

THE EFFECT OF SHADOWING TECHNIQUE ON SPEAKING SKILL

(A pre experimental study at Eight Grade Students' of SMP N 26 Makassar)



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MAKASSAR

ATHESIS

Submitted to the Faculty of Teacher Training and Education Makassar
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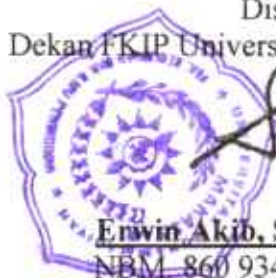
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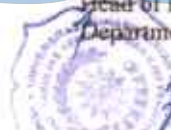
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ABSTRACT

Nur Imam M. Anis. 2021. *The Effect of Shadowing Techniques on Speaking Skill at SMPN 26 Makassar (A Pre-experimental Reserach)*. A thesis from the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Sulfasyah and Uyunnasirah Hambali.

This research aimed to find out the effect of students' speaking skill using shadowing techniques at the Second Grade of SMPN 26 Makassar.

The research used pre-experimental research. The researcher had conducted a treatment, which consisted of six meetings. The population of this research was the second grade of SMP N 26 Makassar. The researcher used purposive sampling techniques. The research instrument was a speaking test.

The research findings indicated that achievement of the first grade of SMPN 26 Makassar improved after using shadowing techniques. It was proven by the mean score in terms of content in pre-test was 56.7 and post-test was 76.4. The improvement of the content was 34.7%. It means that there was significant difference between post-test and pre-test. Based on the research finding, the researcher concluded that teaching English by using shadowing techniques could improve the students' Speaking ability.

Keywords: Speaking skills, Pronunciation, Shadowing Techniques

ABSTRAK

Nur Imam M. Anis. 2021. Efek Teknik Shadowing dalam Kemampuan Berbicara Siswa di SMPN 26 Makassar (*Penelitian Kuantitatif Kelas Dua*). Skripsi dari Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sulfasyah dan Uyunnasirah Hambali.

Penelitian ini bertujuan untuk mengetahui efek pada keterampilan berbicara siswa dengan menggunakan teknik shadowing di kelas satu SMPN 26 Makassar

Penelitian ini menggunakan pra eksperimental. Peneliti telah melakukan treatment yang terdiri dari enam pertemuan. Populasi penelitian ini adalah siswa kelas dua SMPN 26 Makassar. Peneliti menggunakan teknik purposive sampling. Instrument penelitian adalah tes berbicara.

Hasil penelitian menunjukkan bahwa prestasi belajar kelas satu SMPN 26 Makassar meningkat setelah menggunakan metode teknik shadowing. Hal ini dibuktikan dengan nilai rata-rata dari segi post-test adalah 56.7 dan pre-test 76.4. Peningkatan konten adalah 34.7 %. Artinya ada perbedaan yang signifikan antara pre-test dan post-test. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa pengajaran bahasa Inggris dengan menggunakan teknik shadowing dapat meningkatkan kemampuan berbicara siswa.

Kata Kunci: Berbicara, Pengucapan, teknik Shadowing

MOTTO:

"NO NEED TO BE THE SAME AS OTHER"

DEDICATION

A Thesis for My Beloved Family

Especially for My lovely Father,

My Strongest Mother,

My Best Sisters,

My Best Friend

Also,

Myself

I deserve this a billion times.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In The Name of Allah, Most Gracious, Most Merciful

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Makassar, December 2021

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background

Speaking is the way people communicate by using language that they are able to understand each other. As David Kilgour (1999) claimed that language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships. English has become the one of dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc. English is adopted as the foreign language in Indonesia.

From some important aspects of language, speaking skills are the most important skills used to communicate in English. In speaking, the person conveys the message of speaking using spoken language. Speaking has some things to be focused on such as grammar, vocabulary and pronunciation, fluency, accuracy, comprehension. In some junior high schools their speaking ability was quite low, increasing student speaking ability is difficult and it needs students' interest. As a result, they needed a learning media that was quite interesting.

Because of there are many aspects in speaking, we could not judge their speaking skill from one aspect only. But, we can improve those all or some aspects better by doing some techniques. As foreign language learners, Indonesian students' often find problem with some aspects of speaking. The problem might be caused by internal and external factors. Internal factors come from the learners

themselves, such as motivation, interest, aptitude, and intelligence, while the external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching learning process.

Pronunciation is one of the speaking aspects that has an important function to communicate with others. The way speakers pronounce words clearly, makes the listeners easily understand what they hear and produce a clear voice to the listener. Clear pronunciation gives the speaker the power to be confident when expressing something that is to be conveyed in communicating with others (Zaigham, 2011) while making mistakes in pronunciation will make misperceptions between both speaker and listener so that the listeners cannot mean the speaker to say.

In teaching pronunciation, Goodwin² (2001) says that the purpose of teaching is threefold: to enable students' to understand and be understood, to build students' confidence in speaking, and to enable students' to monitor their way of speaking based on input from the environment. Based on the statement, it shows that pronunciation is very necessary to teach English as a foreign language because pronunciation is important thing in speaking.

Shadowing is a technique where students' listen to audio and then they repeat afterward. Students' are encouraged to follow the speaker on audio as soon as possible by only having a short time to delay it. 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 (as quoted in Sumarsih, 2017). So when students' say the words that they listen indirectly they will get the new vocabulary and how to pronounce it correctly.

Based on the researcher experience when carrying out Magang 2 at SMP N 26 Makassar in teaching speaking many students' not correctly pronounce the word. By using this method automatically learning also requires media in the form of audio or audio visual so that it helps students' be motivated in learning, because students' like to learn with new media. Learning with shadowing method also help student pronounce the word correctly as same possible like what they hear.

B. Research Problem

Based on the background of the problem presented above, it can be formulated the problem in this research, Does the use of the Shadowing technique have an effect on students' Pronunciation in SMP N 26 Makassar?

C. Objective of Research

Based on the problem statement raised above, the objective of the study is: to describe whether the use of shadowing technique have an effect to the students' speaking skill in term of pronunciation

D. Significance of the Research

The results of this study are expected to give both theoretical and practical benefit as follows:

1. Theoretically

The result of this study is expected to contribute to the world of education. The contribution is in the form of information and thoughts relate to the use of Shadowing technique in pronunciation

2. Practical

The expected benefits of this research are:

- a. For teacher, can use the material easier and she/he will have a new strategy to teach the elements of English by using Shadowing technique. The teacher can make this strategy to be an interesting way and other students' easy to understand in learning.
- b. For students, it will improve the students' pronunciation and students' can enjoy the learning process in the class.
- c. For researcher, the researcher wants to help students' to find out the easier way to improve students' pronunciation.

E. Scope of the Research

In this research, the researcher only focus to know the effect of students' speaking skill in term of pronunciation at SMPN 26 Makassar for the 2020/2021 Academic Year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Hamdan (2018) found that learners' listening comprehension skill can developed more when comparing difficulties of learning materials step by step. It means that in using shadowing techniques to improve listening skill that use piramida step in difficulties learning materials, because this is alternately that can control skill in using this technique.

Yonezawa, Kurihara & Durand (2012) in Extensive Reading World Congress Proceedings found that from the students' written comments and interviews, listening to GR-CDs and doing shadowing had the potential to improve the students' English. The positive results from these activities can be achieved by using shadowing technique during the class.

Nakanishi & Ueda (2011:12) conducted a research in their second research question asked whether or not shadowing could enhance the effects of extensive reading. When compared with the ER class, the ER-and-shadowing class showed more gains on post-test scores, indicating that shadowing seemed to enhance the effects of extensive reading.

Teeter (2017) found several studies of shadowing examined the positive impacts on speaking proficiency. McDonough, as cited by Louise Teeter stated that the recent study in Canada conducted a research on sixteen participants practiced shadowing with a short eight-week dialogue on the iPod (Apple Inc., Cupertino, CA, USA), and then did the task of speaking without preparation.

Results based on twenty-two non-expert assessors indicated that their comprehensiveness and effectiveness increase.

Chung (2010). In his journal concluded the result of the research is the study investigates effects of shadowing, the oral repetition of what is said right after the language spoken, on listening and speaking abilities of Korean middle school students'. It also examines whether shadowing has a positive effect on students' affective aspects in terms of self-confidence, preference, and perception

Hamzar (2015) the results of the research based on the researcher is indicated that (1) the implementation of shadowing technique improved the students' speaking performance in terms of accuracy, fluency and comprehensibility, and (2) the implementation of shadowing technique motivated the students' to speak English.

Kadota & Tamai (2004) in Nakanishi & Ueda (2011:4) state that shadowing is defined as an act or task of listening in which the learner tracks the target speech and repeats it immediately as exactly as possible without looking at a text. Shadowing sometimes goes by other names, such as shadow talking, shadow speaking, mimicking, tracking echoing.

The findings above have similarities and differences. The differences of the previous research is they use shadowing to enhance the effects of extensive reading and listening while the researcher using shadowing to improve pronunciation. Other researcher use shadowing to improve speaking performance in terms of accuracy, fluency and comprehensibility while the researcher use shadowing to improve students' pronunciation.

B. Some Pertinent Ideas

In this part, the researcher provided some pertinent ideas dealing with shadowing and pronunciation. These pertinent ideas are explained one by one as follows:

1. Speaking Skill

a. Definition of speaking

Speaking is an oral communication activity that occurs between two or more people, the speaker, and listener, speaking is used to conveying or expressing ideas, messages, information, or opinion. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time, and how to react with a person who communicates with them.

According to Haris (1974), speaking is an encoding process whereby, we communicate our ideas, thought, and feeling through, one or other forms of language. So we can produce spoken messages to someone. So, here speaking situation involves a speaker who puts a message with words or someone that has content and a listener. Meanwhile, Byrne (1984) states that speaking is oral communication. It is a two-way process between speaker and listener and involves the productive and reactive skill of understanding. Based on this idea it can be understood that through talking someone can communicate or express what he wants to understand each other.

Also, Brown (2004) says that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he divides speaking skill into two, namely: micro and macro skills of speaking. The micro-skills refer to producing the smaller chunk so languages such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focuses on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

About this, Lado (1976: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speaker must be able to share the ideas, so that the listener can receive what the speaker communicates, he or she must comprehend the incoming message and organize appropriate response for production. Rivers (1978: 162) also says through speaking someone can express her or his idea, emotions, and reactions to others or situations and influence other people.

Furthermore, someone can communicate or express what he or she wants from others and respond to another speaker. It means that to express someone's ideas, the 10 speakers must also attend the aspect of speaking, so that the message is understandable to the listener. Tarigan (1982: 18)

refers to speaking as the ability to produce articulation, sounds, or words to express, to say, to show, and to think about ideas, taught, and feeling.

The mastery of a fundamental language must be through speech because that is the main form of communication. Understanding speech is known, so the process of speaking is also important to know. For example, a student in the process of learning to speak in school, developing abilities vertically is not only horizontal. It means that students can express meaning and message completely but are not perfect in terms of word selection, so the meaning is not well structured.

b. Aspect of Speaking

1) Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning. Accuracy involves over the linguistic code.

2) Fluency

Fluency is the capacity to speak fluently, confidently and at rate consistent with the norms of the relevant native speech community. And also fluency is an important dimension of communication. It means that we don't very ignored quality of speaking, but we have to speak quite and possible. The term of fluency relates to language production and it is normally reserved from speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation.

3) Vocabulary

Vocabulary is multiword units, word families and core meaning.

Vocabulary can be defined, roughly as the words that teach in the foreign language.

4) Pronunciation

Pronunciation refers to the way a word of language is spoken, or the manner in which someone utters the word. Pronunciation is the way to talk some word of language. Mastered the ability to produce a particular English sound.

The characteristics of a successful speaking activity

1) Learners talk a lot

As much as possible this period of the time allotted used learners talk activities. But often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants; all a chance to speak and contribution are fairly evenly distributed.

3) Motivation is high

Learners are wants to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible each other, and of an acceptable level of language accuracy

c. Assessment of Speaking

Assessing speaking can get with some ways. According to Luoma (2004: 1), assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. Based on Luoma (2004) Assessing speaking with the test can be divided into three kinds; individual, pair and group test. Assessment of individual test usually is get with looking the examinee's performance. In pair test is done with conversation and group test is get from the discussions. Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes. Besides, adapted from King Tsang and Wong in Richards and Renandya (2008) there are the factors and descriptors in checklist of conversation performance and there are five levels in conversational English proficiency rating. The five levels are:

Level 1: Able to satisfy minimum courtesy requirements.

Level 2: Able to deal with routine social exchanges.

Level 3: Able to speak with sufficient structural accuracy and appropriateness and vocabulary to participate effectively in most informal conversations on practical and social topics.

Level 4: Able to use the language fluently, accurately, and appropriately on all levels normally pertinent to conversational needs.

Level 5: Conversational proficiency equivalent to that of an educated native speaker. In assessing speaking there are some components that influenced the conversation performance.

Based on Fulcher and Davidson (2006: 94), there are 5 proficiency rating in scoring students' performance, they are accent, grammar, vocabulary, fluency and comprehension.

1. Accent

Accent is the part of pronunciation that can influence the sound of the speaker. In speaking, accent of foreign learner must follow the native pronunciation. According to Broughton (2003: 199), pronunciation is infinitely more valuable to turn one's attention to stress, rhythm and intonation.

2. Grammar

Based on Downing and Locke (2006: 3), a functional grammar aims to match forms to function and meaning in context. Besides, the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Grammar will help the learners to

differentiate the polite expressions and impolite expression or formal and informal expressions.

3. Vocabulary

Vocabulary is one of the elements that important in speaking because without vocabulary somebody cannot say something. Based on Pollard (2008: 13), Vocabulary is a basic building block of language learning. In this case, vocabulary is the base of language that will help the learners to make a sentence or context that they want to say.

4. Fluency

In oral communication, fluency is needed to make a natural conversation. Broughton (2003: 219) states that fluency is the ability to speak or write as naturally and easily but not necessarily as accurate the native speaker can. Besides, in learning speaking students need practice in both accuracy and fluency if they are to speak proficiently (Pollard, 2008: 16). So, from both statements, fluency is the ability to make a natural conversation in the oral communication with the real expression not memorizes expression like a native speaker.

5. Comprehension

In learning English, the learners should be understood what they say and hear because it is very important to avoid the mistakes in communication. Brown (2007:226) writes that comprehension is an ability to perceive and process stretches of discourse, to formulate

representations the meaning of sentences. In the other hand, comprehension is the ability to know or grasp ideas with the mind (Brassell and Rasinski, (2008:16). Based on of these statements, comprehension can be meant the ability to understand the message or information that is received or delivered orally in communication.

2. Pronunciation

Pronunciation is one of the most important aspects that people have to master when they are learning English especially in speaking according to Harmer (2000). Pronunciation is what concerns speakers, as it includes rules to pronounce words accurately. This definition shows that communication success depends on the fluency of the speaker in speaking words. So when the speaker cannot convey what he means correctly, the listener will misunderstand what the speaker means.

Pronunciation is one of the basic requirements of learning skills and is also one of the most important characteristics of language training. Good pronunciation leads to learning, whereas bad pronunciation leads to major language learning difficulties (Pourhosein Gilakjani, 2012). He also says that the purpose of the teaching of pronunciation is not to ask students' to speak like native speakers. Instead, the real purpose of oral communication should be intelligible pronunciation. If students' want to change the way English words are spoken, they must change their way of thinking about the sounds of the words.

Teaching pronunciation is needed for beginners of foreign language students' because students' need to know how to pronounce certain words correctly. Not only do teachers explain how to talk, but they also teach rhythm, intonation, and stress. All students' can learn English pronunciation well if the teacher and students' take part in the whole process of learning together.

Murcia (1996) states that the goal of teaching pronunciation not only to make them like native speaker of English but also a more modest and realistic goal is to enable students' to avoid fewer mistakes. So when students' bring the ability of their pronunciation in the daily activity like at school, house, and workplace they will ready to face it more confident. The way someone talks about himself leads people around him to something. Students' with good pronunciation in English are better understood even if they make mistakes in other areas, whereas students' with difficult pronunciation are not understood, although the grammar is perfect.

In teaching pronunciation, students' must be encouraged by the teacher to teach pronunciation. Knowing that English is a foreign language in our country, students' may have many communication difficulties, especially in saying words ,in this case, the teacher must help students' to improve their English pronunciation. According to Burns and Claire (2003), there are three important things students' can achieve when they learn pronunciation:

- a. Intelligence (speakers make sound patterns that can be identified as English)
- b. Understanding (listeners can understand the meaning of what is said)
- c. Interpretation (listeners can understand what is being said).

In other words, it is important that the language teacher teaches the students' to speak English words. Teacher teaches students' not only to produce sound, but also to produce rhythm, intonation, and stress. The teacher then also focuses on the objectives of teaching pronunciation in order to make the teaching process work well. In teaching pronunciation, the students' have to produce the right sound and how English is spoken.

3. Shadowing Technique

a. Definition of Shadowing

Some experts share their thought about definition of shadowing technique. Yajima states:

"shadowing was originally developed as a training technique for simultaneous interpreting in Europe and has gained much interest among language educators in improving the listening and speaking competence of learners as 'shadowing' requires competence in both listening and speaking."

It means shadowing is one of training technique which is gained language educators' interest to improve listening and speaking competence.

Then, according to Nakanishi and Ueda, "shadowing was initially developed as a way for training simultaneous interpreters." Shadowing is important and developed to simultaneous interpreters training. Then, Shiota also states that "shadowing is one of the training techniques that is used to improve interpreting skills and studies report that shadowing has recently become popular as a teaching method." From the argument of Shiota, to improve interpreting skill, English teachers in many countries often use shadowing technique nowadays.

Furthermore, according to Tamai, "shadowing is an active and highly cognitive activity in which learners track the heard speech and pronounce it as clearly as possible at the same time that they hear it." From this explanation, shadowing makes the students track the speech and repeat it as same as possible at the same time they listen it.

According to Yo Hamada, Shadowing helps following fast speech which is one of the problems faced by non-native listeners. Native speakers tend to speak fast and use linking verbs to connect the speech which makes the non-native listener difficult to follow what they say. Learners try, follow, and pursue with quick speeches; this can help them to get used to listening to quick speeches. In theory, students eventually become accustomed to this speed, which consequently helps them listening better than before.

b. Types of shadowing

Shadowing has been categorized into some types. According to Murphey in Adachi (1997) there are varieties of shadowing. For example "lecture shadowing" is when listeners shadow a speaker silently in their mind when hearing a lecture. In "reading shadowing", one person reads a passage when his/her partner shadows. "conversational shadowing" is conversation where listeners shadow each other out loud. "complete/listening shadowing" indicates shadowing every word a speaker utters. Finally, "interactive shadowing" includes selected information and adds questions or comments, like a natural conversation. Except for lecture shadowing, shadowing can be either silent or aloud. The biggest advantage in shadowing is students' involvement in the activity. According to the unknown writer (2010), there are many ways to shadow. They are:

- 1) Full shadowing. Say everything listeners hear. Use this in English class, not in "the real world."
- 2) Slash shadowing. This is like full shadow but with pauses. This gives listeners more time to shadow. Use this in class. It is easier than full shadowing.
- 3) "Key word/last word" shadowing Say the most important words. Say the last words. Use this often! It shows the listeners are listening.

- 4) "About you" shadowing. Say what listeners hear. Change "I" to "you." This is usually for English class. The listeners have to think about the sentence to do this.

In terms of the classification of shadowing above given by unknown writer, the researcher took a conclusion that the types of shadowing dealing with the speed are full shadowing and slash shadowing. Full shadowing is the listener listens and repeats directly what the speaker says without pause but slash shadowing is the listener listens and repeats directly what the speaker says with pause. However, based on using script, shadowing can be classified as direct shadowing and indirect shadowing. Direct shadowing is the listener listens and repeats directly what the speaker says without looking at the script and indirect shadowing is the listener listens and repeats what the speaker says by looking at the script.

c. Steps of Shadowing Technique

Shadowing technique is one of learning technique that is considered easy to be applied. The steps of Shadowing Technique are:

1. Listening to MP3/MP4 related to the topic.
2. Understanding vocabularies, intonation, and pronunciation from the audio or video.
3. Trying to imitate what the speaker says.
4. Repeating the steps until we can follow the speaker correctly in almost the same time.

Shadowing initially involves repeating the words of the speaker without modification. This allows the interpreter's brain, ears and mouth, working as they do in concert, to begin to reproduce the sounds and rhythms of the target language, without conscious mental effort, and begins to create the 'linguistic muscle memory' naturally acquired by children learning their own tongue. This will require many tens of hours of actual speech production – it is essential that the language actually be voiced, or the exercise is useless.

d. The Advantage and Disadvantage of Shadowing Technique

1. The Advantage of Shadowing Technique

As a technique in English, shadowing has some advantages. "Someya demonstrates that shadowing can help learners acquire prosodic features of a language, which creates a basis to improve listening skills."²² It means shadowing is useful in learning process, especially in listening. It is not impossible to enhance this technique to increase students' speaking performance, because listening and speaking are related.

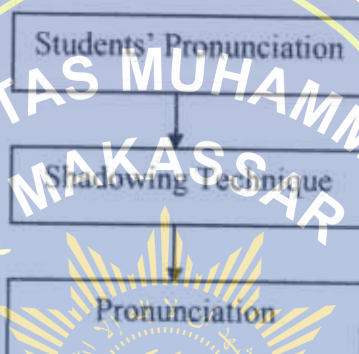
2. The Disadvantage of Shadowing Technique

As a technique, shadowing also has disadvantage. According to Ingrid, "shadowing exercises are purely mechanical exercises which, by teaching students to parrot words, are apt to reinforce

their natural tendency to stick too closely to the speaker's words."²⁴ In other words, shadowing technique is claimed as "too simple" technique because it makes the students only imitating the speaker. They cannot speak as their way.

4. Conceptual Framework

The conceptual framework from this research



The conceptual framework above explains the process to find out students' improvement in pronunciation. Students' face obstacles in the speaking process as they wrong in pronoun words correctly. The researcher used the shadowing technique in order to help students' speak well especially in order to make good pronunciation, by using Shadowing is a technique where students' listen to audio and then they repeat afterward in this research, the researcher use pre-test, treatment then post-test. Students' were encouraged to follow the speaker on the video as soon as possible by only having a short time to delay it. Actually shadowing is a cognitive and active activity where students' try to guess the words they hear and clearly say the words while listening continuously. So when students' say the words that

they listen indirectly they get the new vocabulary and how to pronounce it correctly. By giving the shadowing technique students' know how to pronounce the text well.

5. Hypothesis of the Research

The hypothesis of this research formulated as follow:

- a. H₀ (Null hypothesis): There is no an effect of students' Pronunciation through Shadowing technique.
- b. H₁ (Alternative Hypothesis): There is an effect of students' Pronunciation through shadowing technique.



CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, variables of the research, population and sample, research instrument, procedure of data collection, and technique of data analysis.

A. Research design

This research was pre-experimental design with pre-test and post-test design involving a single class. In this design, there must be a different between the pre-test and post-test scores. The research design could be represented as follows:

T1 X T2

Explanation:

T1 : Pre-test

X : Treatment (using scanning technique)

T2 : Post-test

(Setiyadi, 2006: 131)

B. Research Variables and Indicators

1. Dependent variables

Dependent variable was a variable that influence or becomes a result of the independent variable. The dependent variable in this research was students' pronunciation (Y)

2. Independent variable

Independent variable was a variable that affects or becomes the cause of the emergence of the dependent variable. Independent variable in this research was shadowing technique (X).

C. Population and Sample of the Research

Population according to Sugiyono (2008: 80) is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. Sample was part of the number and characteristics possessed by the population (Sugiyono, 2013: 81).

1. Population

The population of this research was the eight students of SMPN 26 Makassar, Makassar in academic year 2021/2022. There were four classes in eight grade, which consisted of 80 student

2. Sample

In this research, the researcher took one class VIII 1, consists of 20 students' sample. They're students' of SMPN 26 Makassar in the academic year 2021/2022.

D. Instrument of the Research

The Instrument of this research was speaking performance. For both speaking tests (pre-test and post-test), each student was given 2-3 minutes to speak English based on the topic. In the test, the researcher used storytelling text for student performance. It is aim to make an equal proportion and level of

difficulty of both pre-test and post-test. The researcher will conduct speaking performance in terms of pronunciation.

E. Procedure of Data Collection

The researcher collected the data from procedures namely pre-test, treatment, and post-test. Those are describe in the following procedures:

1. Pre-test

The researcher conduct pre-test for one meeting before giving treatment. The students' were given a storytelling text by the researcher. Each student is given 2-3 minutes to perform and read the storytelling in front of the class. The students' speaking performance is recorded by using recorder. After doing recording, the researcher give transcript and give score dealing with pronunciation.

2. Treatment

The researcher conducted treatment for 6 meetings. Each meeting run 90 minutes. Each meeting is given one topic. The topics are present in the following:

Treatment 1: Giving and Asking Opinion.

Treatment 2: We can do it and we will do it.

Treatment 3: We can do it and we will do it.

Treatment 4: We know what to do.

Each treatment was given with played the video related to the topic, then students' repeated the text in 3 times and shadowing in 2 times. It was run in every meeting.

3. Post-test

The researcher gave post-test to the students' like in pre-test given in previous page. The students' were given a storytelling text by the researcher. Each student is given 2-3 minutes to perform and read the storytelling in front of the class. The students' speaking performance is recorded by using recorder. After doing recording, the researcher gave transcript and give score dealing with pronunciation.

F. Technique of Data Analysis

This research analyzed the students' speaking performance in speaking skill in term of pronunciation. Analyzing the students' speaking performance is described as follows:

Table 3.1 Speaking Skill rubric viewed from pronunciation

Aspect	Code Score	Criteria
Pronunciation	4.1-5.0	Easy to understand and has a speaker's accent Original
	3.1-4.0	Easy to understand even with an accent Certain
	2.1-3.0	There are pronunciation problems which make the listener have to be fully concentrated and sometimes there are misunderstandings

	1.1-2.0	Difficult to understand because of pronunciation problems, often asked to repeat
	0-1	Serious pronunciation problems that couldn't be understood

(Harris, (1975: 84)).

1. Calculating students' score into 5 levels which was based on the standard score of level as follows:

Table 3.2 calculating students' score

Scale	Score	Category
4.1-5.0	85-100	Very good
3.1-4.0	75-84	Good
2.1-3.0	60-74	Fair
1.1-2.0	40-59	Poor
0-1	0-39	Very poor

(Nurgiyantoro (2010))

2. The data analysis in Pre-experimental design from the test analyzed with:

- a. Scoring the students' answer by used the following formula :

$$Score = \frac{\text{students' scores}}{\text{Total number of score}} \times 100$$

(Layman,n Asmi, 2013 : 32)

- b. Calculating the mean score by using the following formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = the mean score

$\sum X$ = the students total score.

N = the number of the students

(Gay , 1981:293)

- c. Calculating the t-test Value of Pronunciation

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2}{n(n-1)}}}$$

Where:

T = Test of significant

D = The difference between the method pairs x_2 - x_1

\bar{D} = The mean of D square

$\sum D^2$ = The square of the sum score or difference

$(\sum D^2)$ = The square of $\sum D$

N = The number of students

(Gay 1981:331)

- d. To know how development of the speaking skill, the researcher ,
used the percentage technique as follows :

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, 2006 :336)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the result of the data of the students' improving in speaking skill through shadowing technique. The findings of this research presented the result that covers students' improving in speaking skill with pronunciation through shadowing technique. The discussion of this research covers further explanation of findings.

A. Research Findings

In this chapter describes the results of research into the students' improvement. That means the use of shadowing technique have an effect on students speaking skill class VIII 1 of SMP N 26 Makassar. The type of research was an experiment that uses quantitative data analysis. Based on research data can be described in detail about the improving of using shadowing technique to improve student's pronunciation. This study aims to uncover the improvement of students' that could be observed in the following analysis into two parts, namely pre-test data and post-test data.

1. The classification of the students' score in pre-test

The findings present the result of score percentage of students' speaking skill in pronunciation and comparing the score percentage between pre-test and post-test. The result of this research was proved that there where improvement after used shadowing technique in students' speaking skill.

The rate percentages of speaking skill score for the students on pre-test are as follow:

Scale	Classification	Score	Pre-Test	
			Frequensi	Percentage
5	Very good	85-100	0	0%
4	Good	75-84	5	25%
3	Fair	60-74	5	25%
2	Poor	40-59	8	40%
1	Very poor	0-39	2	10%
Total			20	100%

Table 4.1 students' classification in pre-test

Table 4.1 above shows that, the classification of students' speaking ability scores in terms of pronunciation in the pre-test, there are 5 (25%) students who get good, 5 (25%) students get fair, 8 (40%) students get poor and 2 (10%) students get very poor, none of them get scored very good.

2. The classification of the students' score in post-test

The rate of students' score obtain through the test. To determine the increase in student speaking after receiving treatment. In this case, the researcher determined the quality of the second grade students of SMPN 26 MAKASSAR in improving speaking in the percentage and score classification as follows:

Table 4.2 students' classification in post-test

Scale	Classification	Score	Post-Test	
			Frequency	Percentage
5	Very good	85-100	4	20%
4	Good	75-84	7	35%
3	Fair	60-74	9	35%
2	Poor	40-59	0	0%
1	Very poor	0-39	0	0%
Total			20	100%

Table 4.2 above shows that the classification of students' speaking ability scores in terms of pronunciation in the post-test, there are 4 (20%) students who get very good, 7 (35%) students get good, and 9 (45%) students get fair. None of them get scored poor and very poor.

Based on the results of the research, students who get very good scores have criteria that are easy to understand and have a speaker's accent original. Then students who get good grades have criteria easy to understand even with an accent certain. Then students who get fair grades have the criteria there are pronunciation problems which make the listener have to be fully concentrated and sometimes there are misunderstandings. Then students who get poor scores, have criteria difficult to understand because of pronunciation problems, often asked to repeat. Then the last students who got very poor grades, had the criteria for serious pronunciation problems that couldn't be understood.

3. The implementation of shadowing teaching techniques to improve students' speaking skill in terms of pronunciation

Table 4.3 students' Pronunciation percentage

Speaking performance	Student's score		Improvement (%)
	Pre-test	Post-test	
PRONUNCIATION	56.7	76.4	34.7%

The Table 4.3 above shows that, the pronunciation assessment increased 34.7%, the indicators of pronunciation which are stressing and intonation was improved based on the rubric of pronunciation assessment, the first score or pre-test was 58 where some intonations still incorrect and the post-test score increased to 77 where stressing and intonations have improved. Based on the results of this assessment, it can be concluded that using shadowing techniques have an effect on students speaking skills by showed the improvement in the aspect of pronunciation.

4. The Significant of Pronunciation

The t-test was test to measure whether there is a significant difference between the students' mean scores on the pre-test and post-test. In this study, paired sample t-test was used to measure the effect on students' speaking skill by using Shadowing techniques. The following table illustrates the t-test value result

Table 4.4 Students' Pronunciation T-test

Variable	Mean score of pre-test	Mean score of post-test	T-test	T-Table	Comparison	Classification
Speaking Accuracy	56.7	76.4	22.60	2.145	T-test > T-table 22.60 > 2.145	Significance

Table 4.4 above shows that, If the t-test value is higher than t-table at the level of significance 0.05 and degree freedom (df) 20 ($N-1 = 20-1$), where N is= Number of students, thus the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom (df) 20 ($N-1 = 20-1$) thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

The sections described in this section show that the students' speaking pronunciation improves. This is supported by the average score and percentage of the students' pre-test and post-test results. The Implementation of Shadowing Teaching Techniques in Students' Speaking Ability in terms Pronunciation

The results showed that the students' speaking ability using shadowing teaching techniques showed an increase in students' speaking ability in terms of pronunciation. From this increase, it can be seen that the process in the pre-test and post-test. The pre-test results of students' speaking were low,

especially in finding accuracy Pronunciation. This shows that students cannot pronounce when the students' retell the story. That was before using shadowing teaching techniques. In the post-test result of students speaking were good when after used shadowing teaching techniques.

The researcher gave the treatment with shadowing teaching techniques by watching video so that students could show an increase in the post-test. In the pre-test, only speaking test was given to find out their knowledge before using shadowing teaching techniques. At first his speaking skills were very poor. They don't know how to pronounce words properly. The researcher provides treatment using shadowing teaching techniques by watching video. As a result, students become active and they can pronounce words well after using shadowing teaching techniques by watching video. In using shadowing teaching techniques by watching video in speaking, the researcher found that the average post-test score of students was greater than the pre-test, it is supported by the different score between pre-test and post-test.

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they can pronounce words well after using shadowing teaching techniques by watching video. In using shadowing teaching techniques by watching video in speaking, the researcher found that the average post-test score of students was greater than the pre-test, it is supported by the different score between pre-test and post-test.

In the pre-test, there are 5 (25%) students who get good, 5 (25%) students get fair, 8 (40%) students get poor and 2(10%) students get very poor. None of them get scored very good.

In the post-test, there are 4 (20%) students who get very good, 7 (35%) students get good, and 9 (45%) students' get fair. None of them get scored poor and very poor.

The analysis above tell us the mean score of the students' test result on the pre-test is the total row score on pre-test (1134) divide 20 students = 56.7 and the mean score of the students' tests result on post-test is the total row on post-test (1528) divided 20 students' = 76.4 it show that the mean score of post-test is better than pre-test. The gain of means score of the pre-test and post-test group is 2.050

The result of the data indicates that there is a significant difference between the result of pre-test and post-test, at the level of significance (α) = 0.05 and (df-N) = 20-1, the value of the T-table = 2.145, T-test value =22.60

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion and suggestion. The conclusion deals with the result of this research while the suggestion deals with the researcher's expectation to the readers, students, teachers or other researchers.

A. Conclusion

This research shows the result on the implementation of shadowing teaching technique on students' speaking ability. The purposes of the research are to find out an effect of shadowing techniques on students' ability to speak English at the Second Grade SMP N 26 Makassar. Based on the findings, it can be concluded that:

The implementation of shadowing teaching techniques to improve students' speaking ability was significantly. It was proven by mean score in terms of content in pre-test was 56.7 and post-test was 76.4. The improvement of the content was 34.7%. It means that there was significant difference between post-test and pre-test. Based on the research finding, the researcher concluded that teaching English by using shadowing techniques could improve the students' Speaking ability.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and headmaster that might useful for advance.

1. For English Teachers

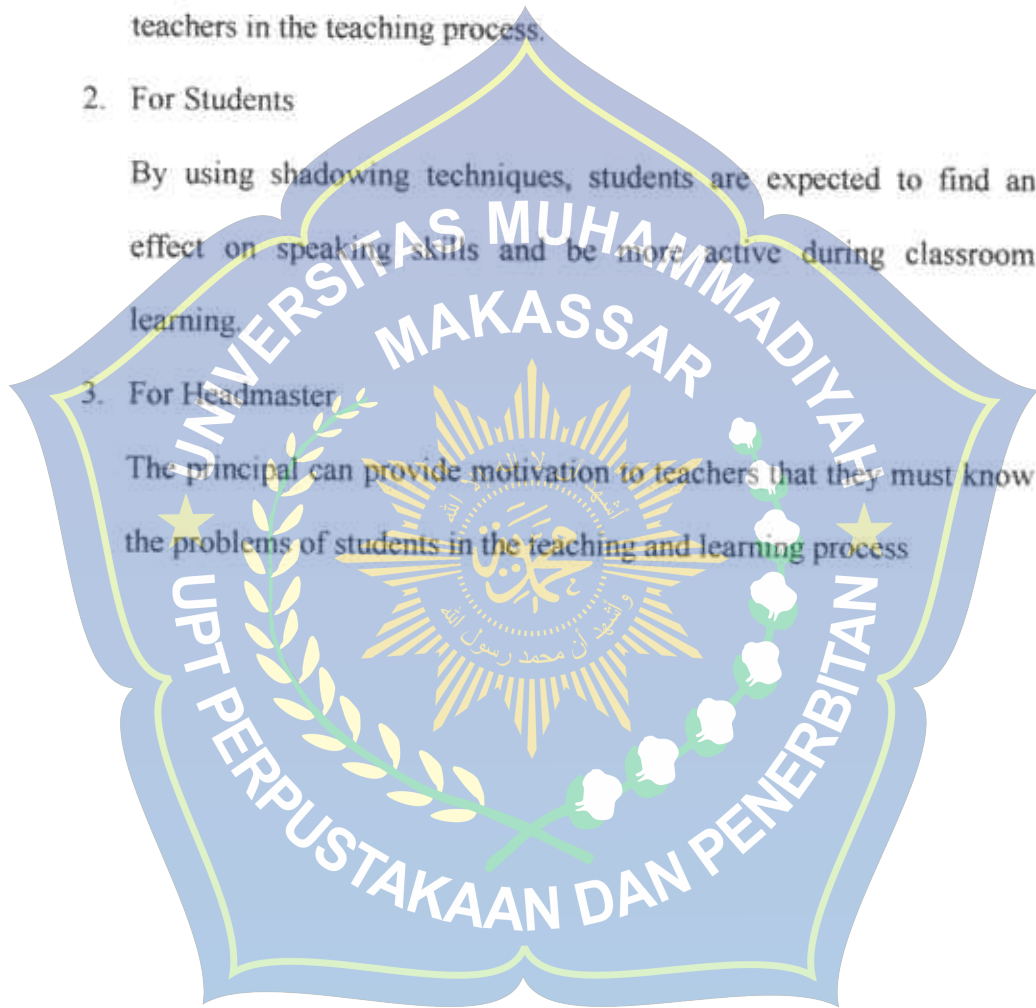
This research is expected to overcome the problems faced by English teachers in the teaching process.

2. For Students

By using shadowing techniques, students are expected to find an effect on speaking skills and be more active during classroom learning.

3. For Headmaster

The principal can provide motivation to teachers that they must know the problems of students in the teaching and learning process



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APPENDIX A

LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMP N 26 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Komponen Bahasa : Story telling text
Alokasi Waktu : 6 X Pertemuan (2x40 Menit)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Komptensi inri	Kompetensi dasar	Indikator pencapaian
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahu tentang ilmu pengetahuan teknologi, seni budaya dengan wawasan	3.4. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan menyuruh, mengajak meminta ijin, serta menanggapinya, sesuai dengan konteks	3.4.1. Mengidentifikasi ungkapan yang digunakan untuk menyuruh dalam Bahasa Inggris. 3.4.2. Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam Bahasa Inggris

kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata	Penggunaannya	
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama sudut pandang teori.	4.4. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan tanggapannya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1 Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks mengungkapkan, menyuruh, mengajak, meminta ijin dan menanggapi dalam tulisan maupun lisan Bahasa Inggris.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran siswa diharapkan mampu:

1. Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam Bahasa Inggris
2. Mengidentifikasi ungkapan yang digunakan untuk mengajak
3. Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam Bahasa Inggris
4. Peserta didik mampu menggunakan ungkapan menyuruh, mengajak, meminta ijin dan menanggapi dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan Bahasa Inggris

B. Media Pembelajaran

1. Media Alat dan Bahan : Zoom, Laptop, dan Microsoft Word
2. Sumber : Youtube dan Internet

C. Langkah-Langkah Pembelajaran

Pertemuan pertama

Kegiatan	Deksripsi	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam Guru menyuruh siswa berdoa sebelum pembelajaran dimulai Guru mengecek kehadiran siswa Guru memberikan motivasi terhadap siswa 	5 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Guru memberikan pre-test kepada siswa Guru menjelaskan materi pronunciation dalam kegiatan pembelajaran Guru memberikan bacaan buku Guru menayakan kepada siswa tentang bacaan yang pernah mereka baca sebelumnya. 	60 Menit
Kegiatan Penutup	<ul style="list-style-type: none"> Guru dan siswa mengulas kembali pelajaran pada pertemuan ini dan menunjuk beberapa siswa untuk membaca materi bacaannya secara acak Guru dan siswa menyimpulkan hasil pembelajaran Guru menutup pembelajaran. 	10 Menit

Pertemuan Kedua

Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam Guru menyuruh siswa berdoa sebelum pembelajaran dimulai Guru mengecek kehadiran siswa Guru memberikan motivasi terhadap siswa 	5 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Guru memutar video tentang Asking and Giving Opinion kepada siswa Meminta siswa untuk mendengarkan dan memahami cara pronounce kata. 	60 Menit

	<ul style="list-style-type: none"> Guru memberikan rewards kepada siswa agar mereka lebih termotivasi untuk mendengarkan video dengan seksama. 	
Kegiatan Penutup	<ul style="list-style-type: none"> Guru meminta siswa untuk membaca setiap kalimat yang ada dalam video Guru meminta siswa untuk mengulangi pengucapan yang ada dalam video. Guru penutup pembelajaran dengan salam 	5 Menit

Pertemuan Ketiga

Kegiatan	Deksripsi	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam Guru menyuruh siswa berdoa sebelum pembelajaran dimulai Guru mengecek kehadiran siswa Tanya jawab berbagai hal tentang kondisi siswa. Guru memberikan motivasi terhadap siswa Guru memutar video tentang "We can do it and We will do it" 	5 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Guru menjelaskan shadowing technique Guru memberikan contoh penggunaan shadowing technique. Guru mengulang kata sebanyak tiga kali dan shadowing sebanyak dua kali 	60 Menit

Kegiatan Penutup	<ul style="list-style-type: none"> • Guru meriview pemahan siswa • Guru menginformasikan kegiatan pembelajaran selanjutnya. • Guru penutup pembelajaran dengan salam. 	5 Menit
-------------------------	--	----------------

Pertemuan Keempat

Kegiatan	Deksripsi	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam • Guru menyuruh siswa berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran siswa • Guru memberikan motivasi terhadap siswa 	5 Menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menjelaskan hubungan shadowing technique dengan pronunciation siswa • Siswa diberika video tentang "We can do it and We will do it" • Siswa menerapkan shadowing technique dalam mendengarkan video • Siswa tampil didepan kelas dan membawakan sebuah storytelling • Guru membei reward kepada siswa 	60 Menit
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama proses pembelajaran. • Guru dan siswa menyimpulkan hasil pembelajaran. • Guru penutup pembelajaran dengan salam. 	5 Menit

Pertemuan Kelima

Kegiatan	Deksripsi	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam Guru menyuruh siswa berdoa sebelum pembelajaran dimulai Guru mengecek kehadiran siswa Guru melakukan Tanya jawab terkait kondisi siswa Guru memberikan motivasi terhadap siswa 	5 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Guru memberikan video "We know what to do" untuk siswa Guru memberikan tugas kepada siswa untuk mendengarkan video tentang "We know what to do" kemudian melakukan shadowing technique Siswa yang selesai menerapkan shadowing technique diminta untuk tampil. Guru memberikan reward kepada siswa yang berani dan benar dalam pronounce the text 	60 Menit
Kegiatan Penutup	<ul style="list-style-type: none"> Guru menanyakan kesulitan siswa selama proses shadowing Guru penutup pembelajaran dengan salam. 	5 Menit

Pertemuan Keenam

Kegiatan	Deksripsi	Waktu
Kegiatan Awal	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam Guru menyuruh siswa berdoa sebelum pembelajaran dimulai Guru mengecek kehadiran siswa Guru memberikan motivasi terhadap siswa 	5 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Guru memberikan post-test kepada siswa dengan memutar video storytelling "Some Pets" kemudian siswa diminta tampil untuk storytelling video "Some Pets" Siswa memahami informasi tersebut dan mengulangnya secara acak 	60 Menit
Kegiatan Penutup	<ul style="list-style-type: none"> Guru menanyakan kesulitan siswa selama proses membaca Guru dan siswa menyimpulkan hasil pembelajaran Guru penutup pembelajaran dengan salam 	5 Menit

I. Penilaian

- Pronunciation

Calculating student's score

Scale	Score	Category
4.1-5.0	85-100	Very good
3.1-4.0	75-84	Good
2.1-3.0	60-74	Fair
1.1-2.0	40-59	Poor

0-1	0-39	Very poor
-----	------	--------------

(Nurgiyantoro (2010)

Sidrap, 14 Desember 2020

Mengetahui,

Peneliti

SUB IMAM M. ANIS

Nik. 1053 51121616



APPENDIX B

RESEARCH INSTRUMENTS (PRE-TEST AND POST-TEST)

INSTRUMENTS TEST

Research Instrument

a. Pre-Test

Name :

Reg. Number :

Class :

- The researcher will give Storytelling video
- Watch the story telling video of "Some pets"
- Students' re telling the video of "Some pets" in 10 sentences
- (Storytelling performance)

b. Post-Test

Name :

Reg. Number :

Class :

- The researcher will give Storytelling video
- Watch the story telling video of "Some pets"
- Students' re telling the video of "Some pets" in 10 sentences
- (Story telling performance)

TEACHING MATERIAL

Pre-test Post-test

Script video

Some Pets

Pet shows today! There are so many pets.

There is horse, cat, dog, chicken, mouse, hamster, snake, rabbit and birds.

Every pets have different things to do.

Some pets sit. Some pets stay. Some pets play.

Some pets fetch. Some pets slither. Some pets bound.

Some pets scurry round and round.

Some pets squeal. Some pets squawk. Some pets squeak.

And some pets talk. "Hello"

Some pets peck. Some pets nibble. Some pets drool on their kibble!

Some pets squeeze. Some pets nibble. Some pets lick. Some pets cuddle.

Some pets can be someone's best friend! Do you have a best friend?

I hope you like some pets. We love pets in this town.

Thank so much for dropping by.

Take care. Stay safe. Stay at home. Bye...

APPENDIX C
TABLE SCORING

The row score of students' Pronunciation Pre-test

No	Respondents	Scale	Post-test	Classification
1	S-1	3.5	70	Fair
2	S-2	3.0	60	Fair
3	S-3	4.0	80	Good
4	S-4	3.5	70	Fair
5	S-5	4.0	80	Good
6	S-6	2.5	50	Poor
7	S-7	2.9	58	Poor
8	S-8	2.9	58	Poor
9	S-9	3.0	60	Fair
10	S-10	3.0	60	Fair
11	S-11	2.9	58	Poor
12	S-12	1.9	39	Very poor
13	S-13	3.0	60	Fair
14	S-14	1.9	38	Very poor
15	S-15	2.5	50	Poor
16	S-16	1.9	38	Very poor
17	S-17	2.9	58	Poor
18	S-18	2.5	50	Poor
19	S-19	3.0	60	Fair
20	S-20	1.9	38	Very poor
Total		$\Sigma x = 1134$		
Mean Score (X)		56.7		

The row score of students' pronunciation Post-test

No	Respondents	scale	Post-test	Classification
1	S-1	4.0	80	Good
2	S-2	3.5	70	Fair
3	S-3	4.5	90	Very good
4	S-4	4.0	80	Good
5	S-5	4.3	86	Very good
6	S-6	3.7	74	Fair
7	S-7	3.7	74	Fair
8	S-8	3.8	76	Good
9	S-9	4.0	80	Good
10	S-10	4.0	80	Good
11	S-11	3.9	78	Good
12	S-12	3.5	70	Fair
13	S-13	3.7	74	Fair
14	S-14	3.7	74	Fair
15	S-15	3.7	74	Fair
16	S-16	3.5	70	Fair
17	S-17	3.8	76	Fair
18	S-18	3.7	74	Fair
19	S-19	3.7	74	Fair
20	S-20	3.7	74	Fair
Total		$\Sigma x = 1528$		
Mean Score (X)		76.4		

The students' score of pre-test (X1) and post-test (X2), gain/difference between the method pairs (D) and square of the gain (D²)

No	respondent	Pronunciation			
		Pre-test	Post-test	D9X2-X1)	D ²
1	S-1	70	80	150	22.500
2	S-2	60	70	130	16.900
3	S-3	80	90	170	28.900
4	S-4	70	80	150	22.500
5	S-5	80	86	166	27.556
6	S-6	50	74	124	15.376
7	S-7	58	74	132	17.424
8	S-8	58	76	134	17.956
9	S-9	60	80	140	19.600
10	S-10	60	80	140	19.600
11	S-11	58	78	136	18.496
12	S-12	38	70	108	11.664
13	S-13	60	74	134	17.956
14	S-14	38	74	112	12.544
15	S-15	50	74	124	15.376
16	S-16	38	70	108	11.664
17	S-17	58	76	134	17.956
18	S-18	50	74	124	15.376
19	S-19	60	74	134	17.956
20	S-20	38	74	112	12.544
Total		$\sum x = 1.134$	$\sum x = 1.528$	$\sum x = 2.662$	$\sum x = 358.844$
Mean score		56.7	76.4	133	17.942

Mean score of the pre-test and post-test and gain (D)

- a. The students' mean score of pre-test and post-test in speaking test in term of identify Pronunciation

1. Pre-test

$$X = \sum \frac{X}{N}$$

$$X = \frac{1134}{20}$$

$$X = 56.7 \text{ (Poor)}$$

2. Post-test

$$X = \sum \frac{X}{N}$$

$$X = \frac{1.528}{20}$$

$$X = 76.4 \text{ (Good)}$$

- b. Calculating the t-test Value of Pronunciation

$$D = \frac{\sum D^2}{N(N-1)}$$

$$D = \frac{\sum D^2}{N}$$

$$D = \frac{2662}{20}$$

$$D = 133$$

$$133$$

$$t = \frac{133}{\sqrt{358.844 - \frac{(2662^2)}{20(20-1)}}$$

$$t = \frac{133}{\sqrt{358.844 - \frac{7086}{20(19)}}$$

$$t = \frac{133}{\sqrt{358.844 - \frac{354312}{380}}$$

$$t = \frac{133}{\sqrt{\frac{284.384}{210}}}$$

$$t = \frac{133}{\sqrt{36,79}}$$

$$t = \frac{133}{6,06}$$

$$t = 22.60$$

2. To know how development of the speaking skill, the researcher, used the percentage technique as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{1.528 - 1134}{1134} \times 100\%$$

$$P = 34,7\%$$

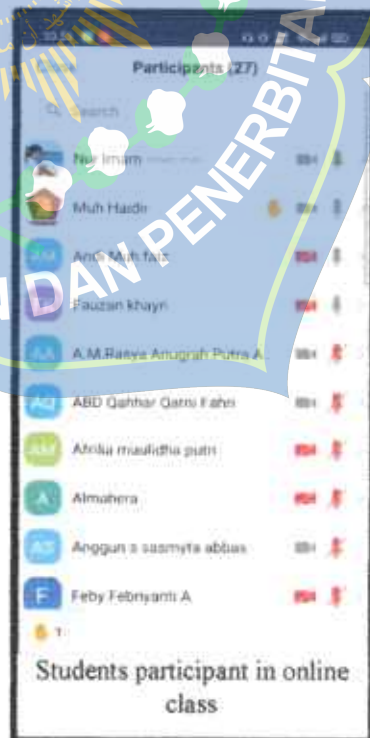


TABLE DISTRIBUTION OF T-VALUE

P							
one-tail	0.1	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	0.2	0.1	0.05	0.02	0.01	0.002	0.001
DF							
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.92	4.303	6.965	9.925	22.328	31.6
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.61
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.44	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.86	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.25	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.95	4.318
13	1.35	1.771	2.16	2.65	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.14
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.117	2.583	2.921	3.689	4.015
17	1.333	1.74	2.11	2.567	2.898	3.646	3.963
18	1.33	1.734	2.101	2.552	2.878	3.61	3.922
19	1.328	1.729	2.093	2.539	2.861	3.577	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.85
21	1.323	1.721	2.08	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.5	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.06	2.485	2.787	3.45	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.66
30	1.31	1.697	2.042	2.457	2.75	3.385	3.646
60	1.296	1.671	2	2.39	2.66	3.232	3.46
120	1.289	1.658	1.98	2.358	2.617	3.16	3.373
1000	1.282	1.646	1.962	2.33	2.581	3.098	3.3
Inf	1.282	1.645	1.96	2.326	2.576	3.091	3.291

APPENDIX D

DOCUMENTATION





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Imam M. Anis
NIM : 105351121616
Judul Penelitian : *The Effect Of Shadowing Technique In Speaking Skill*
Tanggal Ujian Proposal : 2 juni 2021
Tempat/Lokasi Penelitian : SMPN.26 Makassar, Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	5/08/2021	Pre test	Murni Asir, S.Ag	
2	10/08/2021	Treatmen	Murni Asir, S.Ag	
3	12/08/2021	Treatmen	Murni Asir, S.Ag	
4	16/08/2021	Treatmen	Murni Asir, S.Ag	
5	25/08/2021	Treatmen	Murni Asir, S.Ag	
6	06/08/2021	Post test	Murni Asir, S.Ag	
7				
8				
9				
10				

13 September 2021

Mengetahui

Ketua Jurusan,

Umni Khaerati Syam, S.Pd., M.Pd
NBM/977 807

Pengetahuan/Kepala sekolah,

Fitrahmah, S.Pd., M.Pd
19710620 199512 2 002



Terakreditasi Institut



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UPT SPF SMP NEGERI 26 MAKASSAR
Alamat : Kompleks PU Mallengkeri Baru



NSS :

2 0 1 1 9 6 0 0 9 1 9 0

NPSN :

4 0 3 1 2 4 3 3

SURAT KETERANGAN PENELITIAN
Nomor : 800/157/UPTSPFSMPN.26/IX/2021

Yang bertanda tangan dibawah ini, Kepala UPT SPF SMP Negeri 26 Makassar menerangkan bahwa :

Nama : Nur Imam M. Anis
Nim : 105351121616
Fak/Prog/Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Jl. Sir. Alauddin No. 259, Makassar

Benar telah selesai melakukan penelitian pada SMP Negeri 26 Makassar mulai tanggal 05 Agustus 2021 sampai dengan tanggal 06 September 2021 guna menyusun skripsi dengan judul : " The Effect Of Shadowing Technique In Speaking Skill."

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 17 September 2021
Kepala UPT SPF SMPN 26 Makassar



Nur Imam M. Anis, S.Pd, M.Pd
Pangkat : Pembina Tk. I
NIP. 19710620 199512 2 002



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THE EFFECTS OF SHADOWING TECHNIQUE IN SPEAKING SKILL

From author/researcher

NUR IMAN M. ANIS

ID: 105351121616

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Head of
Library and Information Department

Dr. Ulum Khaerati Syam, S.Pd., M.Pd.
NBM 577 809

Makassar, 18 Rabiul Akhir 1443
23 November 2021





Nur Imam M. Anis was born on twenty four of January, 1999 in Ternate. He is the first child from two siblings. His father is Anis, S.Pd. and his mother is Alma Aswad Abd. Gani, S.Pd. He has one sister. He started study at SD Inpres 2 Madapolo in 2010, He continued his junior High School at SMPN 3 Madapolo then graduated in 2013, in the same year, He went on to SMA N 4 Ternate and in 2016 he completed it. Finally, at the Faculty of Teacher Training and Education at Muhammadiyah University of Makassar, he continued his studies as a frequent student specializing in English Education. He was able to complete his study at the conclusion of his studies with the title of The Effect of Shadowing Technique on Speaking Skill.

