

**THE EFFECTIVENESS OF THE SHADOWING
TECHNIQUE IN ENHANCING EFL STUDENTS'
WORD RECOGNITION IN LISTENING SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education
in English Education Department



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MOTTO

فَاذْكُرُونِيْ اَذْكُرْكُمْ وَاشْكُرُوا لِيْ وَلَا تَكْفُرُوْا

“So, remember me, and I will remember you. Give thanks to Me and do not disobey Me.”

-Al-Baqarah:152

“Seorang terpelajar harus juga belajar berlaku adil sudah sejak dalam pikiran, apalagi dalam perbuatan”

-Jean Marais in Bumi Manusia

“Hidup bukanlah perlombaan, bermimpilah sendiri-sendiri”

-Hindia

ABSTRACT

Title : The Effectiveness of the Shadowing
Technique in Enhancing EFL Students'
Word Recognition in Listening Skills

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Listening skill in English language learning is an important skill to master, especially for foreign language learners (EFL). This skill requires not only a general understanding of the message but also accurate and fast word recognition. This study aims to determine students' word recognition ability before and after using the shadowing technique and to determine the effectiveness of the shadowing technique in enhancing word recognition ability in EFL students' listening skills. This study used a one-group pre-experimental design with pre- and post-tests, involving vocational high school students in Semarang. The shadowing technique was implemented in listening sessions. Normality tests showed that pre-test data were normal ($p = 0.20$), while post-test data were not ($p < 0.001$). Therefore, statistical analysis was conducted using the Wilcoxon Signed-Rank Test. The findings revealed that students' initial word recognition ability in listening was still low, as indicated by the average pre-test score of 55.5. After the implementation of the shadowing technique, the average post-test score increased to 75. The analysis results showed that the shadowing technique significantly improved students' word recognition scores ($p < 0.001$), indicating it is an effective strategy to help students recognize words more accurately and quickly. Therefore, the application of this technique is recommended to strengthen EFL students' word recognition in listening skills.

Keywords: *Listening Skill, Shadowing Technique, Word Recognition*

DEDICATION

All praise and gratitude are due to Allah SWT, the Most Compassionate and Most Merciful. Sholawat and salam are always poured out to our lord, the Prophet Muhammad SAW, who has become a role model and guide for the people until the end of time. Thanks to the grace of Allah SWT, sincere prayers from both parents, as well as full support from family and friends, the writing of this thesis can finally be completed.

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going, with a confident heart and a hopeful soul.

Semarang, 2 June 2025

Researcher,

A handwritten signature in dark ink, featuring a stylized, cursive script. The signature is positioned above a horizontal line that extends to the right. There are two small dots to the right of the signature.

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CHAPTER I

INTRODUCTION

In this chapter, the background of the research, questions of the research, objectives of the research, significance of the research, and limitations of the research are presented.

A. Background of the Research

Listening can be defined as an active process of receiving stimuli to the ear (aural). In contrast to simply “*hearing*”, which refers to the physiological ability to capture sound through the ear, listening involves more complex cognitive activities. The process of listening requires full attention, comprehension, and the ability to capture the explicit and implicit meaning of the message conveyed. Anderson and Lynch (1998, as cited in Wu 2024) explain that in the listening process, the listener plays an important role in understanding and capturing the hidden meaning of the message conveyed by the speaker. This process includes interpretation, critical analysis, and an appropriate response to the speaker. The listener must understand not only the words but also the intent and emotions conveyed through the speaker's tone of voice or intonation.

Listening is an important skill in social interaction, where people more often receive new information through listening compared to reading (Jyoti, 2020). This is very relevant in everyday life, where we often interact with others through conversations, be it in casual conversations or in more formal discussions. In communication, listening skills are a foundation for understanding messages and building effective interactions. Effective listening enables individuals to interpret both the content and the context of messages, making it essential for successful communication in both personal and professional settings. Dunkel (1986, as cited in Latifah & Suryaman, 2022), states that developing strong listening comprehension is essential to achieving effective speaking, indicating a close relationship between the two abilities. Moreover, Feyten (2010, as cited in Abdulrahman et al., 2018) points out that listening is the most frequently used activity in communication, spending more than 45% of total speaking time, which indicates that listening plays an important role in overall language proficiency in both formal and informal contexts.

Listening is one of the main components in language learning. This skill not only functions to capture information delivered verbally, but also becomes an important basis for the improvement of other language skills such as speaking, reading, and writing. Listening helps individuals to understand language structures, conversational contexts, and nuances present in spoken language, which in turn strengthens speaking and writing abilities. One of the most crucial skills for comprehending spoken language is listening, which becomes the basis for building a deeper understanding of the language being learned (Dang et al., 2021).

As one of the receptive skills, listening involves the ability to accurately recognize words and understand the meaning of words. This ability is not only essential for understanding verbal messages, but also for picking up on the nuances, tones and emotions conveyed through sound. Word recognition is a fundamental process in listening skills, where the listener must be able to identify and understand words from a rapid and often unclear stream of sounds. This process involves the brain's ability to automatically process sounds and associate them with relevant meanings. In addition, poor

word recognition abilities can hinder a learner's understanding of a conversation or understand material delivered orally, such as lectures, discussions, or audio media. Research shows that word recognition ability is closely related to listening fluency. The better a person is at recognizing words, the more likely they are to be able to understand messages quickly and precisely (Rost, 2011). Therefore, enhancing word recognition skills becomes one of the top priorities in listening learning.

Although listening skills are important to learning English, many EFL students still show a negative attitude towards listening practice. Research conducted on university students in Flores, East Nusa Tenggara (NTT) revealed that 62% of respondents only practice listening when directed by the teacher and have not fully realized the importance of this skill in mastering English (Su et al., 2021). Despite its urgency, most students report difficulties in understanding English conversations or audio materials presented in the learning process. These difficulties are generally influenced by various inhibiting factors, such as pronunciation that is difficult to understand, the speaking speed of native speakers, lack of vocabulary mastery,

complex sentence structures, and the emergence of anxiety when listening (Jyoti, 2020). As a result, many students feel afraid, not confident, or even lazy to take part in listening lessons.

Another factor is the limited learning strategies used in teaching listening. Many learning methods lack emphasis on authentic listening practices or do not involve the use of media such as podcasts, videos, or interactive dialogues that resemble real-world situations. Field (2008) highlighted the importance of learning listening strategies for students, such as the ability to recognize key words, determine the main idea, and estimate meaning through intonation. These strategies are considered to help students understand the content more efficiently and deeply.

In order to overcome the obstacles in word recognition while listening, the shadowing technique is one of the strategies used to help EFL learners. This technique was first created to train simultaneous interpreters. In this exercise, participants listen to a speech or utterance, then mimic it live with great accuracy (Hamada, 2019). This technique not only requires full attention to the content of the material heard

but also trains participants to adjust intonation, pronunciation, rhythm, and sentence structure to resemble the speaking style of native speakers. The speed of reaction in mimicking is central to the success of this technique, given that the process requires full concentration on processing information in real time.

In the context of language learning, the shadowing technique has developed into one of the effective methods to enhance learners' listening skills. The technique involves learners in the process of listening to diverse audio materials, such as dialogs, speeches, monologues, or narratives, with the aim of actively and synchronously mimicking what they hear. Shadowing is designed to help learners train their ears and brains to recognize words more quickly and accurately. This technique not only relies on word repetition, but also helps students understand spoken language patterns such as connected speech, intonation, stress, and natural rhythm. Research shows that shadowing has a significant impact on word recognition. This technique can improve learners' ability to distinguish words with similar sounds and understand the intonation and rhythm of the target language (Hamada,

2016). Learners using the shadowing technique are invited to pay attention to important elements of spoken language, including tone of voice, pauses, and variations in speech rate, which are often a challenge in understanding authentic conversations. This process forces learners to not only listen passively but also internalize language structures, helping them identify more complex linguistic patterns. In addition, this technique helps EFL learners overcome barriers such as different accents, rapid pronunciation, and idiomatic language commonly found in real situations. For example, learners learn to recognize elements such as reduced forms and linking sounds that often occur in native conversations. By engaging in active repetition, learners also improve their short-term memory and ability to process information in real-time.

An experimental study found that shadowing significantly improved listening ability, particularly in low to intermediate level learners (Zakeri, 2014). In addition, Onaha (2004, as cited in Hamada 2012) showed that combining shadowing techniques with other exercises, such as dictation, substantially improved learners' comprehension of spoken language. These

findings confirm the benefits of the shadowing technique in creating active engagement and repeated exposure to authentic English materials. In another study, it was shown that the shadowing technique also improves pronunciation, word recognition, and can also increase the acquisition of new vocabulary (Jyoti, 2020).

There is no empirical study on the efficiency of the shadowing strategy when EFL in a classroom, despite the fact that it is acknowledged as one of the most successful language learning strategies. Their influence on listening skills has frequently been disregarded, as the majority of research has concentrated on improving speaking and pronunciation abilities. Variables such as students' initial proficiency level, the type of audio material used, and the duration and intensity of shadowing practice have also not been explored in depth. The type of audio material, such as everyday conversation or formal speech with various accents, can also affect the success of the learning. In addition, the optimal intensity of shadowing practice has not been clearly defined.

This research aims to bridge the gap by conducting a pre-experimental study focusing on the use

of the shadowing technique to enhance students' word recognition in listening skills. Using a systematic research design, this study will not only evaluate the impact of this technique on listening skills but also identify the factors that influence its effectiveness.

The results of this study are expected to make a significant contribution to the development of EFL learning strategies, particularly in the teaching of listening skills. In addition, this study also aims to provide practical recommendations for educators and educational policymakers in integrating the shadowing technique into the language learning curriculum. Thus, this study will not only broaden the theoretical insights on language learning but also provide a practical impact for EFL students in achieving better English competence.

B. The Reason for Choosing the Topic

Several problems can be identified from the background that has been described. First, listening skills are one of the most difficult aspects for EFL students to master, both inside and outside the classroom environment. This difficulty is generally caused by the lack of exposure to authentic English, so students are not

familiar with the intonation, rhythm, and pronunciation patterns used by native speakers. Secondly, students often experience obstacles when listening to English audio materials, which are influenced by factors such as cultural differences and accents, unfamiliar vocabulary, and the speed at which speakers speak. In addition, poor audio quality and limited learning strategies that support listening comprehension also exacerbate this condition. Thus, this study aims to examine the use of shadowing techniques as an alternative solution in overcoming these challenges.

C. Question of the Research

Researchers formulated research questions based on the background description that has been submitted:

1. How is EFL students' word recognition ability in listening skills before using the shadowing technique?
2. How is EFL students' word recognition ability in listening skills after using the shadowing technique?
3. How effective is the implementation of the shadowing technique in enhancing EFL students' word recognition in listening skills?

D. Objective of the Research

Based on the research questions above, the researcher formulated the research objective as follows:

1. To find out the word recognition ability of EFL students in listening skills before using the shadowing technique.
2. To determine the word recognition ability of EFL students in listening skills after using the shadowing technique.
3. To determine the effectiveness of the shadowing technique in enhancing EFL students' word recognition in listening skills.

E. The Significance of the Research

1. Theoretical Significance

This study is expected to make a theoretical contribution to English language teaching, particularly in listening skills. The findings of this study can strengthen theories of input processing and vocabulary acquisition by showing that the shadowing technique is effective in improving auditive word recognition. In addition, this study can also enrich the understanding of the integration between listening and speaking skills in the

development of fluency and pronunciation in the context of EFL learning.

2. Practical Significance

The results of this study may be used for:

a. Teachers

The results of this study are expected to provide insight for teachers that the shadowing technique can be used as one of the strategies or methods in learning listening skills. Thus, this technique can be applied in the classroom as a learning medium that is not only effective but also able to increase the attractiveness of the learning process.

b. Students

It is hoped that the results of this study can help students understand listening skills and encourage them to form consistent listening habits through the application of shadowing techniques.

c. Other researchers

The results of this study are expected to be a reference for other researchers studying similar topics, as well as providing

opportunities for them to examine and develop the findings that have been obtained.

F. Limitations of the Research

This study focused on one aspect of language skills, namely English listening skills. This means that it does not cover other skills that are also important in language learning, such as reading, writing, and speaking. Although listening skills are a fundamental aspect of language teaching, the study did not examine how these skills interact with other language skills, which might affect the development of overall communication ability. It also limits the opportunity to explore the application of the same approach in the development of other skills, such as writing or speaking, which also require a deep understanding of language. Therefore, the results of this study may not provide a comprehensive picture of the effect of shadowing techniques on all aspects of language skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains Previous Research, Literature Review, and Hypothesis Formulation.

A. Previous Research

The first related study was conducted by Dedeh Auliatul Latifah and Maman Suryaman (2022), entitled “*Shadowing Technique Improves Students' Listening Skill In Capturing The Word Heard*”. This study aimed to evaluate the extent to which the shadowing technique can improve students' ability to capture words spoken by native speakers. The main focus of this study was to examine the effectiveness of the shadowing technique as a teaching method in the listening classes, particularly in overcoming students' challenges in understanding words that are often spoken quickly or in different accents. This research shows that listening is very important in language learning, especially to master vocabulary. Many students have difficulty understanding messages due to limitations in vocabulary. By using the shadowing technique, the researcher aimed to enable students can engage more actively in the listening process, increase their attention

to sound details, and ultimately be better able to recognize and understand spoken words.

The method used in this research is Classroom Action Research (CAR), a systematic approach that aims to understand as well as improve the learning process in the classroom. The results showed a significant improvement in students' listening skills. The average score of the listening skills test increased from 73.2 in the first cycle to 77.0 in the second cycle. In addition, the percentage of students who achieved or exceeded the average score increased substantially, from 59% in the first cycle to 78% in the second cycle. These findings show that the shadowing method enhanced students' motivation and involvement in learning activities in addition to improving their listening comprehension of spoken words. This study concludes that the shadowing technique can be considered an effective solution to overcome obstacles in teaching listening skills, especially in helping students understand words spoken by native speakers. The findings make an important contribution to language teachers in designing teaching strategies that are innovative and responsive to students' needs, while emphasizing the important role of

interactive approaches in improving overall language skills (Latifah & Suryaman, 2022).

Similarly, a study written by Rini Ekayati in 2020 with the title “*Shadowing Technique on Students' Listening Word Recognition*”. The purpose of this study was to investigate how using shadowing techniques can enhance students' listening abilities, particularly with regard to English word recognition.

The research method was an experimental method. The study was conducted at SMP Muhammadiyah 02 Pahlawan, Medan, with a population of eighth-grade students in the 2019/2020 school year. The researcher selected 60 students from two existing classes using total sampling from the population. These students were then split into two groups, one for the experimental group and one for the control group, each of which had 30 students. While the control group received instruction via various methods, the experimental group was instructed utilizing the shadowing technique. The teaching process was conducted by applying the appropriate technique for each group. The researcher gave both groups hearing exams as a pre-test and a post-test prior to and following

the treatment. The test's 25 items, which included 20 fill-in questions and 5 multiple-choice questions, were intended to gauge students' word recognition and listening skills.

The pre-test and post-test data showed a significant increase in the experimental group using the shadowing technique, compared to the control group. The higher post-test scores prove that this technique is effective for improving word recognition in listening skills (Ekayati, 2020).

Next, a study entitled “*The Comparative Study of the Effects of Shadowing and Note-taking on EFL Students' Listening Comprehension Improvement*,” written by Forough Ghalavandi and Morteza Bakhtiarvand in 2019. This study aimed to compare how note-taking and shadowing affected the listening comprehension of EFL students. To compare the effects of note-taking and shadowing on EFL students' listening comprehension, a number of methodical measures were taken in the research process. Out of the initial pool of 120 participants, 85 female EFL students with pre-intermediate competence levels were chosen for the study's participant selection phase. This selection was

made based on the results of the Preliminary English Test (PET) that had been piloted earlier to ensure homogeneity in the participants' language proficiency. Following the training session, a listening posttest was used to gauge how effective the two approaches were.

According to the findings, the groups that used the note-taking method and the shadowing approach did not significantly differ in their listening comprehension ratings. This difference was not significant, according to analysis using an independent samples t-test ($t = 0.78$, $df = 83$, $p = 0.44$), indicating that the two approaches had comparable effects on students' listening comprehension.

The study showed that although there was no significant difference between the groups, both strategies, shadowing and note-taking, provided similar benefits for students. Both are important metacognitive strategies for improving listening skills. Students' awareness of the strategies used also plays a role in learning effectiveness. Although the hypothesis of significant differences was not proven, these results still provide important insights into teaching English as a foreign language (Ghalavandi, 2019).

Another relevant research was conducted in 2019 by Tribekti Maryanto Agustinus, Nur Rini, and Mitchell Clark with the title “*A Study on English Listening Activity of ‘Shadowing’ in Indonesian Students*”. The purpose of this study was to examine how Indonesian students used shadowing strategies in English listening exercises and to examine how they felt about developing listening skills. This study's primary goal was to determine how the shadowing approach can help students become better listeners, particularly in terms of picking up on the speech, intonation, and pronunciation of native speakers. The research also examined the dimension of students' attitudes towards listening skills, which is often regarded as one of the most challenging components of English language learning. In this context, shadowing was not only introduced as a technique that helps students to adapt to native speakers' speech rate, but also as a method that motivates them to be more confident in their listening ability.

The research method used in this study involved both qualitative and quantitative approaches to explore English listening activities through the

“shadowing” technique among Indonesian students. The study was conducted at Politeknik Negeri Semarang, involving 43 students from two small classes in the Business Administration study program who attended the Secretary's English course for one semester. The study used a descriptive design to describe how students carry out listening tasks and their attitudes towards mastering listening skills.

The results showed that students had a positive attitude towards the use of the “shadowing” technique in English listening activities. Of the 43 students who participated, most agreed that listening as an out-of-class activity was important, with 97.7% of respondents agreeing. However, although students showed interest, few implemented the steps suggested in the shadowing technique. Only 16.3% of students did silent shadowing, and 72.1% were hesitant to do prosody shadowing. Furthermore, despite the fact that their transcriptions did not adhere to the accepted phonetic symbols, 9.3% of students who were interested in improving their pronunciation came up with an original method by producing phonetic transcriptions of challenging terms. The study also found that students felt

that listening activities could improve their English skills, including their understanding of English rhythms and accents, and increase their confidence in speaking. Overall, despite the challenges in implementing the shadowing technique, students showed the potential to improve their listening skills through this method (Agustinus et al., 2019).

Next, research conducted by Pwint Yee Win with the title “*An Investigation of the Shadowing Technique in Teaching Speaking to English as a Foreign Language Students*” in 2020, This study investigates the use of shadowing technique as an approach in learning English speaking and listening skills for EFL. One of the important aspects focused on in this study is the mastery of stress patterns in speech, which plays a major role in speaking clarity and fluency. By paying attention to prosodic elements such as word stress and intonation, learning through shadowing not only strengthens listening skills but also helps learners develop better phonological awareness and articulation in real communication contexts.

This study employed mixed methods research, which complemented quantitative and qualitative

techniques. The results demonstrated the effectiveness of the shadowing strategy in enhancing speaking and listening abilities, particularly with regard to stress patterns. Due to the activation of prior knowledge, which can enhance long-term memory, participants' capacity to generate stress patterns improved. The variation of shadowing with and without text had an impact on the participants' results. The recommended approach is to start with pre-shadowing, then proceed with post-shadowing for best results (Win, 2022).

Another research that discusses shadowing techniques, but in a different context, is a 2021 study written by Eva Leonisa, Dhinuk Puspita Kirana. Research with the title “*Shadowing Technique for Pronunciation Development*” aims to investigate the extent to which the shadowing technique can contribute to improving the pronunciation skills of tenth-grade students at SMAN 1 Jetis Ponorogo. In this study, the researcher applied a quasi-experimental design involving two groups. Data were collected through pre-test and post-test to evaluate the development of pronunciation skills in each group.

The results of the data analysis showed that

there was a significant increase in the post-test score of the two groups. The average post-test score of experimental group was recorded at 84.64, while the control group only obtained an average of 75.00. The t-test, which was used for statistical analysis, revealed that there was a statistically significant difference between the two groups because the computed t-value of 10.82 was more than the t-table value of 2.009. Furthermore, since the p-value of 0.000 is less than the significance level of 0.05, the null hypothesis is disproved and it is evident that the therapy had an actual effect on the learning outcomes of the students (Leonisa et al., 2022).

The next research is entitled *“The impact of the Shadowing Technique on EFL Learners' Linguistic Enrichment: A Case Study”*, written by Khouloud Benyettou and El-Alia Wafaâ Zaghar in 2024. This study aims to examine the effect of shadowing techniques on the reduction of speaking anxiety in learning. The study used a quantitative approach and involved 83 second-semester students from Oran 2 University, majoring in finance, consisting of 51 females and 32 males aged between 19 to 24 years. Eight English teaching lecturers were also involved to support the implementation of the

learning activities. Before the start of the training, participants were given an understanding of speaking anxiety and an explanation of the shadowing technique. They then took an initial test using a speaking anxiety scale such as the FLCAS. During the program, students participated in a 15-minute shadowing exercise at the end of each session, with materials varying from general English to English for finance and economics. After several practice sessions, a final test was conducted to measure changes in anxiety levels.

The results showed a significant decrease in the level of speaking anxiety after the application of the shadowing technique. The percentage of students with high anxiety decreased from 59.03% to 38.55%, while those classified as having low anxiety increased from 7.22% to 33.73%. These findings support the hypothesis that the shadowing technique can effectively reduce speaking anxiety and increase students' confidence in speaking English. This study concludes that the shadowing technique is not only useful in the context of linguistic teaching but also has the potential to improve learning motivation as well as oral communication skills. Therefore, the researcher recommends the wide

application of this technique at various levels of learning and encourages further research to examine its impact on other receptive skills such as reading and listening (Benyettou & Zaghar, 2024).

B. Literature Review

1. Listening

a. Listening Skill

Listening is an important part of everyday life. One of the linguistic abilities that allows people to comprehend information and subsequently talk is listening comprehension (Gilakjani & Sabouri, 2016). Listening is not just hearing sounds, but involves an active process of understanding and interpreting sounds. It is often seen as a gateway skill, as language learners need to listen before they can speak, read, or write effectively. Good listening skills can improve other language skills (Darti & Asmawati, 2017). Rost (2011) defines that listening is a sophisticated process that allows people to comprehend spoken language, which is crucial for both efficient communication and comprehending our surroundings. Through

listening, people can gain many important benefits, such as education, information, and understanding of the world and the events that occur in it. In addition, listening also helps shape their worldview, ideals, and values.

Listening and hearing are two different things. Hearing is the sense that allows us to receive information from changes in air pressure (sound waves) produced by vibrating objects. This process occurs automatically and does not always require understanding the meaning of the sounds around us, such as the sound of the wind or a faint conversation (Renukadevi, 2014). Hearing is the first step in the process of listening, which consists of five stages: hearing, understanding, remembering, evaluating, and responding. This process begins with hearing, the physical ability to receive sound waves through the ear, which is an important foundation for the following stages. Once the sound is received, the brain begins to process it to understand its meaning, relate it to previous experiences, and store it in memory.

The evaluating stage allows the listener to assess the accuracy and relevance of the information before giving an appropriate response, either verbally or nonverbally. Thus, hearing is not only the first step but also the main foundation of effective listening (Novika et al., 2020).

Listening is not a simple process. It is a complex process of interpretation, where the listener not only hears the sound but also relates it to their own knowledge and experience. It involves an in-depth analysis and interpretation to understand the message being conveyed. Listening includes several stages, from receiving the information conveyed by the speaker, understanding it, negotiating meaning, responding, to creating meaning through active engagement, creativity, and empathy (Gilakjani & Sabouri, 2016). Listening is a receptive skill, which means that the listener must be able to decipher and understand the message received. Therefore, listening is not just a matter of passively receiving information, but also

requires full attention, active engagement, and the ability to understand the message by relying on creativity, empathy, and participation. Listening is an important skill because it involves both cognitive and emotional abilities to understand and connect with the speaker.

Listening skills are essential for effective language acquisition. Peterson (2001, as cited in Altun, 2023). Rost (2011) defines listening as a complex process that enables individuals to understand spoken language, which is not only essential for effective communication but also for understanding the world around us. In EFL environments, listening skills also contribute to vocabulary development, grammar, and overall language fluency (Goh & Hu, 2014). Through listening activities, learners can build a strong foundation in understanding the structure and function of language. This understanding will be the foundation for developing more effective and productive language skills.

Aspects of listening ability include

various skills and abilities needed to understand and interpret information conveyed orally. Previous research has mentioned the aspects of listening ability. Here are some of the main aspects of listening ability:

1. General Understanding
2. Detailed Understanding
3. Context Understanding
4. Vocabulary Recognition and Understanding
5. Language Structure Identification
6. Ability to Follow a Conversation

Listening skills consist of various aspects that are interrelated and support each other. Each of these aspects contributes to overall comprehension in spoken communication, ranging from general understanding to more in-depth details, as well as recognition of social and emotional context. The ability to understand vocabulary, language structure, and pick up on implied meanings is also very important in improving listening effectiveness.

b. The Importance of Listening in Language Learning

Listening skills are very important in language education because they are the main basis for language learning as a whole. As one of the receptive skills, listening allows students to receive and understand information conveyed in the target language. With good listening skills, students can build a strong understanding of the language structure, vocabulary, and intonation and pronunciation patterns used by native speakers or in the context of everyday communication.

The following is an explanation of the importance of listening in language learning:

1. Foundation for other skills

Listening is an important foundation for other language skills, such as speaking, reading, and writing. By listening, one understands language structure, vocabulary, and language usage in different contexts, which enriches speaking skills. In addition, listening helps strengthen reading

and writing skills, as students can recognize word meanings and sentence patterns. Overall, listening improves holistic language proficiency and communication skills in various contexts (Vandergrift & Goh, 2012).

2. Exposure to Authentic Language

Listening helps learners become familiar with natural speech patterns, pronunciation, intonation, and vocabulary used in everyday communication. This authentic language input is essential for language comprehension (Ye, 2024).

3. Improves Comprehension

Active listening requires listeners to process and comprehend information in real time, thus improving cognitive skills such as attention, memory, and critical thinking (Goh & Hu, 2014).

4. Enhance Speaking Skills

By listening to native speakers or proficient language users, learners can mimic the pronunciation, grammar, and

vocabulary used in everyday conversation. This helps them understand intonation, rhythm, and idiomatic expressions that enrich vocabulary and improve speaking fluency. Listening also allows students to learn grammar usage in natural contexts, improving their confidence and communication skills.

5. Promotes Engagement in Communication

Listening fosters deeper engagement in conversation, making learners more effective communicators by allowing them to respond appropriately in a variety of contexts.

Listening is very important in language learning as it helps to understand language structures, sentence patterns, and the context in which words are used. Through listening, learners can enrich their vocabulary by hearing new words and phrases in everyday conversation. This skill also supports speaking, as learners can imitate the pronunciation, intonation, and rhythm of native speakers. In

addition, listening allows learners to interact effectively, understand social and cultural nuances, and respond appropriately. Thus, listening is key in comprehensive language learning and natural interaction.

c. Relationship between Vocabulary Mastery and Listening Skills

One of the main aspects of listening assessment is vocabulary acquisition, as without a good understanding of the words used, a learner will struggle to understand the overall message. A known vocabulary provides the basis for further understanding of the conversation or text heard, as it allows the learner to recognize and understand words that may be new, even without direct explanation. Buck (2001, as cited in Ockey, 2024) provides an in-depth understanding of various aspects of listening, including how listening assessment can include understanding vocabulary, context, and nuances in communication. In his book, he argues that listening involves not only the ability to passively hear words or sentences, but

also to interpret the meaning contained in them. In addition, Murphey stated that the active repetition in shadowing strengthens phonological memory and helps automatic recognition of words in audio context (Murphey, 2001). When learners have sufficient vocabulary, they can quickly understand the context of the situation or conversation that is taking place, making it easier for them to understand the meaning conveyed. A good vocabulary also speeds up the comprehension process, even when learners are listening to new, previously unfamiliar words. In this case, learners can often guess the meaning of the words based on the context of the conversation they are listening to, which shows the importance of having broad vocabulary knowledge.

Vocabulary mastery helps reduce confusion and uncertainty when listening to audio materials or conversations. When someone listens to a conversation in the target language, they may encounter unfamiliar

words. However, if they already have a lot of vocabulary, they will find it easier to recognize the words and still be able to follow the conversation without feeling lost. This gives the learner the confidence to continue listening and understanding the conversation, without stopping too much to look up the meaning of words or phrases they don't understand. Vocabulary mastery is also very important for following fast-paced conversations, which often occur in everyday communication. In these situations, learners who have a strong vocabulary mastery will be able to catch key words and important phrases, even if the speaker speaks quickly or uses more casual language. This allows them to stay engaged in the conversation and understand the information being conveyed without losing context.

Furthermore, vocabulary mastery enables learners to understand a wide variety of language, such as idioms, slang and colloquial expressions often used by native speakers.

Without adequate vocabulary knowledge, learners may struggle to understand informal conversations that use many idiomatic expressions or slang words. By having a wider vocabulary, learners can more easily identify and understand the meaning of these expressions in the appropriate context. Thus, the larger the vocabulary, the more effective the learner will be in developing listening skills. Vocabulary not only facilitates word-by-word comprehension, but also helps in understanding the overall context, following the flow of the conversation, and responding more appropriately. This shows that a strong vocabulary is essential in creating more comprehensive and effective listening skills in the target language.

2. Word Recognition

The study cited by Rost states that in order to understand everyday conversations, one needs to master about 3000 family words. In order to follow the conversation well, the audience must recognize about 90% of the words used (Rost, 2011). This

vocabulary mastery helps in understanding the context and meaning of the conversation, as well as enabling more appropriate responses in everyday interactions. By recognizing most of the words, audiences can more easily interpret meaning and engage in conversations with more confidence.

Word recognition is a fundamental process in listening skills, which must be acquired first as a foundation for further development of listening skills. Word recognition is very important in oral comprehension because it helps listeners process information quickly and efficiently (Field, 2008). This process involves the cognitive ability to identify spoken words, as well as activating the word meanings associated with them (Rost, 2011). Renandya and Farrell suggest that one of the main challenges often faced by learners is that when listeners cannot recognize words correctly, they will have difficulty in interpreting the meaning of the message conveyed. The listening process is not just about listening to sounds, but also about the ability to recognize and process words accurately (Renandya & Farrell, 2011). Therefore, it is

important for listeners to have the skills to recognize the sounds of words quickly and precisely, which will make it easier for them to connect the sounds with the meaning intended by the speaker.

Listeners need to be able to recognize words first before interpreting their meaning. This suggests that the process of word recognition is becoming increasingly automated. Thus, cognitive resources can be diverted to process other aspects of the conversation (Navidinia et al., 2016). Conversely, deficiencies in word recognition can lead to difficulties in listening skills (Ribeiro et al., 2015).

There are several factors that affect word recognition, including the level of familiarity with the word, the presence of competing words with similar sounds, and the ability to estimate meaning and context (Rost, 2011). In addition, there are other issues that can affect the word recognition process:

1. Distinguishing Sound

Some English words that have different pronunciations can sound similar, such as /i/ in the word “ship” and /i:/ in the word “sheep”, which may sound similar to

learners.

2. Consonant Sound

Some words have final sounds that are difficult to recognize, such as /k/, /z/, /t/ in the words “enough”, “quiz”, and “fast”. Likewise, the initial sounds, such as /w/, /s/, /d/ in the words “seep”, “deep”, and “cry”, also play a similar role.

3. Rewriting

Students learn best when they are exposed to both oral and written mediums. This implies that pupils are supposed to be able to write back a sound after hearing it pronounced. But frequently, children simply write down what they hear without changing the pronunciation. For example, they may hear the word "car" but write it as "kar" in their notebooks (Ekayati, 2020).

3. Shadowing Technique

a. Definition of Shadowing Technique

The basic definition of the shadowing technique is a method involving rapid listening where participants directly follow or repeat the

audio stimuli heard, with vocalization immediately after hearing the information. This technique is designed to train simultaneous responses to auditory input. Shadowing is a language learning technique that involves learners imitating a presented speech stimulus as closely and quickly as possible to the original sound. This repetition can be done almost simultaneously or with a small delay (Hamada, 2019).

The shadowing technique has been used in cognitive psychology to test a person's selective attention abilities, where participants are asked to repeat words heard from one audio source while ignoring sounds from another source (Shiki et al., 2010). This approach was originally used in research on information processing and attention, such as on a dichotic listening task, to understand how individuals focus their attention amidst distractions. In addition, shadowing has been applied in language therapy to help individuals with speech disorders, such as stuttering, improve

their verbal fluency. By imitating sounds heard live, this technique trains the coordination between hearing and speech production, strengthens speech muscles, and develops a more natural rhythm of communication. This approach has demonstrated its benefits not only in cognitive research but also as a tool for language rehabilitation and communication skill development.

The shadowing technique was first popularized in Japan for language learning and later adapted in simultaneous interpreter training (Foote & McDonough, 2017). It is a pronunciation practice method that has been used for many years in various language learning contexts. In shadowing, learners are asked to listen to a speaker's speech and imitate it immediately, usually within a very short period of time after hearing the words. Unlike regular repetition exercises, where learners listen to and repeat speech after a certain number of seconds or time, in shadowing, learners are expected to speak simultaneously

with the model speaker, creating a direct imitation experience. The aim of this technique is to practice both listening and pronunciation skills by imitating the model speaker's speaking style, including rhythm, stress, intonation, and proper pronunciation of words. Shadowing is often equated with the mirroring technique as both involve imitation, but there are fundamental differences. Mirroring includes not only imitating speech, but also physical movements, whereas shadowing focuses more on imitating verbal aspects, such as voice and pronunciation, without involving body movements.

b. Types of Shadowing Technique

According to Hamada (2019), there are several types of shadowing techniques, each of which has a different approach and purpose. The following is a further explanation of the types of shadowing in question:

1) Standard shadowing

This is the most basic type of shadowing, where participants are asked to

repeat what they hear simultaneously, without a time delay. This technique trains an immediate response to the speech heard.

2) Mumbling

In this type, the participant repeats the speech in a quieter or fainter voice. This technique can help improve comprehension and pronunciation without the pressure to speak loudly.

3) Text-presented shadowing

In this type, participants use a script or text to help them follow and repeat the speech they hear. This is useful for improving comprehension and pronunciation accuracy, especially for beginners.

4) Pre-shadowing

This technique involves listening to and imitating speech before the participant fully understands the material being presented. This way, participants can practice pronunciation and intonation before learning further meaning.

5) Post-shadowing

In post-shadowing, participants listen to the material first and study it, then do the shadowing afterwards. This technique provides an opportunity for reflection and understanding before repeating the speech.

6) Self-monitoring shadowing

In this type, participants record and review their own shadowing actions, which helps them identify areas for improvement and practice self-awareness.

7) Pair-monitoring shadowing

In this approach, participants work in pairs and monitor each other while shadowing, providing immediate feedback and improvement.

8) Prosody shadowing

This technique emphasizes on imitating prosody or patterns of intonation, stress, and rhythm in speech, which are essential for natural and effective communication.

9) Gesture Shadowing

This is a shadowing technique that incorporates physical gestures or movements in the imitation process, adding a non-verbal dimension that enriches the understanding of communication.

10) IPA shadowing

In this technique, participants use the international phonetic alphabet (IPA) to help imitate more precise and accurate pronunciation, improving the pronunciation of difficult phonemes.

11) Content shadowing

This type focuses on understanding the meaning of the content heard, rather than just imitating speech. This technique helps participants to better understand the content while practicing listening and speaking skills.

12) Conversational shadowing

Conversational shadowing is done in pairs, where participants practice imitating a conversation that takes place between two people. This helps in strengthening the

ability to communicate in real social interactions.

Overall, these different types of shadowing can be used for a variety of purposes in language learning, from improving listening skills, pronunciation, comprehension of meaning, to practicing speaking in a more natural and interactive context.

c. Benefit of Shadowing Technique

In the context of English language learning in Indonesia, the shadowing technique may still be relatively unknown. However, in Japan, this technique has been frequently applied and proven to provide many benefits. Some of the benefits gained by Japanese learners from using the shadowing technique include:

- a. Helps to Follow Fast Speech
- b. Improves Concentration in Listening
- c. Provides More Opportunities to practice
- d. Increases Learners' Motivation (Hisaoka, 2004).

d. Shadowing Technique for Listening Skill

Shadowing is an effective technique for improving listening skills in language learning. It involves the process of simultaneously hearing and repeating the audio heard, thus training active language processing skills. active Repetition in shadowing strengthens phonological memory and helps automatic recognition of words in audio contexts (Murphey, 2001). Shadowing is a technique in language learning that uses a '*Top-down*' approach to teaching pronunciation. This '*Top-down*' approach focuses on understanding the meaning as a whole before breaking down into smaller parts, such as words or sounds. In the context of shadowing, this technique encourages the learner to listen to and imitate the speaker's speech directly, without worrying about small details first, but rather the intonation, rhythm and overall flow of the conversation.

According to earlier studies, the ideas of attention and cognitive resources can be used

to understand the shadowing process. Using this method, students concentrate on the phonological elements of what they hear. Shadowing is a live/so-called 'online task' because there is a small delay between hearing the word and repeating it. Learners pay greater attention to the noises they hear during shadowing than to the message. Regular repetition, on the other hand, is known as a "offline task" since it involves the student repeating what they hear progressively, either sentence by sentence or part by section. This perspective is further supported by the idea of cognitive resources, which describes the quantity of cognitive power available to comprehend information (Shiki et al., 2010).

When listening, a person uses two types of processing, namely top-down and bottom-up (Vandergrift & Goh, 2012). *Top-down* processing involves using existing knowledge and context to predict or interpret information heard, while *bottom-up* processing focuses on gathering information from concrete

sounds or words and building understanding gradually (Hamada, 2016). Learners with low listening ability tend to rely on top-down processing to overcome deficiencies in their *bottom-up* processing (Rost, 2011). The shadowing technique can enhance *bottom-up* listening because by directly imitating speech, learners are helped in recognizing the words and language structures they hear. This allows learners to process more information efficiently and divert their cognitive resources to higher-level processing, ultimately improving their listening comprehension.

C. Conceptual Framework

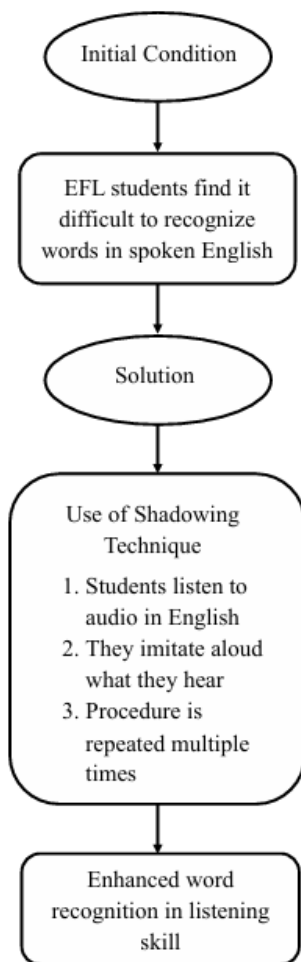


Figure 2. 1 Conceptual Framework of the Research

D. Hypothesis

There are 2 possibilities for the hypothesis in this study:

- a. Null Hypothesis (Ho): There is no significant difference between the results of using the shadowing technique on student word recognition in listening skills.
- b. Alternative Hypothesis (Ha): There is a significant difference between the results of using the shadowing technique on student word recognition in listening skills.

CHAPTER III

METHODOLOGY

This chapter consisted of research design, place and time of the research, population and sample, variable and indicator of the research, technique of collecting data, and technique of analyzing data.

A. Research Design

This research uses quantitative research. Quantitative research is a study that produces information or data processed based on numbers in quantification (measurement) statistical procedures (Sugiyono, 2010). Quantitative research focuses on identifying data processes that are concise, limited, sorting out problems that can then be measured and expressed in percentages or numbers (Neliwati., 2018). Quantitative research results are generally presented in an easy-to-understand form, such as tables, graphs, diagrams, or other representative visual forms. Presentation in this form aims to increase the reader's absorption of the information presented, as well as facilitate understanding of the findings and patterns that arise from the data that has been analyzed.

The research design used in this study is pre-experimental. Pre-experimental design is one type of research design that is classified as simple. In this design, it only involves one group or one class without a control group for comparison (Arib et al., 2024). One of the most common forms of pre-experimental design is the one-group pre-test and post-test design, where the group will be given a test before and after a certain treatment or intervention.

Since this design does not use a control group, the only comparison is within the group itself, between the pre-treatment and post-treatment outcomes. The design chart is presented as follows. (Ibrahim et al., 2018)



Notes:

O_1 : Pre-test Score (before treatment)

O_2 : Post-test Score (after treatment)

X : Treatment

$O_2 - O_1$: Effect between before and after treatment

The researcher conducted an experimental study using one sample group to investigate the effectiveness of the shadowing technique in enhancing students' word recognition skills in listening skills. In the process, participants will be taught how to apply the shadowing technique, which involves imitating or repeating directly what is heard from native speakers in English audio or video recordings. This technique aims to help students recognize spoken words in real contexts, as well as improve fluency and accuracy in listening. The researcher assessed the impact of the shadowing approach on students' word recognition skills using a pre-test and post-test design on one experimental group. Before using the shadowing approach, a pre-test was administered to ascertain the pupils' starting proficiency. Then, after a series of learning sessions using the technique, a post-test was conducted to measure the improvement that occurred.

B. Research Setting

1. Place

This research was conducted at SMKN 4 Semarang. The school is a vocational high school located in Semarang City, Central Java. As a

vocational school, SMKN 4 Semarang applies the National Curriculum, which is focused on mastering competencies in the vocational field, accompanied by the application of practical learning that supports students' readiness to face the world of work. The researcher chose SMKN 4 Semarang as a research location to provide an overview of the effectiveness of using shadowing techniques in enhancing students' word recognition skills in listening skills. This technique has not been widely applied specifically in the Vocational High School environment, and it is hoped that the results of this study can be useful input for teachers in considering alternative methods in teaching English, especially in listening. Thus, teachers can be more varied in choosing learning strategies that suit the characteristics and needs of students.

2. Time

This research was conducted from February 2025 to March 2025. The implementation time was chosen because in that time period, students were in the middle of the school year, where activities were quite stable and students were not yet preoccupied

with the final semester exams. In February, the researchers carried out pre-test activities to find out the extent of students' word recognition abilities in listening skills. Then, at the end of February to mid-March, researchers gave treatment in the form of listening training using shadowing techniques. After being given treatment, the researcher then gave a post-test to find out if there was an improvement from before being given treatment and after being given treatment.

C. Population and Sample

1. Population

Population is defined as all individuals, events, or objects that have certain characteristics and are the subject of attention in a study (Ary et al., 2015). The population includes all members of the group that have been determined by the researcher, either directly or indirectly, and which is relevant to the research objectives. In this study, researchers involved grade X students in the 2024/2025 academic year majoring in electrical engineering, as the population in the study. Class X students majoring in electrical engineering at SMKN 4

Semarang consist of 4 classes, and each class consists of at least 30 students.

2. Sample

Purposive random sampling was the method used for sampling in this study. This method is frequently used by other researchers. Purposive random sampling is a sample selection by considers several aspects and is selected intentionally according to certain characteristics (Sugiyono, 2010). In this study, researchers used a sample of class X TE 2, which amounted to 31 children. Researchers chose the sample because the listening scores achieved by class X TE 2 were still low. In addition, the factor of educators who still provide conventional listening learning is also one of the factors that make researchers decide to use the class as a research sample.

D. Variables and Indicators of the Research

1. Variables of the Research

Research with the title Effectiveness of Shadowing Techniques in Enhancing Students' Word Recognition Skills in Listening Skills

compares between two variables, namely before and after with the X and Y variable formulas, namely the ability to recognize students' words in listening skills with the use of Shadowing techniques. Comparison of variable data will be processed using SPSS version 27 software to determine whether the use of shadowing techniques is effective in enhancing students' word recognition skills in listening skills.

The variables in this study are as follows:

a. Independent variable (X)

Independent variables are variables that provide influence or become a causal factor in the change or appearance of the dependent variable, namely variable Y, which is the main focus in this study. (Ningsih et al., 2021). Variable X in this study is the use of shadowing techniques.

b. The dependent variable (Y)

Variable Y in this study is the students' word recognition ability in listening skills. The dependent variable is the variable that is caused/effects, or can be influenced by the independent variable.

2. Indicators of the Research

Research indicators are important references used to measure the extent to which the dependent variable in this study, namely students' word recognition ability in listening skills, changes after being given treatment in the form of shadowing techniques. These indicators are designed to be measured objectively through pre-test and post-test, so that the effectiveness of the treatment can be analyzed quantitatively. The research indicators used in this study are as follows:

- a. Students can write or choose the correct word according to what they hear.
- b. Ability to distinguish words that are similar in pronunciation.
- c. Understanding of the meaning of the word heard in context.
- d. Number of words that can be recognized correctly in 1 listening session.
- e. Speed in responding or answering word recognition questions.

E. Technique of Collecting Data

To obtain accurate and reliable data,

researchers must use data collection techniques that are in accordance with the objectives and characteristics of the study. Data collection cannot be done carelessly; it must follow standard procedures and be carried out systematically so that the results obtained are as expected. By choosing the right data collection method, researchers will be able to answer research questions more accurately and in depth. The accuracy of this technique also contributes to increasing the reliability and validity of the research as a whole. The following are the data collection techniques used in this research:

1. Test

A test is a tool consisting of a series of questions or tasks given to students to measure mastery of certain knowledge and skills. In this study, the ability to recognize words in listening skills is tested through listening exercises with shadowing techniques. The pre-test is used to determine students' initial ability to recognize words from spoken text, while the post-test is to measure improvement after the application of the shadowing technique.

F. Instruments of the Research

The instrument used in this study is a listening test. The listening test is in the form of overlapping questions with a total of 20 questions for the pre-test and 20 questions for the post-test. The listening test is divided into 3 parts, namely, try-out, pre-test, and post-test.

1. Try-Out

The try-out was conducted to assess the quality of the listening test instruments used in the pre-test and post-test by testing their validity and reliability. In its implementation, students in the trial class were given 40 questions in the form of fill-in-the-blank. The questions are designed to measure vocabulary recognition skills through listening skills, which include four main aspects: spelling, meaning, word accuracy, and word usage in a conversational context. Students were asked to listen to audio snippets and then fill in the blanks in the sentence with the most appropriate word based on what they heard.

2. Pre-Test

Before giving treatment in the form of listening training using shadowing techniques to the

experimental group, the researcher conducted a test to the experimental group to determine the initial ability of students.

3. Post-Test

After the therapy was administered, researchers administered a post-test. The experimental group in this study received instruction in listening skills through shadowing techniques. Following receipt of the pre-test and post-test results, the data will be processed to ascertain whether or not the pre-test value has increased.

In this study, the instrument used in the pre-test and post-test is a form of fill-in-the-blank question, or what is known as a listening cloze test. According to Brown (2004), the listening cloze test is an assessment method in which learners listen to audio recordings and are asked to fill in the blanks in a systematically deleted text transcript. This technique is designed to measure students' listening comprehension skills, especially in recognizing spoken words in an oral context. Brown emphasizes that in listening cloze tests, words are usually systematically removed from the transcript of the

recording, for example every fifth or sixth word, and test takers are expected to write the missing words based on what they hear. This allows for a more objective assessment of students' listening ability, as they have to rely on their listening comprehension to fill in the missing parts (Brown, 2004). Thus, the listening cloze test is considered an effective tool for evaluating listening skills in foreign language teaching.

After carrying out the instrument trial in the predetermined class, the researcher will continue by analyzing the instrument to determine the quality of the instrument used in the study through validity and reliability tests.

a. Validity Test

Validity is a measure used to show the extent to which an instrument can measure precisely and accurately what should be measured by the research objectives (Sugiyono, 2010). In other words, validity shows the extent to which a measuring instrument is able to accurately and precisely measure the variable being studied. An instrument is considered valid

if it is able to correctly represent variable data. This level of validity shows how well the data collected reflects the intended variable. To test the validity of the instrument, researchers used the R-Product Moment formula.

The formula to measure the validity of test was below:

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{XY} = the validity of variable

N = Amount of students

X = Score of items

Y = Total score of the right answer

After finding r_o , the value is then interpreted by comparing it with r_t of Product Moment to ensure the correlation is valid.

- 1) If $r_o < r_t$, then the item is considered invalid.
- 2) If $r_o > r_t$, then the item is considered valid.

b. Reliability Test

The degree to which a research instrument is dependable and trustworthy in generating consistent results is referred to as its reliability. An instrument is considered dependable if it consistently yields the same results while measuring the same thing multiple times (Sugiyono, 2010). In other words, an instrument

is deemed to have high reliability if it consistently yields comparable results when used to measure the same object under comparable circumstances. One of the most commonly used ways to test reliability is by using Cronbach's Alpha. If the Cronbach's Alpha value is greater than 0.60, then the instrument can be considered reliable and can be used for further research. A Cronbach's Alpha value higher than 0.7 is considered good, but values between 0.6 to 0.7 are still acceptable, depending on the context and type of research (Tavakol & Dennick, 2011). The Cronbach's Alpha formula used to calculate instrument reliability is as follows:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

Notes:

r_{11} : Reliability value

$\sum S_i^2$: Total variance of each item score

S_t^2 : Total variance

k : Number of items

G. Technique of Analyzing Data

This study used quantitative data analysis techniques to test variables and hypotheses, which produce data in the form of numbers. The focus of the analysis is the relationship between the independent variable, namely the use of Shadowing Techniques, and the dependent variable, namely word recognition ability in students' listening skills. The results of the pre-test and post-test were compared to see the improvement of students' ability to recognize words from the audio heard

1. Normality Test

Data normality testing is used for pre-test and post-test data in class X TE 2. In this study using the normality test used is the Shapiro-Wilk test. Data normality testing with Shapiro-Wilk can be performed using SPSS version 27. Data normality testing uses the Shapiro-Wilk Test if the number of samples < 50 (Ningsih et al., 2019).

If the output value in the Sig. column of the SPSS test results is greater than the significance level ($p > 0.05$), then the data is normally distributed; otherwise, if the output value in the Sig. column of the SPSS test results is smaller than the

significance level ($p < 0.05$), then the data is not normally distributed.

After the normality test is carried out. The data is processed using a paired sample t-test with the following conditions:

- If the data is normally distributed, use the t-test (Paired Sample T-test)
- If the data is not normally distributed, use the Wilcoxon Signed Ranks Test (non-parametric test)

2. Wilcoxon Signed Rank Test

The Wilcoxon Signed Ranks Test is a statistical non-parametric hypothesis test used when comparing two related paired samples to determine the difference between the paired samples. The basic concept of the Wilcoxon test is as follows:

- 1) The purpose of the Wilcoxon test is to identify whether there is a significant difference between the means of two paired samples.
- 2) In the Wilcoxon test, the desired data is data that has an ordinal and interval scale.
- 3) The Wilcoxon test is a component of non-parametric statistics, so in using the Wilcoxon

test, the assumption of normal distribution in the research data is not required.

- 4) The Wilcoxon test is used as a replacement option for the Paired sample T-test when there is a situation where the distribution of the research data does not follow a normal pattern (Zanah et al., 2023).

The basis for decision making in the Wilcoxon Signed Test is as follows:

- 1) If the value of Asym. Sig 2 tailed < 0.05 , then there is an effect of the average difference.
- 2) If the value of Asym. Sig 2 tailed > 0.05 , then there is no effect of the average difference.

How to enter data in SPSS using the Wilcoxon Test as follows:

1. The first step is to open the SPSS program, then click “Variable View”.
2. After naming the variable, the next step is to enter the data by clicking “Data View”.
3. The next step, click the Analyze menu then select Nonparametric then select Legacy Dialogs, and then select 2 Related Samples.

4. After that, the Two Related Sample Test dialog box will appear, then enter the Pre test (Pre) and Post-test (Post) variables and move them to the Test Pairs box simultaneously. Then the Test Type section puts a check (✓) on the Wilcoxon option, then click Ok.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings of the Research

This research was conducted at SMKN 4 Semarang in class X of the 2024/2025 academic year. This research was conducted on one sample, namely, class X TE 2, which amounted to 31 people. The research process was carried out from February to March 2025. The initial data source is the student's listening score in the odd semester. Aiming to determine the ability of word recognition in students' listening skills before and after the shadowing technique is applied, the research process begins with a pre-test. The pre-test results aim to determine the ability of word recognition in listening to students before the shadowing technique is applied. After the pre-test is carried out, the next stage is to carry out listening training using shadowing techniques. After administering listening exercises using the shadowing technique, the next step is to conduct a post-test in class X TE 2. The post-test aims to determine the ability to recognize words in students' listening skills.

1. Instrument Analysis

a. Validity Test

1) Pre-Test Instrument Validity Test

Table 4. 1 Pre-Test Validity Test

Item	Test Results		Status
	r count	r table	
1	0,583	0,514	Valid
2	0,675	0,514	Valid
3	0,596	0,514	Valid
4	0,652	0,514	Valid
5	0,695	0,514	Valid
6	0,330	0,514	Invalid
7	0,737	0,514	Valid
8	0,527	0,514	Valid
9	0,630	0,514	Valid
10	0,555	0,514	Valid
11	0,472	0,514	Invalid
12	0,652	0,514	Valid
13	0,592	0,514	Valid
14	0,559	0,514	Valid
15	0,617	0,514	Valid
16	0,675	0,514	Valid
17	0,569	0,514	Valid
18	0,629	0,514	Valid
19	0,539	0,514	Valid
20	0,550	0,514	Valid

The results of the pre-test instrument validity test show that from a total of 20 items, there are 18 valid items and the remaining 2 items are invalid. This can be seen by looking at the r table from a total of 15 pre-test sample students, the r table value is 0.514. The data

shows that 2 items are less than 0.514, which can be determined that the item is invalid, and there are 18 items whose value is above 0.514, which can be decided that the item is valid.

2) Post-Test Instrument Validity Test

Table 4. 2 Post-Test Validity Test

Item	Test Results		Status
	r count	r table	
1	0,714	0,514	Valid
2	0,603	0,514	Valid
3	0,769	0,514	Valid
4	0,712	0,514	Valid
5	0,793	0,514	Valid
6	0,761	0,514	Valid
7	0,567	0,514	Valid
8	0,724	0,514	Valid
9	0,370	0,514	Invalid
10	0,696	0,514	Valid
11	0,714	0,514	Valid
12	0,696	0,514	Valid
13	0,557	0,514	Valid
14	0,489	0,514	Invalid
15	0,714	0,514	Valid
16	0,699	0,514	Valid
17	0,611	0,514	Valid
18	0,693	0,514	Valid
19	0,628	0,514	Valid
20	0,648	0,514	Valid

The results of the post-test instrument validity test show that from a total of 20 items, there are 18 valid items and the remaining 2 items are invalid. This can be seen by

looking at the r table from a total of 15 post-test sample students, the r table value is 0.514. The data shows that there are 2 items that are less than 0.514, which can be determined that the item is invalid in question numbers 9 and 14, and there are 18 items whose values are above 0.514, which can be decided that the item is valid.

b. Reliability Test

1) Pre-Test Instrument Reliability Test

Table 4. 3 Pre-Test Reliability

N of Items	Cronbach's α
20	0.935

Based on the results of the pretest instrument reliability test shown in the figure, the Cronbach's Alpha value is 0.935 with a total of 20 items. This Cronbach's Alpha value shows a very high level of reliability, because generally values above 0.9 are categorized as excellent. This means that the pretest instrument has a very strong internal consistency, so it can be relied upon to measure what should be measured.

2) Post-Test Instrument Reliability Test

Table 4. 4 Post-Test Reliability

N of Items	Cronbach's α
20	0.929

Based on the results of the posttest instrument reliability test, the Cronbach's Alpha value is 0.929 with a total of 20 items. This value indicates that the instrument has a very high level of internal consistency. In the standard interpretation, the Cronbach's Alpha value above 0.9 is included in the highly reliable category, so that the items in this instrument are considered to correlate well with each other in measuring the same construct.

2. Data Analysis

a. Comparison of Pre-Test and Post-Test

Table 4. 5 Students' Scores of Pre-Test and Post-Test

N	Experimental Class		Gained Score
	Pre-Test	Post-Test	
1	45	80	35
2	30	60	30
3	35	50	15
4	55	60	5
5	70	70	0
6	70	75	5
7	60	60	0
8	75	85	10
9	25	35	10
10	40	80	40
11	70	95	25
12	55	90	35
13	65	90	25

N	Experimental Class		Gained Score
	Pre-Test	Post-Test	
14	70	65	-5
15	60	85	25
16	40	50	10
17	65	90	25
18	60	90	30
19	35	40	5
20	70	70	0
21	55	90	35
22	75	90	15
23	20	40	20
24	60	65	5
25	45	90	45
26	60	90	30
27	60	95	35
28	55	80	25
29	65	90	25
30	55	90	35
31	75	85	10
Total	1720	2325	
Mean	55.5	75.0	
Max	75	95	
Min	20	35	

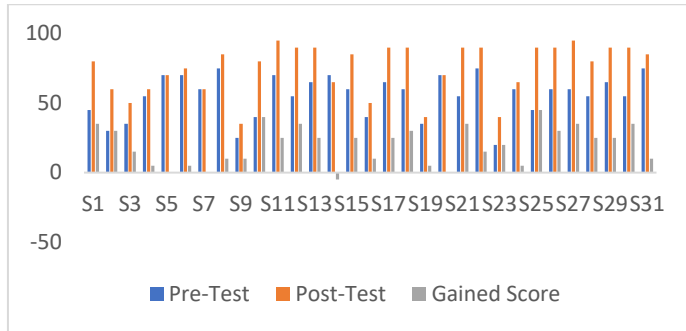


Figure 4. 1 Comparison of Pre-Test and Post-Test

It can be seen above (Table 4.5), that in the pre-test score, the average score was 55.5, with the highest score of 75 and the lowest score of 20. Meanwhile, the highest score for the post-test was 95 and the lowest score was 35. It can be seen that the experimental class showed a great improvement in terms of scores. Meanwhile, the pre-test average of 55.5 increased in the post-test to 75.0.

b. Normality Test

Data normality testing on pre-test and post-test scores was carried out using SPSS version 27 software for data processing. The data normality test uses the Shapiro-Wilk test because the data taken is less than 50. The results of the normality test can be seen in the Shapiro-Wilk Test of Normality table in the form of

Table 4.6 below.

Table 4. 6 Normality Test Result – Shapiro-Wilk

Test	df	Sig. (S-W)
Pre-test	31	0.20
Post-Test	31	<0.001

In Table 4.6, it can be seen that the significance value (Sig.) triggered by the Shapiro-Wilk test obtained the pre-test significance value is 0.20 while the post-test significance value is <.001. In the hypothesis test formula, if the significance level is greater ($p > 0.05$), the data is normally distributed, whereas if the significance level is smaller ($p < 0.05$), the data is not normally distributed. The normality result of the pre-test data is 0.20, so ($0.20 > 0.05$) indicates that the data is normally distributed, while the normality result of the post-test data is <.001, so ($<.001 < 0.05$) indicates that the post-test data is not normally distributed. Because the pre-test data is normally distributed and the post-test data is not normally distributed, the hypothesis test used in this study is a non-parametric statistical test, namely the Wilcoxon Signed Rank Test.

c. Wilcoxon Signed Rank Test

Based on the results of the normality of pre-test data and post-test data not normally distributed, the Wilcoxon test was performed. The Wilcoxon test is a non-parametric alternative to the Paired Sample T-test. The quantitative calculation results of the Wilcoxon test using SPSS version 27 software are as follows:

Table 4. 7 Ranks Table - Wilcoxon Signed Rank Test Result

Category	N
Negative Ranks	1
Positive Ranks	27
Ties	3
Total	31

Table 4. 8 Test Statistic – Wilcoxon Signed Rank Test Result

Test Statistics	Score of Post-Test & Pre-Test
Z	-4.568
Asymp. Sig. (2-tailed)	<0.001

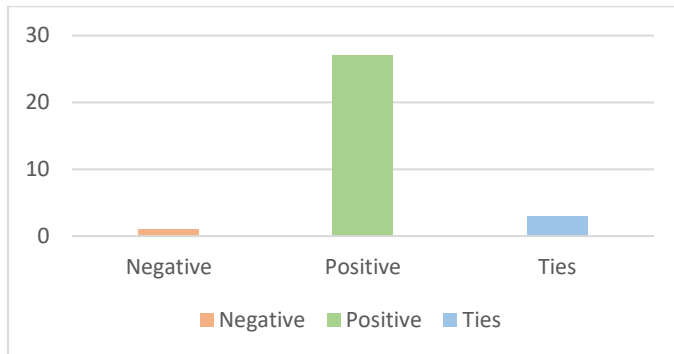


Figure 4. 2 Wilcoxon Signed Rank Test Result

Based on table 4.7, the Wilcoxon test results in the “Ranks” table can be seen:

- 1) Negative Rank or the difference (negative) between the results of writing ability for the pre-test and post-test of class X TE 2 students is 1, which means that there is 1 person who has decreased from the pre-test and post-test scores.
- 2) Positive Rank or the difference (positive) between the ability results for the pre-test and post-test of X TE 2 students. There are 27 positive data which means there are 23 students who have increased from pre-test to post-test.
- 3) Ties are the similarity of pre-test and post-test scores. The value of ties 3 indicates that there are

3 students who get the same score in both the pre-test and post-test.

Based on Table 4.8 of the Wilcoxon test results in the “Test Statistics” table, it can be seen that the Asymp. Sig $<.001$ is smaller than 0.05. The value (Asymp. Sig. $<.001 <0.05$).

The basis for decision making in the Wilcoxon Signed Rank Test is as follows:

- 1) If the value of Asym. Sig 2 tailed <0.05 , then there is an effect of the average difference.
- 2) If the value of Asym. Sig 2 tailed > 0.05 , then there is no effect of the average difference.

That is, ($<.001 <0.05$) is the accepted hypothesis indicating that there is a difference or influence on the average of two paired samples. So, the application of the shadowing technique is influential and effective in improving students' word recognition skills in listening skills.

B. Discussion of the Research

The results showed that using the shadowing technique in enhancing students' word recognition ability in listening skills was quite effective and influential. This

can be seen from the significant increase in students' post-test scores compared to the pre-test. The shadowing technique allows students to focus more on pronunciation, intonation, and word structure in real-time, thus strengthening the connection between the sound form and the meaning of the word. By doing repetition directly after listening, students not only passively imitate but also actively engage the brain in language processing and comprehension.

Students' word recognition ability in listening skills before using the shadowing technique is still less than optimal. There were many students whose scores were still less than satisfactory. The problems experienced by X TE 2 students in listening skills include difficulty recognizing the vocabulary heard, not being used to active listening, lack of listening literacy, low self-confidence, fear of misunderstanding what is heard, and fear of criticism, so that listening activities feel confusing and boring.

The use of conventional methods such as lectures and assignments without a variety of media makes students bored, and they often ask for permission to leave the class. Lack of listening, knowledge, and practice causes

students' difficulties in recognizing words in order and precisely. The concentration, power, and auditory sensitivity of students in class X TE 2 before the application of the shadowing technique had not developed optimally. Students also do not understand the importance of speed and accuracy in recognizing words in listening activities.

Students in class X TE 2 first took a pre-test to measure word recognition ability in listening skills before being given treatment in the form of shadowing techniques. The pre-test results show that the average student score is 55.5, with the highest score of 75 and the lowest score of 20. These results indicate that in general the ability of students to recognize words through listening activities is still relatively low and has not achieved optimal learning outcomes. Based on the normality test results, it is known that the pre-test data is normally distributed, with a significance value of 0.20 ($p > 0.05$).

Out of a total of 31 students, 10 students scored above average on the pre-test, which was equal to or more than 60, indicating that they had relatively better word recognition skills. Meanwhile, the other 21

students scored below average, indicating that most students still had difficulties in understanding and recognizing words heard in English. An analysis of the pre-test answers showed that students' errors generally lay in writing words that did not match what they heard, and some students even wrote words with different meanings. This reflects their weak skills in distinguishing sounds and recognizing spoken vocabulary in a foreign language. In addition to linguistic factors, lack of motivation to learn and lack of experience and practice in listening activities also contributed to the low results achieved at this early stage of learning.

(Latifah & Suryaman, 2022) observed similar initial challenges in their classroom-based study, where students failed to recognize basic vocabulary during listening exercises. Their research attributed this problem to traditional teaching methods that relied heavily on textbooks and teacher monologue, with little active listening practice. This evidence supports the notion that before applying an interactive and engaging technique such as shadowing, students tend to exhibit low scores and confidence in their listening skills, particularly in word recognition.

After getting treatment in the form of shadowing techniques, students' word recognition ability in listening skills has increased significantly. This is evidenced by the post-test results which show a maximum score of 95, an increase from the pre-test maximum score of 75. In addition, the post-test average score increased to 75.0, higher than the pre-test average score of 55.5. The difference in the maximum score between the pre-test and post-test of 20 points shows an increase in learning outcomes after the application of the shadowing technique in the listening learning process. This increase reflects the effectiveness of the shadowing technique in helping students recognize and pronounce the vocabulary they hear, as well as making listening activities more interesting and interactive.

Based on the post-test data, out of 31 students, 26 students obtained post-test scores above the average (≥ 75), and only 5 students obtained scores below the average, indicating a positive shift in the distribution of student achievement after the treatment was given. This contrasts with the previous pre-test results, where the majority of students scored below average.

The results of the normality test on the post-test data

show that the significance value is <0.001 , which means that the data is not normally distributed because the value is smaller than the significance limit of 0.05. Therefore, the Wilcoxon Signed-Rank Test was used as an alternative to the parametric Paired Sample T-Test to test the difference between two paired samples (pre-test and post-test). The results of the Wilcoxon test show a significance value of <0.001 , which indicates that there is a significant difference between the pre- and post-treatment scores, so it can be concluded that the use of the shadowing technique has a positive effect on enhancing students' word recognition skills in listening skills.

To answer the third question in this study, “How effective is the implementation of the shadowing technique in enhancing students' word recognition in listening skills?”, researchers used non-parametric statistical analysis in the form of the Wilcoxon Signed-Rank Test because the pre-test and post-test data were not normally distributed, as shown in the previous normality test (Sig. <0.05 in the Shapiro Wilk test).

The Wilcoxon test results show a value of $Z = -4.568$ with a significance of <0.001 . This value is far below the

significance limit of 0.05, which indicates a very significant difference between the pre-test and post-test scores. This means that the application of shadowing techniques has a positive impact on students' word recognition skills in listening skills. In addition, from the Ranks table, it can be seen that 27 students have increased scores (positive ranks), 3 students have fixed scores (ties), and only 1 student has decreased scores (negative rank). This shows that the majority of students benefit from the application of this technique.

The increase in mean score from 55.5 to 75.0 shows that after shadowing, students can recognize more words in English recordings. This indicates a significant development in the ability to understand and experience spoken words that previously may have been difficult for students to understand.

The effectiveness of this technique can be understood through Murphey's theory. In his theory, (Murphey, 2001) said that the active repetition in shadowing strengthens phonological memory and helps automatic recognition of words in audio context. This theoretical basis is supported by several recent studies. For instance, (Arbain et al., 2021) conducted an experimental study

and found that students who were taught using the shadowing technique significantly outperformed those in the control group in listening comprehension tests. The researchers concluded that shadowing helps improve word recognition and the ability to capture spoken input more effectively, particularly in EFL classrooms.

This technique helps speed up the acquisition process as students are encouraged to focus on pronunciation, intonation, and natural word separation from the sentence context. In addition, because shadowing demands an immediate verbal response, students also become more sensitive to differences in word sounds and structures, which supports the strengthening of phonological memory and the automation of word recognition. This is particularly important in listening skills, as the ability to recognize words quickly and accurately is a key foundation for understanding the overall message. Shadowing facilitates meaningful repetition, which experts say is an effective strategy in language learning. Unlike regular repetition, shadowing integrates listening and production simultaneously, thus creating a stronger connection between word form and meaning. In other words, this technique helps students

not only passively recognize words but also actively master them.

The results of hypothesis testing through the Wilcoxon Signed Rank Test show that the significance value is below 0.05, it can be concluded that the null hypothesis (Ho) “*There is no significant difference between the results of using the shadowing technique on student word recognition in listening skills*” is rejected, and the alternative hypothesis (Ha) “*There is a significant difference between the results of using the shadowing technique on student word recognition in listening skills*” is accepted. Thus, it can be concluded that the shadowing technique is effective in enhancing EFL students' word recognition ability in listening skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis and statistical data previously presented, it can be concluded that the Shadowing technique is an effective method and has a significant effect in enhancing students' ability to recognize words in listening skills. The Shadowing technique, which involves imitating speech directly and continuously after listening, is proven to help students recognize and understand spoken vocabulary more accurately and quickly.

The effectiveness of this technique is proven through the results of the Wilcoxon test used to test the research hypothesis. The test resulted a Z value of -4.568 and a significance value (Asymp. Sig. 2-tailed) of less than 0.001. Since the significance value is far below the significance level of 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. There is a significant difference between the pre-test and post-test scores, so it can be concluded that the application of the Shadowing technique has a statistically positive impact on students' word recognition ability in

listening skills.

From the data obtained, it is known that the average pre-test score of students is 55.5, with the highest score of 75 and the lowest score of 20. After treatment, namely the application of the Shadowing technique, the average score of students increased to 75,0 with the highest score of 95 and the lowest score of 35. These results indicate that most students have enhanced word recognition skills after taking part in learning with the Shadowing technique. This increase in score also illustrates a significant development in students' listening skills, especially in recognizing words used in oral contexts.

Thus, it can be concluded that the Shadowing technique is one of the learning methods that should be considered in teaching listening skills, especially in enhancing aspects of word recognition. This technique not only helps in the aspect of listening comprehension, but also strengthens pronunciation and enriches students' vocabulary. Therefore, the use of the Shadowing technique is highly recommended as part of an interactive and effective English learning strategy.

B. Suggestions

1. For a Teacher

Based on the results of this study, it is recommended that English teachers apply the Shadowing technique in listening learning, especially to improve students' word recognition skills. This technique helps students get used to hearing and imitating the pronunciation of words directly, to increase accuracy in recognizing and understanding vocabulary orally. Teachers are also expected to utilize authentic and interesting audio or video media to make the learning process more effective and encourage active participation of students in the classroom.

2. For a Student

Students are advised to use the shadowing technique regularly in listening practice. This technique can help improve vocabulary recognition naturally and make the learning process more fun and less stressful.

3. For a Future Researcher

Future researchers are advised to explore the shadowing technique with various types of audio

material, such as movie dialogs, podcasts, or English songs, which are suitable for students' ability levels. In addition, research can be expanded not only on aspects of word recognition, but also on other aspects such as pronunciation, speaking fluency, or understanding meaning in listening. Further research can also be conducted at different levels of education or over a longer duration of application to obtain more in-depth and comprehensive findings.

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APPENDICES

Appendix 1 Audio Script for Pre-test

Health and Fitness

Dave: Hey, Mark! Hey, Emily!

Mark: Dave, long time no see! How's it going?

Dave: I'm great, just limbering up before I go out for my run. How's the cardio treating you?

Emily: Well, we've run 5k already, so my legs are getting a bit sore, but it always feels great to get the blood pumping.

Mark: Staying fit takes a lot of effort, but it's so worth it in the end. No pain, no gain!

Dave: That's true. I was living a pretty sedentary life a few years ago, and I was getting overweight and out of shape. I decided to get in shape by adopting a healthier lifestyle. I started to exercise, lost some weight, and within a few weeks, I felt completely revitalized!

Emily: I get it, you look great! I assume you're still hitting the gym regularly?

Dave: You bet! Pumping iron has become my passion. I work out four times a week.

Emily: Wow, that's a lot! Aren't you worried about getting injured?

Dave: I've strained a muscle a few times, for sure. But it's

easy to stay safe by stretching and hydrating properly, and taking rest days.

Mark: Speaking of stretching, have we told you that we've taken up yoga lately?

Dave: That's great! Yoga works wonders for flexibility and stamina.

Emily: Yeah, we love it. The last time we saw you, you were trying to cut down on junk food. How's your diet going these days?

Dave: Really good, actually! I've cut off junk food almost completely, and I mostly eat whole foods. You know, chicken breast for protein and brown rice for some carbohydrates, and always with a side of veggies. But I must admit, sometimes a bag of chips sneaks its way in too!

Mark: Hey, we all need our guilty pleasures. Just gotta make sure they're not taking over our lives, right?

Emily: Absolutely. Moderation is key! Otherwise, we'll be running marathons to burn off those extra calories.

Dave: You got that right. Hey, speaking of marathons, are you guys entered in the marathon this weekend?

Mark: No, we prefer jogging just for fun. Marathons are too extreme!

Emily: Actually, we've gotten into some extreme sports

lately. Like downhill mountain biking and scuba diving. We're going skydiving this weekend. Are you interested in joining us?

Dave: No, thank you. Jumping out of the plane isn't exactly my cup of tea!

Emily: Hahaha, no problem! Well, we should continue our jog. Want to run with us?

Dave: Sure!

Appendix 2 Pre-test Questions

Listen to the audio carefully, and then complete the missing text below!

Health and Fitness

Dave: Hey, Mark! Hey, Emily!

Mark: Dave, long time no see! How's it (1)

Dave: I'm great, just (2)up before I go out for my run.
How's the (3) treating you?

Emily: Well, we've run 5k already, so my legs are getting a bit sore, but it always feels great to get the (4) pumping.

Mark: Staying fit takes a lot of effort, but it's so worth it in the end. No pain, no (5)

Dave: That's true. I was living a pretty (6) life a few years ago, and I was getting (7) and out of shape. I decided to get in shape by (8) a healthier lifestyle. I started to exercise, lost some weight, and within a few weeks, I felt completely revitalized!

Emily: I get it, you look great! I assume you're still hitting the gym (9)

Dave: You bet! (10) iron has become my passion. I work out four times a week.

Emily: Wow, that's a lot! Aren't you (11) about getting injured?

Dave: I've strained a (12) a few times, for sure. But it's easy to stay safe by stretching and hydrating properly and taking rest days.

Mark: Speaking of (13), have we told you that we've taken up yoga lately?

Dave: That's great! Yoga works wonders for (14) and stamina.

Emily: Yeah, we love it. The last time we saw you, you were (15) to cut down on junk food. How's your diet going these days?

Dave: Really good, actually! I've cut off junk food almost completely, and I mostly eat whole foods. You know, chicken (16) for protein and brown rice for some carbohydrates, and always with a side of veggies. But I must admit, sometimes a bag of chips sneaks its way in too!

Mark: Hey, we all need our (17) pleasures. Just gotta make sure they're not taking over our lives, right?

Emily: Absolutely. (18) is key! Otherwise, we'll be running marathons to burn off those extra calories.

Dave: You got that right. Hey, speaking of marathons, are you guys entered in the marathon this weekend?

Mark: No, we prefer jogging just for fun. Marathons are too extreme!

Emily: Actually, we've gotten into some extreme sports lately. Like (19) mountain biking and scuba diving. We're going skydiving this weekend. Are you interested in joining us?

Dave: No, thank you. (20) out of the plane isn't exactly my cup of tea!

Emily: Hahaha, no problem! Well, we should continue our jog. Want to run with us?

Dave: Sure!

Key Answer of Pre-test

1. Going
2. Limbering
3. Cardio
4. Blood
5. Gain
6. Sedentary
7. Overweight
8. Adopting
9. Regularly
10. Pumping
11. Worried
12. Muscle
13. Stretching
14. Flexibility
15. Trying
16. Breast
17. Guilty
18. Moderation
19. Downhill
20. Jumping

Appendix 3 Audio Script for Post-test

Grocery Shopping at Supermarket

A: I'm excited to host the barbecue party this weekend.

B: Me too, I'm glad most of our friends will be able to come.
Have you got the grocery list?

A: Yeah, it's a long list this week. We will need a lot of food for the party.

B: Okay, let me go get a shopping cart.

A: Sure, a basket would be too small for the amount of groceries we need.

B: Why don't we start with the items in the produce section?
We can make our way throughout the supermarket from there.

A: Good idea. My friend Rebecca is a vegetarian, so I want to make her a big salad.

B: Really? I thought she was vegan. It makes shopping for her a little bit easier.

A: That's true. Let's get some fresh veggies. Not pre-packed. I prefer choosing them myself. Like this tomato. It's ripe, beautiful, and ready to eat.

B: Sure! Is there anything on the list to get here in the frozen foods section?

A: Yeah, let's get some ice cream for dessert.

B: Cool! Let's get the generic ice cream. It is just as good as the brand-name ice cream and less expensive.

A: Perfect!

B: In aisle 3, we can find dairy items. What's on the list?

A: Hmm, we need some cheese and milk.

B: Got it!

A: Can you please take a look at the expiry date? I don't want anything to be spoiled before the party.

B: Sure, it's best before April 3rd. It's fine.

A: Thanks!

B: Now we're in aisle 4. Do we need anything from the deli section?

A: I don't see anything on the list. But we could get some smoked meat to be served as a snack.

B: Sure, which one do you prefer?

A: The smoked turkey on the first shelf is on sale. Half price!

B: Amazing! Let's get some crackers in the snacks section. They'll go well together. Do you want to get some pre-packaged bread or fresh bread from the bakery?

A: This one is fine! Fresh bread will be stale by the weekend. Let's get some condiments as well. Hot sauce, mayonnaise, and mustard.

B: Great. Do we need anything in the household items aisle?

A: Yes, we need surface cleaner, toilet paper, and paper towels.

B: Okay, I'll get those. Will you go to the beverages section? And get some pop, juice, and coffee? Oh, the price of seafood is really good today. Maybe we should cancel the barbecue and have a sushi party.

A: Haha, very funny. Let's take a look at the meat section.

B: Let's get some steaks, hot dogs, hamburgers, and ...Hm! chicken wings!

A: Sure! I've got them all on the list.

B: Great. We've got everything we need for our barbecue.

A: Yeah. It was faster than I expected.

B: Let's go to the till.

A: Do you want to go to the self-checkout? There's no line.

B: No... we have a lot of groceries. With this much stuff, I prefer paying at the cashier.

A: Sure. Oh no! I just realized that we forgot our reusable bags.

B: Don't worry, honey, they will offer us some paper bags or even a box.

A: As long as we don't get plastic bags. They are terrible for the environment!

B: Oh, you have only three items? You can go in front of us.

C: Thank you, sir. I really appreciate it. I normally go to the express checkout, but it's closed at the moment.

B: Don't worry about it! It's common courtesy at supermarkets. We are not in a rush.

C: Thank you!

D: Hi, did you find everything you needed today?

A: Yes, we did. Thank you!

D: Great, do you have the application for the store discount?

A: We do. Here it is!

D: Your total is five hundred dollars. How would you like to pay?

A: By a credit card, please!

D: Sure, you can tap. Here's your receipt.

A: Thanks!

D: You're welcome. Bye!

Appendix 4 Post-test Questions

Listen to the audio carefully, and then complete the missing text below!

Grocery Shopping at Supermarket

A: I'm excited to host the barbecue (1) this weekend.

B: Me too, I am glad most of our friends will be able to come.
Have you got the grocery list?

A: Yeah, it's a long list this week. We will need a lot of food for the party.

B: Okay, let me go get a (2) cart.

A: Sure, a basket would be too small for the amount of groceries we need.

B: Why don't we start with the items in the produce (3)?
We can make our way throughout the supermarket from there.

A: Good idea. My friend Rebecca is a vegetarian, so I want to make her a big salad.

B: Really? I thought she was vegan. It makes shopping for her a little bit easier.

A: That's true. Let's get some fresh veggies. Not pre-packed.
I (4) choosing them myself. Like this tomato. It's ripe, beautiful, and ready to eat.

B: Sure! Is there anything on the list to get here in the frozen foods section?

A: Yeah, let's get some ice cream for (5)

B: Cool! Let's get the generic ice cream. It is just as good as the brand-name ice cream and less (6)

A: Perfect!

B: In aisle 3, we can find (7) items. What's on the list?

A: Hmm, we need some cheese and milk.

B: Got it!

A: Can you please take a look at the expiry date? I don't want anything to be (8) before the party.

B: Sure, it's best before April 3rd. It's fine.

A: Thanks!

B: Now we're in aisle 4. Do we need anything from the deli section?

A: I don't see anything on the list. But we could get some (9) meat to be served as a snack.

B: Sure, which one do you prefer?

A: The smoked turkey on the first shelf is on sale. Half price!

B: Amazing! Let's get some (10) in the snacks section. They'll go well together. Do you want to get some pre-packaged bread or fresh (11) from the bakery?

A: This one is fine! Fresh bread will be stale by the weekend.

Let's get some condiments as well. Hot sauce, (12), and mustard

B: Great. Do we need anything in the household items aisle?

A: Yes, we need a surface cleaner, toilet paper, and paper (13)

B: Okay, I'll get those. Will you go to the beverages section? And get some pop, juice, and coffee? Oooh, the (14) of seafood is really good today. Maybe we should cancel the barbecue and have a sushi party.

A: Haha, very funny. Let's take a look at the meat section.

B: Let's get some (15), hotdogs, hamburgers, and ...Hm! chicken wings!

A: Sure! I've got them all on the list.

B: Great. We've got everything we need for our barbecue.

A: Yeah. It was faster than I (16)

B: Let's go to the till.

A: Do you want to go to the self-checkout? There's no line.

B: No... we have a lot of groceries. With this much stuff, I prefer (17) at the cashier.

A: Sure. Oh no! I just realized that we forgot our reusable bags.

B: Don't worry, honey, they will offer us some paper bags or even a box.

A: As long as we don't get plastic bags. They are terrible for the (18)

B: Oh, you have only three items? You can go in front of us.

C: Thank you, sir. I really (19) it. I normally go to the express checkout, but it's closed at the moment.

B: Don't worry about it! It's (20) courtesy at supermarkets. We are not in a rush.

C: Thank you!

D: Hi, did you find everything you needed today?

A: Yes, we did. Thank you!

D: Great, do you have the application for the store discount?

A: We do. Here it is!

D: Your total is five hundred dollars. How would you like to pay?

A: By credit card, please!

D: Sure, you can tap. Here's your receipt.

A: Thanks!

D: You're welcome. Bye!

Key Answer of Post-test

1. Party
2. Shopping
3. Section
4. Prefer
5. Dessert
6. Expensive
7. Dairy
8. Spoiled
9. Smoked
10. Crackers
11. Bread
12. Mayonnaise
13. Towels
14. Price
15. Steaks
16. Expected
17. Paying
18. Environment
19. Appreciate
20. Common

Appendix 5 Student's Score of Pre-Test and Post-Test

No.	Name	Pre-Test	Post-Test
1	Adit	45	80
2	Ahmad	30	60
3	Akbar	35	50
4	Akmal	55	60
5	Anan	70	70
6	Andri	70	75
7	Apta	60	60
8	Arya	75	85
9	Aulia	25	35
10	Daffa	40	80
11	Fadhil	70	95
12	Faiza	55	90
13	Frank	65	90
14	Karla	70	65
15	Marsa	60	85
16	Fahri	40	50
17	Faiz	65	90
18	Naufal	60	90
19	Nur	35	40
20	Ridwan	70	70
21	Aufa	55	90
22	Najla	75	90
23	Nathan	20	40
24	Rafi	60	65

25	Rama	45	90
26	Raya	60	90
27	Rifat	60	95
28	Ronggo	55	80
29	Syifa	65	90
30	Putra	55	90
31	Zeva	75	85

1. Instrument Validity Test Results

*** Correlation is significant at the 0.01 level (2-tailed).

Figure 6.1 Validity Test Output for Pretest Instrument (Pearson Correlation)

^a Correlation is significant at the 0.05 level (2-tailed).

Figure 6

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2. Instrument Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.935	20

Figure 6. 3 Reliability Test Output for Pretest Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.929	20

Figure 6. 4 Reliability Test Output for Posttest Instrument

3. Descriptive Statistics

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Figure 6. 5 Descriptive Statistics for Pre-Test and Post Test Scores

4. Normality Result

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Pre & Post Test	PreTest	.197	31	.003	.917	31	.020
	PostTest	.195	31	.004	.862	31	<.001

a. Lilliefors Significance Correction

Figure 6. 6 Normality Test Output for Pre-Test and Post-Test

5. Wilcoxon Signed Rank Test Results

Ranks				
		N	Mean Rank	Sum of Ranks
Score Post-Test - Score Pre-Test	Negative Ranks	1 ^a	3.00	3.00
	Positive Ranks	27 ^b	14.93	403.00
	Ties	3 ^c		
	Total	31		

a. Score Post-Test < Score Pre-Test

b. Score Post-Test > Score Pre-Test

c. Score Post-Test = Score Pre-Test

Figure 6. 7 Ranks Table from Wilcoxon Signed Rank Test Output

Test Statistics ^a	
Score Post-Test - Score Pre-Test	
Z	-4.568 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Figure 6. 8 Test Statistics from Wilcoxon Signed Rank Test Output

Appendix 7 Lesson Plan

Lesson Plan-Shadowing Technique Treatment	
Teacher	Cucu Wulan Nafi Kustiani
Class	X TE 2
Skill	Listening (Word Recognition)
Material	Short Audio Dialogue
Duration	60 Minutes
Learning Objective	Students are able to recognize and pronounce target words from the audio correctly by applying the shadowing technique
Steps of the Activity	
Pre-Listening	- Teacher gives greetings and motivational words to students - Teacher checks the attendance of students - Teacher introduces topic/vocabulary that will appear in the audio
While-Listening	First Listening - Students listen to the audio without a transcript. Second Listening - The teacher forms groups of 6-10 people - The teacher explains how to apply the shadowing technique - The teacher gives the audioscript - Audio is played sentence by sentence - Students immediately repeat (shadow) after each sentence. - Students focus on pronunciation, intonation, and rhythm. Third Listening - Students shadow the entire audio without pausing
Post-Listening	- Students are asked to rewrite the new vocabulary they get

Appendix 8 Advisor Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 11 Februari 2025

Nomor : 0806/Un.10.3/J4/DA.08.05/02/2025
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Agus Mutohar MA., PhD

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Cucu Wulan Nafi Kustiani

NIM : 2103046063

Judul : "The Effectiveness of the Shadowing Technique in Enhancing EFL Students' Word Recognition in Listening Skills"

Dan menunjuk saudara Agus Mutohar MA., PhD sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan



Jurusan Pendidikan Bahasa Inggris

Drs. Nana Mustikawati Dewi, M.Pd. ✓

196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 9 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://itik.walisongo.ac.id>

Nomor : 0846/Un.10.3/K/DA.04.10/2/2025

Semarang, 12 Februari 2025

Lamp : -

Hal : Mohon Izin Riset

a.n. : Cucu Wulan Nafi K.

NIM : 2103046063

Yth.

SMKN 4 Semarang

Ditempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Cucu Wulan Nafi Kustiani

NIM : 2103046063

Alamat : Jl. Pandanaran 2 No.7, Mugassari, Kec. Semarang Sel., Kota Semarang,
Jawa Tengah

Judul skripsi : THE EFFECTIVENESS OF THE SHADOWING TECHNIQUE IN
ENHANCING EFL STUDENTS' WORD RECOGNITION IN
LISTENING SKILLS

Pembimbing : Agus Mutohar MA.,PhD

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 30 hari, mulai tanggal 17 Februari 2025 sampai dengan tanggal 17 Maret 2025.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik dan Kelembagaan



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://itik.walisongo.ac.id>

Nomor : 0877/Un.10.3/K/KM.00.11/2/2025

Semarang, 13 Februari 2025

Lamp : -

Hal : Mohon Izin Riset

a.n. : Cucu Wulan Nafi K.

NIM : 2103046063

Yth.

Cabang Dinas Pendidikan Wilayah I

Ditempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Cucu Wulan Nafi Kustiani

NIM : 2103046063

Judul skripsi : THE EFFECTIVENESS OF THE SHADOWING TECHNIQUE IN
ENHANCING EFL STUDENTS' WORD RECOGNITION IN
LISTENING SKILLS

Pembimbing : Agus Mutohar MA., PhD

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 30 hari, mulai tanggal 17 Februari 2025 sampai dengan tanggal 17 Maret 2025.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dekan,
Wakil Dekan Bidang Akademik dan Kelembagaan



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH I

Jalan Gatot Subroto, Komplek Tardusatya, Ungaran Telpun (024) 76910066
Faksimile (024) 76910066 Laman cabdin1.pdjateng.go.id
Surat Elektronik cabdisdikwil1@gmail.com

NOTA DINAS

Yth. : Kepala SMK Negeri 4 Semarang
Dari : Kepala Cabang Dinas Pendidikan Wilayah I
Tanggal : 18 Februari 2025
Nomor : 000.9.2/406
Sifat : Biasa
Hal : Izin Riset

Menindaklanjuti surat permohonan dari Universitas Islam Negeri Walisongo Semarang, Nomor : 0877/Uh.10.3/K/KM.00.111/2/2025 tanggal 13 Februari 2025, perihal Permohonan Izin Riset sebagaimana tersebut pada pokok surat diatas, kami sampaikan hal-hal sebagai berikut :

1. Kepala Cabang Dinas Pendidikan Wilayah I Dinas Pendidikan Dan Kebudayaan Provinsi Jawa Tengah, memberikan izin kepada :

Nama : Cucu Wulan Nafi Kustiani
NIM : 2103046063
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness of Shadowing Technique on Student's Word Recognition in Listening Skills

2. Kegiatan dilaksanakan pada :

Tanggal : 17 Februari 2025 s.d 17 Maret 2025
Lokasi : SMK Negeri 4 Semarang

3. Hal - hal yang perlu diperhatikan:

- Harus sesuai dengan peraturan yang berlaku;
- Kepala Sekolah bertanggung jawab penuh terhadap pelaksanaan izin riset;
- Saat pelaksanaan Izin Riset tidak mengganggu proses jam belajar mengajar;
- Pemberian izin ini hanya untuk kegiatan tersebut diatas, apabila dalam pelaksanaan terjadi penyimpangan dari ketentuan yang telah ditetapkan maka pemberian izin ini dicabut;
- Apabila Kegiatan tersebut telah selesai agar segera memberikan laporan hasil kegiatan ke Cabang Dinas Pendidikan Wilayah I.

Demikian untuk menjadikan maklum dan atas perhatiannya diucapkan terima kasih.

a.n. Kepala Cabang Dinas Pendidikan Wilayah I
Kepala Sub Bagian Tata Usaha



ANGKY MAYANG SASWATI, S.Psi, M.Si
Pembina
NIP. 19791005 200801 2 001



Dokumen ini ditandatangani secara elektronik dengan menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE) BSSN.

Appendix 10 Research Completion Letter



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 4
SEMARANG**



Jl. Pandanaran II No. 7, Kec. Semarang Selatan, Kota Semarang
Kode Pos 50241, Telepon (024) 8311534, email: puskom@smk4smg.sch.id web: smk4smg.sch.id

SURAT KETERANGAN

Nomor : 070 / 321

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 4 Semarang, berdasarkan surat dari Universitas Islam Negeri Walisongo Semarang, Nomor : 0846/Un.10.3/K/DA.04.10/2/2025, tanggal 12 Februari 2025, tentang Mohon Izin Riset dengan ini menerangkan bahwa Mahasiswa Universitas Islam Negeri Walisongo Semarang:

Nama : Cucu Wulan Nafi Kustiani
NIM : 2103046063
Progdi : Pendidikan Bahasa Inggris

Telah mengadakan penelitian di SMK Negeri 4 Semarang di jajaran Cabang Dinas Pendidikan Wilayah 1 pada tanggal 17 Februari 2025 s.d. 17 Maret 2025, dengan judul " THE EFFECTIVENESS OF SHADOWING TECHNIQUE IN ENHANCING EFL STUDENT'S WORD RECOGNITION IN LISTENING SKILLS ".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 2 Juni 2025
Kepala Sekolah,

Dra. Mimi Rosyidiana, M. Par
19670628 199303 2 002

Appendix 11 Documentations of the Research



Figure 11. 1 Try-out test conducted in the try-out class



Figure 11. 2 Pre-test conducted in the experimental class



Figure 11. 3 Implementation of the shadowing technique in the experimental class



Figure 11. 4 Post-test conducted in the experimental class

CURRICULUM VITAE

A. Personal Data

Name : Cucu Wulan Nafi Kustiani
Place of Birth : Banjarnegara
Date of Birth : 23rd August 2003
Address : Mantrianom, Banjarnegara, Jawa
Tengah
Gender : Female
Email : cucukustiani08@gmail.com

B. Educational Background

1. Bachelor Degree of English Education
Department, Faculty of Education and Teacher
Training, Walisongo State Islamic University
Semarang.
2. SMAN 1 Bawang
3. MTSN 1 Banjarnegara
4. SDN 1 Mantrianom
5. BA Aisyiyah 1 Bawang

Semarang, 31 May 2025 The
Researcher,



Cucu Wulan Nafi K.
NIM. 2103046063