement in the experimental groups' scores was due to the treatment received. The followed method granted the participants with enormous benefits. In turn, the control group which was taught in the conventional way made no significant improvement.

The previously presented results display that though two groups had almost the same level prior to the intervention; the experimental group outperformed the control one in the posttest which suggests that they improved their listening comprehension.

The scores of the posttest of the control group exhibit a slight improvement as they recorded a difference of d=1.43, this difference was not significant. The improvement was due to the fact that the control group was taught in the conventional way.

Students of the experimental group achieved better scores in the post test than in the pretest. This is due to the treatment they received and the shadowing technique that was very practical and motivational for the students.

To sum up the results above, it is noticed that the first alternative hypothesis was confirmed because students' improvement in the posttest was significant owing to the application of the shadowing. Although the shadowing method trains learners to listen as much as possible, it accustoms them as well with the foreign language and fosters their listening ability.

Table 6 Independent Sample T-Test Results

		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
scores	Equal variances assumed	2,490	2.23	-1,207	19	,235	11,325	,97860	-3,16441	,80125
	Equal variances not assumed			-1,20	19	,238	15,7	,98453	-3,18175	,81859

Arbain, M. Ramadani Fitra, Novika Hartatya: The Effectiveness of Shadowing Technique
Towards The EFL Learners Listening Comprehension

The independent sample t-test compares the means of two independent groups in order to determine whether the difference in their performance is statistically significant. The Levene's test showed in the table above indicates that the means differences of the two interventions are equal, and the variance are not equal across the two groups. This implies that if we reject the null hypothesis of Levene's test, it suggests that this variance of the two groups is not equal, and that there exists a significant difference between the results of the control and experimental groups on the posttest by comparing t-test with the level of significance that showed a less than 0.05 in rate.

The significance level of 0.05 indicates a 5% risk of concluding that a difference exists there is no actual difference. It also determines how far the null hypothesis value out is rejected and the alternative hypothesis is confirmed.

Discussion

The quasi-experiment's findings determined that shadowing technique helped the experimental group students ameliorate their listening comprehension. It has been noticed that the control group which did not receive any kind of treatment and was taught in the conventional method made a slight improvement.

Considering students' performance during the whole treatment period, it seemed that shadowing technique is fruitful in enhancing learners' listening comprehension. The difference between the two group (7.2) was significant.

CONCLUSION

Conclusion

The recent study addressed the effect of shadowing technique on EFL learners' listening comprehension. In order to measure the effect of the mentioned technique, a comparison has been made between the pretest and posttest scores of the experimental group who were given specific treatment.

Suggestion

It is suggested that future researchers to use text shadowing since it may improve the students' reading skill and reading fluency since it uses the script of the listening

PEEL: Journal English Education and Lingusitic
Vol. 3, No. 1, June - December 2023

39

material, which means that shadower will read that script emulating the speaker's voice and reading pace. Shadowing is not only used to teach listening, but it can be also used with the other skills such as speaking and reading.

REFERENCES

A., Renandya Willy and Farrell Thomas S.C. (2011). *Teacher, the tape is too fast": Extensive listening in ELT*. ELT Journal, 65 (1).

Horiyama, Atsuko. (2012) *The Development of English Language Skills through Shadowing Exercises*. Bunkyo Gakuin College Foreign Language Department Bunkyo Gakuin Junior College Bulletin.

Kun-Ting, Hsieh, Dong Da-Hui, Wang and Li-Yi. (2013). *A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction*. Taiwan Journal of Linguistics. 11 (2).

Reggie, Kwan. (2008). *Enhancing Learning Through Technology (Research on Emerging Technologies and Pedagogies)*. World Scientific. (https://books.google.co.id)

Shiki, O., Mori, Y., & Yoshida, S. (2010) Exploring Differences between shadowing and repeating practice; an analysis of reproduction rate and types of reproduced words, Japan Society of English Language Education, 81-90.

Sumarsih. (2017). *The Impact of Shadowing Technique on Tertiary EFL Learners" Listening Skill Achievements*. International Journal of English Linguistics. 7 (5).

Tim, Murphey. (2001). *Exploring Conversational Shadowing. Language* Teaching Research. 5 (2).

Yo, Hamada. (2011). *Improvement of Listening Comprehension Skills through Shadowing with Difficult Materials*. The Journal of Asia TEFL. 8 (1).

Yo, Hamada. (2017). *Teaching EFL Learners Shadowing for Listening – Developing Learners Shadowing for Listening*. Routledge.

Yo, Hamada. (2014) *The Effectiveness of Pre- and Post-shadowing in Improving Listening Comprehension Skills. The Language Teacher* Feature. Routledge.