CHAPTER I

INTRODUCTION

In this chapter, the researcher presents five topics related to the research. Those are Background of the research, Statement of the Research Problem, Objective of the Study, Significance of the Study, Scope and Limitation of the Study, Definition of key terms.

A. Background of the Research

Language is tool of communication in daily life. By using language, people can express their feeling, idea and everything in their mind. In oxford learner's pocket dictionary (2008) defined as language is system of communication in speech and writing used by people of a particular country. So, language is very important in human life. One of the languages which are the international language is English. English made a language which is used by the most country in the world.

In teaching and learning English there are four skills that we have to know as the basic thing in language. English has four skills namely listening, speaking, reading and writing but speaking is the most important skill of other skills that the learners should emphasize to be learned. Zaremba, (2006) while reading and listening are considered to be the two receptive skills in language learning and writing and speaking are the order two productive skills necessary to be integrated in the development of effective communication. There are numerous reasons why speaking should be emphasized. Firstly, speaking is used for communication in social

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interaction. Zaremba, (2006) of all the four macro English skills, speaking seems to be the most important skill required for communication. It can be seen when foreigners come to Indonesia. They always use English as a media to communicate with Indonesian people although their mother tongue is not English. Secondly, speaking becomes requirement and it is always tested for getting scholarship. When students take TOEFL IBT or IELTS, speaking test is included and when they face an interview, they are interviewed by speaking English. According to English Testing Service (2007) pointed out that TOEFL scores are acknowledged by more than 6,000 institutions in more than 100 countries. The test is also utilized for scholarships and exchange programs. While reading and listening are considered to be the two receptive skills in language learning , and writing and speaking are the order two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication. Zaremba, (2006) by speaking, we can interact, talk, and convey our idea to other people. If we can speak well, we can communicate to other people freely and feel easy to get information faster. It is important for everyone to have a good speaking performance. Good speaking performance also reflects someone's knowledge. When we are good in speaking, the other people will have interest to listen and talk to us. Speaking has played an important role in life.

Most of students think English speaking is difficult. They have no confidence to learn and do English speaking. Thus, the students' speaking

performance is not well. Some students experience problems in learning speaking skill. They learn language for a long time but they cannot communicate with other people and they have low motivation to foster their language. It is due to the lack of ability of the teacher to teach speaking skill in the classroom. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. It supported also by Brown (2001), there are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction. Besides the student"s lack of vocabulary, their less confidence to speak and judge of English as a difficult subject make speaking as the difficult language skill. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. *Inhibition*. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. *Nothing to say*. Students have no motive to express themselves.
3. *Low or uneven participation*. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. *Mother-tongue use*. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Walqui (2006) argued for the importance of contextual factors in second language learning. Factors such as language (language distance, native language proficiency, and language attitude), learner (diverse needs and goals, role models, and support) and learning process (learning styles, motivation, and classroom interaction) need to be considered. The success of students to speak English is influenced by the teachers. Hanushek and Steve (2010) stated that teachers are the single most important school-level influence on student achievement. The teachers are the determiners who determine the students to succeed to speak English. If the teachers do not have teaching skill, the students will be bored to join their class. In addition, the teachers are determiners of students' learning motivation. The teachers should become motivators. The teachers should have teaching skill, they should master and apply an appropriate approach, method or technique, and they should provide some motivating activities and novelties that can encourage the students to speak English. Moreover, they should motivate the students by giving them advice to be diligent in studying English and to master speaking. Motivation is the main factor that can create the successful teaching and learning process. The students will obtain good speaking performance if they have high motivation to study. It supported by Tahir (2015) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak it.

Shadowing is one of training techniques for simultaneous interpreting. According to Tamai (2002), shadowing is a listening exercise in which the English learners track the heard speech and repeat it as exactly

as possible while listening attentively to the incoming information. Language educators give much interest to this technique in improving listening and speaking competence. Listening and speaking cannot be separated from shadowing technique. According to Tamai (1997), shadowing is actually a cognitive and active activity where students try to guess the words they hear and clearly say the words while listening continuously Shadowing technique is a simple technique and everyone can apply it in learning English. The researcher wanted to use shadowing technique because it was one of skill that the researcher ever did. The researcher felt the good effect of shadowing technique. The researcher wanted to conduct this research to know the effectiveness of this technique on students' speaking skill by using shadowing technique in the formal school.

Furthermore, the researcher finds three previous studies which discuss about round shadowing technique. The first is *Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners* by Omar & Umehara. They conclude that there was the improvement on the participants' English pronunciation, especially in their English rhythms. The second is *The Impact of Shadowing Technique on Tertiary EFL Learners' Listening Skill Achievements* by Sumarsih. As a result, there was a significant difference between the mean of experimental and control. In addition, there was a significant effect of applying shadowing technique on students' listening skill achievements and the experimental group

grammatically outperformed the control group. The third is *The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students* by Xiaolin Wang. The results indicated that the improvement of fluency in the experimental group was more significant. The shadowing exercise can enhance the oral ability substantially and it can be applied in college English teaching, especially in Viewing-Listening-and-Speaking teaching.

From those previous studies, there is no study that is used to the eleventh grade of senior high school in teaching speaking using shadowing technique. Accordingly, this study is conducted by the researcher to know the effectiveness of shadowing technique on student's speaking skill to eleventh grade entitled "*The Effectiveness of Shadowing Technique on Student's Speaking Skill to Eleventh Grade of MAN 3 Blitar.*"

B. Formulation of the Research Question

Related with the background that have been explained before, the research questions is formulated as the following:

1. How is the students' speaking skill taught by using Shadowing Technique on students' speaking skill to the eleventh grade of MAN 3 BLITAR?

2. Is shadowing technique effective on students' speaking skill to the eleventh grade of MAN 3 BLITAR?

C. Purpose of The Study

According to the formulation of research question above, the purpose of this study to test the effectiveness of shadowing technique on students' speaking skill to eleventh grade of MAN 3 BLITAR.

D. Formulation of Hypothesis

Based on (Gay, 2009, p. 71) hypothesis is a researcher's prediction of the research findings, statement of the research expectation about the relation among the variable in the research topic. It means that the researcher makes prediction first for the research finding before she comes to the field to prove whether her prediction of the research finding true or not. Related with that, the hypothesis of this study is formulated as the following:

1. Null Hypothesis (Ho) means the shadowing technique is not effective on students' speaking skill to the eleventh grade of MAN 3 Blitar.

2. Alternative Hypothesis (Ha) means the shadowing technique is effective on students' speaking skill to the eleventh grade of MAN 3 Blitar.

E. Significance of the Study

Through this study, the researcher has expectation that this study will give contribution theoretically and practically. Theoretically, this study will give new knowledge for the readers about English especially related with this topic. Then for practically, this study is expected useful for:

1. The English teacher

From this study, the English teacher will get new experience in teaching speaking by using shadowing technique. The English teacher

would know the response of the students when they are learning English by using shadowing technique.

2. The students

This study would give the students new experience in learning speaking by using shadowing technique and students will be able to practice using shadowing technique.

3. The school

This study is expected to increase the quality in teaching and learning of speaking English at MAN 3 Blitar especially for eleventh grade.

4. Future Researcher

This study is expected can be inspiration and reference for the future researchers to develop this research and collaborate other technique which still related with speaking skill.

F. Scope and Limitation

The researcher gives scope and limitation to make specific and misunderstanding of this study. The scope of this study covers the effectiveness of shadowing technique on students' speaking skill to the eleventh grade of MAN 3 Blitar. Then there are some limitations in this study, those are:

1. The study focus on classroom speaking activities.

2. The listening topics as the material in shadowing technique are about *traveling, and conversation with new people.*

3. The researcher observes eleventh science 1 and eleventh social 1.

G. Definition of Key Terms

1. Speaking

    Speaking is one of an important skill in communication. In speaking should focus on pronunciation and also intonation when the speaker want to say something. Different pronunciation will make different meaning in speaking English, because there are many similar English pronunciation.

2. Teaching speaking

    Teaching speaking is on of an active teaching in the class room. There will be so many conversation or speak up with the partner of students. The active students to speak up, the better score they got.

3. Shadowing technique

    Shadowing technique is saying in the same time when the audio run. The listener will know how to listen and speak as good as native speaker. Shadowing technique would concentrate between ear and mouth. Ear is to listen and mouth is to shadow like what the speaker said.

4. Speaking Skill

    Speaking skill is the skill that give the ability to communicate effectively. This skill allow the speaker to convey the message in passionate, thoughtful, and convincing manner. Speaking skill also help to assure that people won't be misunderstood by those who are listening.

H. The Organization of Research

This study entitle *The Effectiveness of Shadowing Technique on Student's Speaking Skill to Eleventh Grade of MAN 3 Blitar.* The Organization of this study is described below:

1. Chapter I is the introduction of this study. It consist of background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, definition of key term, and the organization of research.

2. Chapter II or the part of review of related literature which explain theoretically about speaking, teaching speaking and shadowing technique, and previous study.

3. Chapter III is about research method. It covers research design, population, sampling, sample, variable of study, research instrument, method in collecting data, the procedures of teaching speaking by using shadowing technique, method of the analysis, validity and reliability testing, and hypothesis testing.

4. Chapter IV Presents about research finding and discussion.

5. Chapter V explains about the conclusion and suggestion from the researcher.