

CHAPTER I

INTRODUCTION

A. Background of the Problem

Having the ability to speak English is very useful in the current era of globalization. Not only used as a means of communication, but English is also used as a language of instruction in various fields such as education, business, technology, etc. Therefore, mastery of skills in English must be mastered by anyone. There are four skills in English that are the basis for someone to be able to speak English, namely writing, reading, speaking, and listening. These four skills are very crucial and must be mastered.

Although those other skill in English are also important in mastering a language, but listening plays a primary role in this regard. From listening, students can learn of how a language is used. Tyagi (2013) states, “Listening requires a desire to understand another human being, an attitude of respect and acceptance, and willingness to open one’s mind to try and see things from another’s point of view”. Furthermore, Rost (1990) states that listening in language teaching refers to a complex process that allow us to understand spoken language. It means that listening is one of the important skills that can be used to communicate effectively with other people. Hence, the ability to listen is crucial, as it is the initial process for someone to communicate well and effectively.

In addition, the largest portion of time in daily life is spent to the listening. It takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing,

about 9% (Mendelsohn, 1994). In learning, especially language learning, listening is a foundational skill because through it, students can recognize sounds, vocabulary, and sentence structures. However, Gilakjani and Ahmadi (2011) state that listening instruction in schools is often neglected. This is further made worse by the lack of direct use of English to students in their daily lives because it is a foreign language.

Listening is often considered one of the most challenging skills for learners of English as a Foreign Language (EFL) to develop. Research by Nimehchisalem et al. (2015, p. 263) shows that among the four main language skills, listening is the most difficult. Chao (2013, p. 81) identifies several major issues faced by learners, including challenges in memory strategies, intonation patterns, difficulty in answering questions, and unclear pronunciation. Additionally, Bingol et al. (2014, pp. 3-4) highlight various obstacles that learners may encounter during the listening comprehension process. These include the quality of audio materials, such as poor sound systems and language laboratories, as well as the availability of listening resources, noting the rarity of commercial English textbooks accompanied by audio CDs. Other contributing factors include cultural differences, unfamiliar vocabulary, audio duration and speed, lack of concentration, and physical conditions that affect the learning environment.

Based on the researcher's observations at SMPN 6 Pariaman, these problems were found in students' listening skill due to difficulties in understanding English caused by not being familiar with spoken English in

everyday life and lack of vocabulary. in addition, there is lack of students' interest in learning English due to learning process still uses traditional technique.

Although there are difficulties in learning listening, there must be a way to solve it. In teaching listening there are lots of technique that can be use by teacher, one of them is Shadowing Technique. Puri and Treasaden (2010, p. 180) state that Shadowing technique was first used by Cherry. He said that in Shadowing technique the subject is asked to repeat one of them word by word or phrase by phrase. In Shadowing, learners repeat English sentences spoken by native speakers of English immediately after hearing them (Katayama, 2013, p. 3) and monitor what they shadow simultaneously (Nekoueizadeh & Bahrani, 2013, p. 257). It can be concluded, Shadowing means that the students repeat exactly what they hear immediately after listening to the aural input, often without waiting for the completion of meaning unit, or even a word in a sentence.

Shadowing technique can be adapted to various learning contexts and levels, from beginners to advanced learners. It can be used in individual or group settings, and can be integrated with other language learning activities. In addition, Shadowing technique can be used for all level students such as elementary School (Kuo & Chou, 2014), junior high school (Rafiq, 2016), senior high school (Saito et al., 2011), and university students (Hamada, 2012). Shadowing technique can use all material, based on the syllabus of the students, for example: in Hamada's research, he used TOEIC book for university students

and English text book (Crown I) (Hamada, 2011, 2012). When using the shadowing technique, the content consists of both dialog (conversation) and listening monologue (text).

There have been many studies related to Shadowing Technique, the first one including the research by Nur Aini Sudrajat (2024) with title “The Effectiveness of Using Shadowing Technique to Improve Students’ Pronunciation”, the second is research by Rini Ekayati (2020) with title “Shadowing technique on Students’ Listening Word Recognition”, the last is research by Fitri Maini and Rachmanita (2020) “Applying Shadowing Technique to Improve Students’ Listening Achievement”.

Some of the research above has similarities with this research. It can be seen from using the Shadowing technique in English language teaching and learning. However, there are also differences, namely in the use of the Shadowing technique on students' listening comprehension. Thus, it can be seen that this research has a renewal, namely in the use of Shadowing as a technique on listening comprehension.

Based on the background above, the researcher interested in conducting research entitled: “The Effectiveness of Shadowing Technique In Teaching Listening Comprehension At 7th Grade Students Of SMPN 6 Pariaman”.

B. Identification of the Problem

Based on the background of the study above, there were some problems can be identified, including:

1. Students have difficulty understanding spoken English.

2. Struggling to identify and comprehend unfamiliar words or phrase.
3. The students have no interest in listening due to uninteresting teaching methods.

C. Limitation of the Problem

Based on the problem above, the writers limit the problem research. This research will focus on students listening comprehension in descriptive text by using shadowing technique.

D. Formulation of the Problem

Based on the background of the study, the researcher formulates the research problem as: “is there any significant effect of using shadowing technique on students’ listening comprehension at seventh grade students of SMP N 6 Pariaman?”

E. Purpose of the Research

The purpose of this research is to know the effectiveness of using shadowing technique in teaching listening comprehension in descriptive text at seventh grade students of SMP N 6 Pariaman.

F. Significance of the research

This research focuses on the effect of using shadowing technique on students’ listening comprehension. The significance of this research may benefit for the following participants:

1. Students

This research is hoped that this technique will helped the students decrease their difficulties in listening, and the students can develop their listening

comprehension by using shadowing technique. The students are expected get a motivation to learn and improve their listening ability.

2. Teachers of English

The finding of this research can be used by English teachers as information or inspiration for selecting the shadowing technique in the classroom listening in secondary school. It was particularly useful for the English teacher in the development and improvement of the students' listening skills.

3. Other researchers

This study is useful for other researchers who are interested in conducting study with similar problems and variables. Thus, this study can be used as a reference for further similar studies.

