



Student's Perceptions on Using Shadowing Technique in Learning Speaking

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Abstract

This study aims to determine the perceptions of students about the application of the Shadowing technique in learning Speaking at Institut Pendidikan Nusantara Global. The data in this study were collected from 38 respondents from 3rd semester students of Institut Pendidikan Nusantara Global. The data collection technique used in this study was in the form of a questionnaire containing 5 aspects of the assessment of the use of shadowing techniques including aspects of interesting methods, aspects of student motivation, aspects of student understanding, aspects of time effectiveness and aspects of learning outcomes. The results of the research conducted on students' perceptions of the shadowing technique, are as follows: The results of the interesting aspect of the method, the majority of students gave a positive response of 87%, then in terms of the motivational aspect got positive results of 100%, from the aspect of understanding students got positive results of 86%, from the aspect of time management got positive results of 84 and from the aspect of student learning outcomes got positive results of 97%. Of the five data are in the vulnerable 75%-100%. it can be concluded that the use of shadowing techniques in learning speaking from students' perceptions can be categorized as good.

Keywords: *Students Perceptions; Shadowing Technique; Speaking*

Introduction

Mastery of foreign languages in a country is considered important in supporting the progress of a country. Because with a foreign language, someone is able to communicate so that cooperation between countries is established. One of the most widely used languages is English. English is an international language that is taught in almost all countries including Indonesia. In Indonesia, English is included as an elective subject at the elementary level and a compulsory subject at the junior and senior high school levels. This is in accordance with the regulation of the Indonesian Ministry of Education (No. 56/M/2022).

To master English requires perseverance and high concentration to master it. There are 4 skills that must be mastered in English, namely speaking, reading, writing and listening skills (Rosyid 2018).

One of the skills that become a priority in teaching English at EFL and ESL is Richards' (2008) speaking ability. Fulcher (2003) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Linse (2005: 47) states that speaking is equally important in young learners' language development. Moreover, Cameroon (2001: 40) states that speaking is the active use of language to express meaning that speaking is much more demanding than listening language on learners' language resources and skills.

Speaking in general The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production (Hughes, 2003). Speaking is the way for people to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skills emphasizes on the activities to make the students active and creative.

Problems in teaching speaking that are often found in learning are errors in producing speech. Students need to open the dictionary to look at the symbols to get the perfect pronunciation. This is considered troublesome so that students tend to be passive in communicating using English. In teaching speaking, an interesting method or technique is needed so that students can learn comfortably. One method that is considered feasible to be applied is the shadowing method. The shadowing technique is defined as an act or task of listening in which the learner tracks the target speech and repeats it immediately as exactly as possible without looking at a text (Kadota & Tamai. 2004). Shadowing helps follow fast speech, which is one of the problems faced by non-native listeners (Hamada. 2012).

This study aims to see the extent to which students' perceptions of the use of shadowing techniques in the classroom. This is intended as an evaluation of the learning that has been done with the shadowing method and as an illustration for future researchers who want to use this technique in learning speaking.

Method

This study is a quantitative descriptive study about students' perceptions of the shadowing learning method in speaking subjects at the Global Nusantara Education Institute in 2022. This study aims to determine how students' perceptions of learning Speaking using the Shadowing method are.

According to Sukmadinata (2012), descriptive research is intended to be able to describe existing phenomena, both natural and engineered. The method used in this research is survey, where the data collection technique uses an instrument in the form of a questionnaire. Therefore, the data collection in this study used the one shoot technique. One shot is a measurement that is only done once and then the results are compared with other questions or measure the answers between questions (Ghozali 2011). Data collection techniques in this study used a test to the respondents who were the subjects of the study. In this study, the questionnaire used by the researcher is a closed questionnaire, because the respondent only needs to choose one of the answers that have been provided on the answer sheet.

The questionnaire in this study was in the form of a Likert scale. Based on the opinion of Cresswell (2012) The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions. In each statement followed by options such as Strongly agree, agree, Disagree, and Disagree.

The data analysis used in this research is descriptive quantitative data analysis. Perceptual variables are described in the frequency description table with the following assessment categories:

Category	Percentage
Good	76%-100%
Fairly Good	56%-75%
Less	40%-55%
Worse	Kurang dari 40%

Results and Discussion

This research is a study using a single variable, namely students' perceptions of the application of shadowing learning techniques in speaking subjects at the Nusantara Global educational institute. The purpose of this study is to provide an overview of students' perceptions of the application of shadowing learning techniques in speaking subjects.

In this research variable, there are 5 indicators that are used to measure the success of the application of shadowing learning techniques. measured using a Likert scale with a score of 1 to 4 and distributed to 38 respondents. The following is an analysis of the results of research on student perceptions about student perceptions about the application of shadowing learning techniques in speaking subjects:

1. Student Perception in Terms of the Interesting Aspect of the Method

Based on data processing from 38 research respondents regarding students' perceptions of the use of shadowing learning techniques in speaking subjects in terms of the interesting aspects of the methods used in learning, the score data obtained are as follows:

Category	Frequency	Persentase
Strongly agree	20	53%
Agree	13	34%
Disagree	5	13%
Strongly disagree	0	0%

From the data above, it is known that the number of students who answered strongly agree was 20 people with a percentage of 53%, the number of students who chose agree was 13 people with a percentage of 34%, the number of students who answered disagree was 13.1% and the number of students who answered strongly disagree was 0 with a percentage of 0%. So it can be concluded that most students stated that the shadowing technique was an interesting technique to apply with the percentage score of students reaching 87% who chose strongly agree and agree.

2. Student Perception in Terms of Student Learning Motivation Aspects

Students' perceptions of the use of shadowing learning techniques in speaking subjects in terms of students' motivation in learning can be seen from the results of the distribution of the questionnaires that have been carried out. Based on the data processing, the score data is obtained as follows:

Category	Frequency	Persentase
Strongly agree	30	79%
Agree	8	21%
Disagree	0	0%
Strongly disagree	0	0%

Based on the table above, it shows that in the tendency of students' perceptions about the application of shadowing learning techniques in speaking subjects, there are 30 students with a percentage of 79% choosing strongly agree, 8 students (21%) agree and no students disagree or strongly disagree. . Thus, it can be concluded that students' perceptions of shadowing learning techniques in speaking subjects in terms of motivation or increasing student interest in learning are in the very good category with a percentage of 100%.

3. Student Perception in Terms of Students' Competence in Understanding Subject

Results of students' perceptions about the application of shadowing learning techniques in speaking subjects in terms of competence in understanding the subject matter as follows:

Category	Frequency	Persentase
Strongly agree	18	47%
Agree	15	39%
Disagree	5	13%
Strongly disagree	0	0%

From the research data shows that students' perceptions of the implementation of shadowing learning techniques in speaking subjects in terms of the aspect of Competency in Understanding Subject Matter, there are 18 (47%) students strongly agree, 15 (39%) agree, 5 (13%) state disagree and none of the students chose strongly disagree. From the data from the research, it can be concluded that students' perceptions of the implementation of shadowing learning techniques in speaking subjects in terms of competence in understanding the subject matter are in the very good category with a score of 86%.

4. Student Perception in Terms of Time Management

The following is a frequency distribution table for single data on student perceptions about the application of the learning model in terms of time management competence properly, as follows:

Category	Frequency	Persentase
Strongly agree	18	47%
Agree	14	37%
Disagree	6	16%
Strongly disagree	0	0%

The table shows that the tendency of students' perceptions about the application of shadowing learning techniques in speaking subjects in terms of time management competence is good. From the results of the questionnaire, there were 18 students (47%) who strongly agreed, 14 students (37%) said they agreed, 6 students (16%) chose the category less agree and no students chose strongly disagree. From the data from the research, it can be concluded that students' perceptions of the implementation of shadowing learning techniques in speaking subjects in terms of time management competence are in the very good category with a score of 84%.

5. Student Perception in Terms of Good Student Learning Outcomes

The results of the calculation of student perception data about the application of shadowing learning techniques in terms of student learning outcomes that have been distributed to 38 respondents are as follows:

Category	Frequency	Persentase
Strongly agree	20	53%
Agree	17	45%
Disagree	1	3%
Strongly disagree	0	0%

Based on the table above, it can be seen that students' perceptions about the application of shadowing learning techniques in speaking subjects at the Nusantara Global Education Institute in terms of student learning outcomes, there are 20 students (53%) in the category of strongly agree, 17 students (45%) in the category agree, 1 student (3%) is in the less agree category and no student is in the disagree category. So it can be concluded that students' perceptions of the implementation of shadowing learning techniques in speaking subjects at the Nusantara Globa Education Institute in terms of good student learning outcomes are in the very good category with a percentage reaching 97%.

From the data findings that have been explained, that students strongly agree with the application of the project-based learning model in the subject of building drawing on the aspect of the suitability of the characteristics of the learning model with the subject. So that the project-based learning model on the subject has achieved success. This is as explained by Julian (2012) said that Shadowing technique is the best one features for students to practice pronunciation and train him/herself to be fluent in speaking

Conclusion

Based on the results of research and discussion, the following conclusions can be drawn:

1. Students' perceptions of the interesting aspect of a technique used are in the good category with a percentage of 86%.
2. Student perceptions on the aspect of motivation/increasing student interest in learning are in the good category with a percentage of 100%.
3. Students' perceptions of the competence aspect of understanding the subject matter are in the good category with a percentage of 86%.
4. Students' perceptions of the aspect of time management competence well are in the good category with a percentage of 84%.
5. Student perceptions on aspects of good student learning outcomes are in the good category with a percentage of 97%.

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