

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and discussion of the study. It presents some discussion which deal with the collected data of students' pre-test and post-test score from the Shadowing Technique and Conventional teaching speaking. This chapter covers the description of research findings, hypothesis testing, and discussion.

A. Research Findings

This part was aimed to answer the research problem. It is divided into two parts. The first part explained the findings and the second part was the discussion of the effectiveness of shadowing technique on students' speaking skill to eleventh grade of MAN 3 Blitar. Then, the data were computed by using statistic computation.

The students' criteria score would be classified into Excellent, Good, Average, Poor, and Very Poor. The students would be classified into Excellent if they got score 18-20. The students would be classified into Good if they got score 15-17. The students would be classified into Average if they got score 12-14. The students would be classified into Poor if they got score 9-11. The students would be classified into Very Poor if they got score 0-8. The students' criteria score was presented in table 4.1.

Tabel 4.1 The Students' Criteria

Score	Criteria	Grade
18-20	Excellent	A
15-17	Good	B
12-14	Average	C
9-11	Poor	D
0-8	Very Poor	E

1. The Students' Speaking Ability Taught by Conventional Teaching Speaking

The Conventional Teaching Speaking was applied to teach speaking in XI IIS 1 as the treatment. This class consisted of 34 students. Before applying this technique, the researcher conducted pre-test. The pre-test score of students in XI IIS 1 was presented in the table 4.2.

Table 4.2 The Students' Pre-test Score of XI IIS 1

NO	NAME	SCORE
1.	Z	14
2.	D	11
3.	A	16
4.	A	12
5.	D	12
6.	D	10
7.	D	13
8.	D	12
9.	E	13
10.	F	13
11.	A	10
12.	H	14
13.	I	15
14.	K	13
15.	K	13
16.	L	13
17.	L	10
18.	U	12

19.	A	8
20.	Y	13
21.	N	12
22.	N	12
23.	N	14
24.	N	15
25.	N	15
26.	P	15
27.	R	12
28.	S	12
29.	S	13
30.	S	12
31.	S	13
32.	S	12
33.	N	13
34.	T	12

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' score of pre-test. Then, the result of students' pre-test score computation could be seen in the table 4.3 as follows:

Table 4.3 The Output of Statistic Data of Conventional Teaching Speaking's Score in Pre-test

Statistics

PRETESTIIS

N	Valid	34
	Missing	5
Mean		12.61
Median		13.00
Mode		12
Std. Deviation		1.676
Variance		2.809
Range		8
Minimum		8
Maximum		16
Sum		416

According to the table 4.3, it showed that the mean was 12.61, the median was 13.00, the mode was 12, the standard deviation was 1.676, the minimum score was 8, and the maximum score was 16. These numbers was the output of the data conventional teaching speaking's score in pre-test. It was indicated that the mean score was not qualified yet in minimum score limit.

Table 4.4 The Frequency Distribution of Conventional Teaching Speaking's Score in Pre-test

Frequency Distribution Pre-Test IIS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 8	1	2.6	3.0	3.0
10	3	7.9	9.1	12.1
11	1	2.6	3.0	15.2
12	11	28.9	33.3	48.5
13	9	23.7	27.3	75.8
14	3	7.9	9.1	84.8
15	4	10.5	12.1	97.0
16	1	2.6	3.0	100.0
Total	34	86.8	100.0	
Missing System	5	13.2		
Total	38	100.0		

The table 4.4 showed the numbers which described about the division and percentage of frequency distribution. Then, the data from the table could be elaborated based on the score's criteria, they were:

- a. There was 1 student who got score 0-8. It meant the students' score was **very poor**.

- b. There were 4 students who got score 9-11, which meant the students' score were **poor**.
- c. There were 23 students who got score 12-14, which meant the students' score were **average**.
- d. There were 5 students who got score 15-17. It meant the students' score were **good**.
- e. There was no student who got score 18-20. It meant that **there was no excellent score in students' pre-test**.

After conducting pre-test in the XI IIS 1 as the control group, Conventional Teaching Speaking was applied as the treatment for students in XI IIS 1 to teach speaking. After giving material about asking and giving opinion, the students should speak up with their own opinion, then the researcher gave them correction in their speaking. Then, the researcher administered post-test by asking the students to send their recording via whatsapp application. It was done to get the score in post-test for this study and it was used to know the students' speaking ability after being given treatment. The result of the students' post-test score could be seen in the table 4.5 as follows:

Table 4.5 the students' Post-test Score of XI IIS 1

NO	NAME	POST TEST
1.	Z	15
2.	D	14
3.	A	18
4.	A	15
5.	D	13
6.	D	14
7.	D	13

8.	D	14
9.	E	15
10.	F	13
11.	A	11
12.	H	14
13.	I	16
14.	K	13
15.	K	16
16.	L	14
17.	L	12
18.	U	13
19.	A	12
20.	Y	13
21.	N	13
22.	N	13
23.	N	15
24.	N	16
25.	N	16
26.	P	16
27.	R	13
28.	S	15
29.	S	14
30.	S	13
31.	S	13
32.	S	13
33.	N	14
34.	T	15

In analyzing the students' post-test score, the researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of this data as like in the pre-test. The result of students' post-test score computation were presented in the table 4.6.

Table 4.6 The Output Statistic Data of Conventional Teaching Speaking's Score in Post-test

Statistics

POSTTESTIIS

N	Valid	34
	Missing	3
Mean		14.03
Median		14.00
Mode		13
Std. Deviation		1.489
Variance		2.218
Range		7
Minimum		11
Maximum		18
Sum		463

From the table 4.6, it could be known that the mean was 14.03, the median was 14.00, the mode was 13, standard deviation was 1.489, the score minimum was 11 and the score maximum was 18. Those numbers were the result of the output of Conventional Teaching Speaking's Score in Post-test. It was indicated that the mean score was not qualified yet in minimum score limit.

Table 4.7 The Frequency Distribution of Conventional Teaching Speaking's Score in Post-test

Frequency Distribution Post Test IIS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11	1	2.8	2.8	2.8
12	1	2.8	2.8	5.6
13	12	33.3	33.3	38.9
14	9	25.0	25.0	63.9
15	3	8.3	8.3	72.2
16	5	13.9	13.9	86.1
17	3	8.3	8.3	94.4
18	2	5.6	5.6	100.0
Total	36	100.0	100.0	

The table 4.7 showed the numbers that described the categorizing based on the frequency distribution by considering on qualification of the scoring rubric. Then, the data could be interpreted as follows:

- a. There was no student who got score 0-8. It meant **there was no very poor score in post-test.**
- b. There was 1 student who got score 9-11, which meant the student's score was **poor.**
- c. There were 22 students who got score 12-14, which meant the students' score were **average.**
- d. There were 11 students who got score 15-17. It meant the students' score were **good.**

- e. There were 2 students who got score 18-20. It meant the students' score were **excellent**.

2. The Students' Speaking Ability Taught by Using Shadowing Technique

Shadowing technique was the technique, which used to teach speaking in XI MIA 1. The class consisted of 37 students. Before applying this technique, the pre-test was conducted. It was aimed to know the students' speaking ability of XI MIA 1. Then, the students' pre-test score was showed in the table 4.8 as follows:

Table 4.8 the Students' Pre-test Score of XI MIA 1

No.	Name	Pre-test Score
1.	A	13
2.	A	15
3.	A	12
4.	A	16
5.	D	15
6.	D	12
7.	D	12
8.	D	16
9.	D	13
10.	F	13
11.	H	14
12.	H	16
13.	I	12
14.	I	13
15.	I	13
16.	L	14
17.	L	13
18.	L	14
19.	M	13
20.	A	16
21.	B	15
22.	D	13
23.	D	13
24.	G	16

25.	G	14
26.	I	16
27.	N	15
28.	N	16
29.	P	15
30.	R	15
31.	R	14
32.	S	13
33.	F	15
34.	N	13
35.	U	14
36.	V	16
37.	W	16

Then, the researcher used SPSS 16.0 version in computing the students' pre-test score to know the descriptive statistic and the percentage of this data. The results of this data were showed in the table 4.9. as follows:

Table 4.9 The Output Statistic Data of Shadowing Technique in Pre-test

Statistics

PRETESTMIA

N	Valid	37
	Missing	0
Mean		14.13
Median		14.00
Mode		13
Std. Deviation		1.417
Variance		2.009
Range		4
Minimum		12
Maximum		16
Sum		537

Based on the table 4.9, it could be seen that the mean of students' score in pre-test was 14.13. Then, the median was 14.00, the mode was 13, the standard deviation was 1.417, the score minimum was 12, and the score maximum was 16. Those numbers were the result of the output statistic data of shadowing technique in pre-test. It was indicated that the mean score was not qualified yet in minimum score limit.

Table 4.10 The Frequency Distribution of Shadowing Technique's Score in Pre-test

PRETESTMIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	5	13.2	13.2	13.2
	13	11	28.9	28.9	42.1
	14	5	13.2	13.2	55.3
	15	8	21.1	21.1	76.3
	16	9	23.7	23.7	100.0
	Total	37	100.0	100.0	

The table 4.10 showed the numbers of frequency distribution. They were interpreted by using the score' criteria that was able to see in the following:

- a. There was no student who got score 0-8. It meant **there was no very poor score in pre-test.**
- b. There was no student who got score 9-11, which meant **there was no poor score in pre-test.**

- c. There were 22 students who got score 12-14, which meant the students' score were **average**.
- d. There were 11 students who got score 15-17. It meant the students' score were **good**.
- e. There were 2 students who got score 18-20. It meant the students' score were **excellent**.

After conducting pre-test in XI MIA, the researcher treated shadowing technique to the students by using whatsapp application. After giving treatment, post-test was administered by the researcher to the students in XI MIA 1. This test was intended to know the students' speaking ability after getting the treatment (Shadowing Technique). The students' post-test score was presented in the table 4.11 as follows:

Table 4.11 The Students' Post-test Score of XI MIA 1

No.	Name	Post-test Score
1.	A	14
2.	A	15
3.	A	13
4.	A	18
5.	D	16
6.	D	13
7.	D	13
8.	D	19
9.	D	15
10.	F	16
11.	H	16
12.	H	17
13.	I	13
14.	I	16
15.	I	14
16.	L	18
17.	L	16

18.	L	15
19.	M	15
20.	A	16
21.	B	17
22.	D	16
23.	D	14
24.	G	16
25.	G	15
26.	I	16
27.	N	16
28.	N	18
29.	P	16
30.	R	15
31.	R	14
32.	S	14
33.	F	16
34.	N	15
35.	U	14
36.	V	16
37.	W	17

Moreover, the data in the table 4.11 was analyzed by using SPSS 16.0 version to know the mean, median, mode, standard deviation, score maximum, and minimum. The result of those analyzing could be seen in the table 4.12 as follows:

Table 4.12 The Output Statistic Data of Shadowing Technique Group in Post-test

Statistics

POSTTESTMIA

N	Valid	37
	Missing	0
Mean		15.50
Median		16.00
Mode		16
Std. Deviation		1.521
Variance		2.314
Range		6
Minimum		13
Maximum		19
Sum		558

The table 4.12 showed that the results from computation of the statistics post-test in Shadowing Technique were mean of the post-test in XI MIA 1 was 15.50, the median was 16.00, the mode 16, standard deviation was 1.521, score minimum was 13, and the score maximum was 19. Those numbers were the result of the output statistic data of shadowing technique group in post-test. It was indicated that the men score was qualified in minimum score limit.

Table 4.13 The Frequency Distribution of Shadowing Technique Group's Score in Post-test

POST TEST MIA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 13	4	11.1	11.1	11.1
14	6	16.7	16.7	27.8
15	6	16.7	16.7	44.4
16	13	36.1	36.1	80.6
17	3	8.3	8.3	88.9
18	3	8.3	8.3	97.2
19	1	2.8	2.8	100.0
Total	37	100.0	100.0	

Table 4.13 was numbers of the frequency distribution of students' post-test score in XI MIA 1 which treated by using Shadowing Technique. Those numbers were categorized in score's criteria and the result was elaborated in the following:

- a. There was no student who got score 0-8. It meant **there was no very poor score in pre-test.**
- b. There was no student who got score 9-11, which meant **there was no poor score in pre-test.**
- c. There were 10 students who got score 12-14, which meant the students' score were **average.**
- d. There were 22 students who got score 15-17. It meant the students' **score were good.**
- e. There were 4 students who got score 18-20. It meant the students' score were **excellent.**

3. The Differences of Students' Speaking Ability when They are Taught by Using Conventional Teaching Speaking and Shadowing Technique

This part revealed the difference score of students' speaking ability after the students got the treatment. The score was taken from the result of post-test that was done. The result could be seen in the table 4.14 as follows:

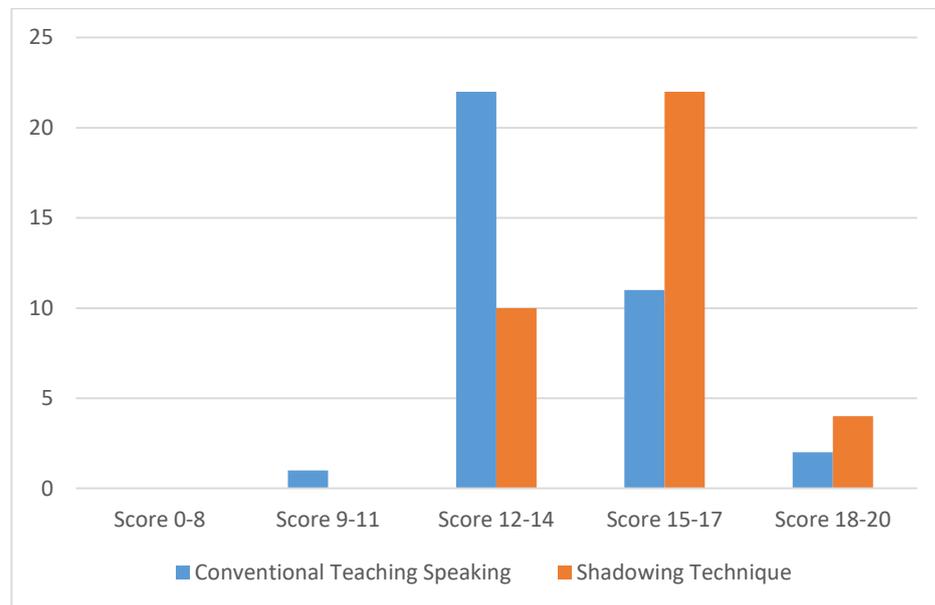
Table 4.14 The Difference of The Students' Score that Taught by Using Conventional Teaching Speaking and Shadowing Technique

NO	NAME	POST TEST	NAME	POST TEST
1.	Z	15	A	14
2.	D	14	A	15
3.	A	18	A	13
4.	A	15	A	18
5.	D	13	D	16
6.	D	14	D	13
7.	D	13	D	13
8.	D	14	D	19
9.	E	15	D	15
10.	F	13	F	16
11.	A	11	H	16
12.	H	14	H	17
13.	I	16	I	13
14.	K	13	I	16
15.	K	16	I	14
16.	L	14	L	18
17.	L	12	L	16

18.	U	13	L	15
19.	A	12	M	15
20.	Y	13	A	16
21.	N	13	B	17
22.	N	13	D	16
23.	N	15	D	14
24.	N	16	G	16
25.	N	16	G	15
26.	P	16	I	16
27.	R	13	N	16
28.	S	15	N	18
29.	S	14	P	16
30.	S	13	R	15
31.	S	13	R	14
32.	S	13	S	14
33.	N	14	F	16
34.	T	15	N	15
35.			U	14
36.			V	16
37.			W	17

The table 4.14 showed the students' score of post-test in speaking that taught by using Conventional Teaching Speaking and Shadowing Technique. To make the reader easy to read the comparison of the scores, in the figure 4.1 was presented in the form of chart as follows:

Figure 4.1 Chart Categorization of Test that Taught by Using Conventional Teaching Speaking and Shadowing Technique



According to the figure 4.1, it showed that there was no students who got score between 0-8 when they were taught by using Conventional Teaching Speaking and Shadowing Technique. Then, there was 1 student who got score between 9-11 that taught by using Conventional Teaching Speaking and there was no student who got score between 9-11 that taught by using Shadowing Technique. Next, there were 22 students who got score between 12-14 that taught by using Conventional Teaching Speaking and 10 students who got score between 12-14 that taught by using Shadowing Technique. There were 11 students who got score between 15-17 that taught by using Conventional Teaching Speaking and 22 students who got score 15-17, which taught by using Shadowing Technique. The last, there were 2 students who got score between 18-20 that taught by using Conventional Teaching Speaking and there were 4 students who got score between 18-20 that taught

by using Shadowing Technique. It meant that the frequency of students' score who were taught by Shadowing Technique was higher than students' who were taught by Conventional Teaching Speaking in Excellent, good, Average, poor, very poor score's criteria.

Furthermore, the researcher provided statistic different score of the students, which taught by using Conventional Teaching Speaking and Shadowing Technique. It could be seen in the table 4.15 as follows:

Table 4.15 The Output Statistic Data of Conventional Teaching Speaking and Shadowing Technique

Statistics

		Shadowing Technique	Conventional Teaching Speaking
N	Valid	37	34
	Missing	0	3
Mean		15.50	14.03
Median		16.00	14.00
Mode		16	13
Std. Deviation		1.521	1.489
Variance		2.314	2.218
Range		6	7
Minimum		13	11
Maximum		19	18
Sum		558	463

The result of table 4.15 could be known that the mean of students' score in Conventional Teaching Speaking was 14.03 and the mean of the students who was taught by using Shadowing Technique was 15.50. The median of students' score in Conventional Teaching Speaking was 14.00 while the students' score in Shadowing Technique was 16.00. The mode of students' score in Conventional Teaching Speaking was 13 and the mode of students' score in Shadowing Technique was 16. Next, standard deviation of students' score in Conventional Teaching Speaking was 1.489 and standard deviation of students' score in Shadowing Technique was 1.521. The variance of Conventional Teaching Speaking was 2.218, while Shadowing Technique was 2.314. The range of Conventional Teaching Speaking was 7 and Shadowing Technique was 6. The score minimum of students that taught by using Conventional Teaching Speaking was 11 and Shadowing Technique was 13. Then, the score maximum of Conventional Teaching Speaking was 18 and Shadowing Technique was 19. The total score the students who taught by using Conventional Teaching Speaking was 463 and Shadowing Technique was 558. It could be conclude that the mean of students' score in Shadowing Technique group was higher than the mean of students' score in Conventional Teaching Speaking.

4. The Gain Score of Students' Speaking Ability when They are Taught by Using Conventional Teaching Speaking and Shadowing Technique

This part revealed the gain score of students' speaking ability before and after the students got the treatment. The score was taken from the result of pre-test and post-test that was done. The result could be seen in the table 4.16 as follows:

Table 4.16 The Different Gain Score of The Students' Score that Taught by Using Conventional Teaching Speaking and Shadowing Technique.

No	Conventional Teaching Speaking				Shadowing Technique			
	Name	Pre-test Score	Post-test Score	Gain Score	Name	Pre-test Score	Post-test Score	Gain Score
1.	Z	14	15	1	A	13	14	1
2.	D	11	14	3	A	15	15	0
3.	A	16	18	2	A	12	13	1
4.	A	12	15	3	A	16	18	2
5.	D	12	13	1	D	15	16	1
6.	D	10	14	4	D	12	13	1
7.	D	13	13	0	D	12	13	1
8.	D	12	14	2	D	16	19	3
9.	E	13	15	2	D	13	15	2
10.	F	13	13	0	F	13	16	3
11.	A	10	11	1	H	14	16	2
12.	H	14	14	0	H	16	17	1
13.	I	15	16	1	I	12	13	1
14.	K	13	13	0	I	13	16	3
15.	K	13	16	3	I	13	14	1
16.	L	13	14	1	L	14	18	4
17.	L	10	12	2	L	13	16	3
18.	U	12	13	1	L	14	15	1
19.	A	8	12	4	M	13	15	2
20.	Y	13	13	0	A	16	17	1
21.	N	12	13	1	B	15	17	2

22.	N	12	13	1	D	13	16	3
23.	N	14	15	1	D	13	14	1
24.	N	15	16	1	G	16	17	1
25.	N	15	16	1	G	14	15	1
26.	P	15	16	1	I	16	18	2
27.	R	12	13	1	N	15	16	1
28.	S	12	15	3	N	16	18	2
29.	S	13	14	1	P	15	16	1
30.	S	12	13	1	R	15	16	1
31.	S	13	13	0	R	14	17	3
32.	S	12	13	1	S	13	14	1
33.	N	13	14	1	F	15	16	1
34.	T	12	15	3	N	13	15	2
					U	14	16	2
					V	16	18	2
					W	16	17	1

In analyzing the students' gain score, the researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of this data as like in the pre-test and post-test. The result of students' gain score in pre-test and post-test score computation were presented in the table 4.17.

Table 4.17 The Output Statistic Data of Gain Score of Conventional Teaching Speaking and Shadowing Technique Group in Pre-test and Post-test

		Statistics	
		CONTROLGR OUP	EXPERIMANT ALGROUP
N	Valid	34	37
	Missing	3	0
Mean		1.41	1.65
Std. Deviation		1.131	.889
Variance		1.280	.790
Range		4	4
Minimum		0	0
Maximum		4	4

The table 4.17 showed that the results from computation of the statistics gain score of Conventional Teaching Speaking and Shadowing Technique in pre-test and post-test. The mean of gain score in Conventional Teaching Speaking in XI IIS 1 was 1.41, standard deviation was 1.131, score minimum was 0, and the score maximum was 4. The mean of gain score in Shadowing Technique in XI MIA 1 was 1.65, standard deviation was .889, score minimum was 0, and the score maximum was 4. Those numbers were the result of the different output statistic data of Conventional Teaching Speaking and Shadowing Technique in pre-test and post-test. It was indicated that the men score of Shadowing Technique has higher score than Conventional Teaching Speaking.

B. Hypothesis Testing

This study was conducted to know the significant different score between Conventional Teaching Speaking and Shadowing Technique in students' speaking ability of 11th grades at MAN 3 Blitar. After being counted the data by using SPSS 16.0 version was normal distribution, it was suitable to be implemented by using t-test in analyzing the significant different of Shadowing Technique. Then, the kinds of t-test that was used by the researcher was Independent Sample Test. It was caused this study involved two groups of students; they were XI IIS 1 as Conventional Teaching Speaking's group and XI MIA 1 as Shadowing Technique's group.

Furthermore, the result of t-test could be used to test the hypothesis. There were two hypotheses in this study; they were H_0 (Null Hypothesis) H_a (Alternative Hypothesis). Those hypotheses in this study was stated as follows:

1. If the p-value (significance value) is less than equal to 0.05 ($\alpha = 5\%$), the H_0 is rejected and H_a is accepted. It means that there is significant difference score of students' speaking ability that was taught by using Conventional Teaching Speaking and Shadowing Technique.
2. If the p-value (significance value) is greater than to 0.05 ($\alpha = 5\%$), the H_0 is accepted and H_a is rejected. It means that there was no significant different score of students' speaking ability that was taught by using Conventional Teaching Speaking and Shadowing Technique.

The result of hypothesis testing could be seen in the table 4.17, as follows:

Table 4.18 The Result of Independent Sample T-Test

Group Statistics				
GROUP	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS' SCORE Shadowing Technique	37	15.50	1.521	.254
STUDENTS' SCORE Conventional Teaching Speaking	34	14.03	1.489	.259

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
STUDENTS' SCORE	.023	.880	4.049	67	.000	1.470	.363	.745	2.194
			4.053	66.700	.000	1.470	.363	.746	2.194

According to the table 4.18, it presented that in Levene's Test for Equality Variances had the value of $F=0.023$ with ($p=0.880$). It meant that p was higher than 0.05 . It indicated that there was no difference in variance data or the data was equal or homogeneous. If the data was homogeneous, it could be seen in "Equal variances assumed". As stated in the table 4.14

the value of df was 67 (df=67). Then, the way to test the hypothesis whether the H_0 was rejected or not, it could be done by comparing p-value with the standard level significance (0.05). It is related with the explanation from Balvanes & Calputi (2001) that the convention to reject the null hypothesis was when the p-value of the obtained statistic was less than or equal to 0.05. Then, in the table 4.14, it could be seen that the p-value was 0.000. Given that the current test was one-tailed test, so the p-value 0.000 had to be divided by 2 or $(0.000 : 2 = 0)$. The significant level was 0.05. Then, the result of t-test above was the p-value (Sig) 0 lower than 0.05 or 5% ($0 < 0.05$). It meant that H_0 was rejected and H_a was accepted. It could be concluded that there was significant different score between the students who were taught by using Conventional Teaching Speaking and Shadowing Technique.

Furthermore, table 4.18 also showed that there was difference mean of the Conventional Teaching Speaking and Shadowing Technique. The mean of Conventional Teaching Speaking was 14.03 and Shadowing Technique was 15.50. It could be interpreted that the mean of Shadowing Technique was higher than the mean of Conventional Teaching Speaking. Therefore, it could be concluded that Shadowing Technique was more effective to improve the students' speaking ability than Conventional Teaching Speaking.

C. Discussion

In this part, the researcher reviewed the result of this study dealing with the finding of hypothesis testing. In this study, the researcher

investigated the difference score of the students who were taught by Conventional Teaching Speaking and Shadowing Technique. This study was conducted at MAN 3 Blitar with the sample was XI IIS 1 as Conventional Teaching Speaking group and XI MIA 1 as Shadowing Technique group. The data that obtained were analyzed by using SPSS 16.0 version.

According to the aim of this study, this study was aimed at revealing the effectiveness of Shadowing Technique on students' speaking skill to 11th grade of MAN 3 Blitar. Then the result of data analysis shows that the mean score of the students taught with conventional teaching speaking was 14.03 and students taught by using shadowing technique was 15.50. This indicates that their average score is better when they taught by using shadowing technique. Moreover, the median score of students taught with Conventional Teaching Speaking was 14.00 and the students taught by using Shadowing Technique was 16.00. This indicates that their median is better when they taught by using shadowing technique. The mode score of students taught with Conventional Teaching Speaking was 13 and the mode score of the students taught by using Shadowing Technique was 16. This indicates that their mode is better when they taught by using shadowing technique. Next, standard deviation score of students taught with Conventional Teaching Speaking was 1.489 and standard deviation score students by using Shadowing Technique was 1.521. This indicates that their standard deviation score is better when they taught by using shadowing technique. The variance of Conventional Teaching Speaking was 2.218, while

Shadowing Technique was 2.314. The range of Conventional Teaching Speaking was 7 and Shadowing Technique was 6. The score minimum of students that taught by using Conventional Teaching Speaking was 11 and Shadowing Technique was 13. Then, the score maximum of Conventional Teaching Speaking was 18 and Shadowing Technique was 19. The total score the students who taught by using Conventional Teaching Speaking was 463 and Shadowing Technique was 558. The mean of gain score in Conventional Teaching Speaking in XI IIS 1 was 1.41, standard deviation was 1.131, score minimum was 0, and the score maximum was 4. The mean of gain score in Shadowing Technique in XI MIA 1 was 1.65, standard deviation was .889, score minimum was 0, and the score maximum was 4. Those numbers were the result of the different output statistic data of Conventional Teaching Speaking and Shadowing Technique in pre-test and post-test. It could be interpreted that there was significant different score between the students who were taught by using Conventional Teaching Speaking and Shadowing Technique. It could be conclude that the mean of students' score in Shadowing Technique group was higher than the mean of students' score in Conventional Teaching Speaking.

Related with the statistic calculation of Independent Sample T-test by using SPSS 16.0 version, the result of Sig. (2-tailed) showed that the significant value of the group was 0.000. Then, Sig. value had to divided into two since this study belongs to 1-tailed test and the result was 0 (0.000:2 = 0). The significant level was 0.05, since 0 was smaller than significance level (α) 5% or 0.05. It means that null hypothesis was rejected, so there

was significant different score between the students taught by using Conventional Teaching Speaking and those taught by using Shadowing Technique. In addition, it was also proven by presenting the different score between Conventional Teaching Speaking and Shadowing Technique, which the mean of students' score that taught by using Conventional Teaching Speaking was 14.03 while the mean of Shadowing Technique was 15.50. It could be concluded that Shadowing Technique was the technique which more effective than Conventional Teaching Speaking to teach speaking in eleventh grade. According to Xiaolin Wang (2017) in his research under the title "*The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students*". This research showed that shadowing exercise can improve their oral English ability. The students' fluency of oral English has been greatly improved. Their oral English pronunciation and intonation also has been improved obviously. Students' interest in oral English was stronger and confidence was strengthened. Therefore, the author suggests that in college English teaching, especially in the Viewing-Listening-and-Speaking course, teachers should consciously employ the shadowing exercise to strengthen students' oral English ability.

The students who were taught by using Conventional teaching speaking of XI IIS 1, they spoke with their own accent and send directly send the recording to the Whatsapp, it was different with the students that taught by using Shadowing Technique of XI IIS 1. They had to train shadowing technique to learn pronunciation, intonation, and tried to make

the same accent with native speaker and then, they send the result of their recording. Shadowing technique trained students' mouth and tongue to pronounce every single word, phrases or sentences correctly. This statement supported by Hetrakul (1995:76) states that "The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different. Some of students who taught by shadowing technique they could not understand well about the instruction in practicing shadowing technique, but after the researcher gave more explanation from the video they could understand what they had to do in practicing shadowing technique. On the other hand, it is not always easy to use the video in the classroom. There are also some problems in using videos in the teaching and learning process. Therefore, the teachers need to be aware of those potential problems so that the use of videos in the class will be successful. Those potential problems proposed by Harmer (2001: 283).

Furthermore, Shadowing Technique was more effective than Conventional Teaching Speaking since the effort to do the speaking test, they tried to make their speaking like native speaker from their intonation, pronunciation. According to result of analyzing the students' speaking ability was improve than before they got this technique as the treatment. Then, the findings in this research supported the result of the existing previous studies. The result of this study matched with the findings of a study that was conducted by Omar & Umehara (2010) under the title "*Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient*

Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners". In their research, they stated that participants in this action research have improved in their bid for better spoken English pronunciation. They have also learned how to pronounce individual words as well as English sentences rhythmically. Improvement as a result of using shadowing techniques in classroom instruction can be seen in four main areas, namely: changes in the natural rate of speech, comprehension, involvement in shadowing, and confidence in each cycle.

In other hand, shadowing technique could improve the students' listening comprehension. In shadowing technique, the students were listening and repeating directly what the speaker was saying on Video MP4 by looking at or without looking at the text. Thus, the students' ears were trained to listen to the words, phrases or sentences that was pronounced by the native speaker. It was supported Sumarsih (2017) in her research under the title "*The Impact of Shadowing Technique on Tertiary EFL Learners' Listening Skill Achievements*". Stated that shadowing technique had a positive impact on the students' achievement in listening skills since there was a significant difference between the mean scores of experimental and control groups. In this study, experimental group outperformed the control group. Furthermore, this technique is suitable to the English as Foreign Language (EFL) learners because the process of acquiring and learning the language is very systematic and contextual. Therefore, this shadowing technique is suggested to be implemented in listening classroom for the better outcomes or students' achievement as especially to the countries,

which recognized English as Foreign Language such as Indonesia, Japan, China, and etc.

According to the findings in this study Conventional teaching speaking and shadowing technique could give effect to teach speaking. Teaching speaking by using shadowing had given significant different score in analyzing above by using SPSS 16.0 Version. Shadowing technique was effective on students' speaking skill in MAN 3 Blitar. Shadowing technique had given effects to the students speaking skill especially in pronunciation, intonation and accent. In addition, in practicing shadowing technique could improve students listening skill in the same time.