

EFEKTIFITAS PENGGUNAAN TEKNIK *SHADOWING* UNTUK MENGAJAR BERBICARA BAHASA INGGRIS PADA KADET JURUSAN TEKNIK ELEKTRO KAPAL UNIVERSITAS IVET

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ABSTRACT

Nowadays, mastering English is a need. The researcher thinks that to solve that problem, we could use Imitation and Shadowing technique by English subtitle video from Drew Binsky Channel to be one of the unique ways and the alternative technique in teaching speaking. Imitation and shadowing technique asked the students to imitate what they see and listen in the Subtitle or transcript video. They will imitate and shadow from the native speaker in the form of speaking. Research Objective. Based on the formulation of the research problem, the objectives of this study are: the first is to find out the students' speaking achievement before being taught by using Imitation and Shadowing Technique by English subtitle Video. the second one is to find out the students' speaking achievement after being taught by using Imitation and Shadowing Technique by English subtitle Video. The third one is to find out significant difference on the students' speaking achievement before and after being taught by using Imitation and Shadowing Technique by English subtitle Video. This research used descriptive qualitative research. Descriptive qualitative research is a type of qualitative research in which the object under study, people, institutions is actually presented in the present. This research is more emphasis on meaning and focused on quality data with the process of occurrence. After the researcher conducted pretest and then gave any treatments to the cadets and after that the researcher took post test, the researcher got the data. Based on the data of pretest and posttest above, it can be concluded that the cadets' speaking achievement finally improves after they are taught by using Imitation and Shadowing Technique by Drew Binsky Channel's videos.

Keywords: *Shadowing Technique, Speaking Skill, Ship Electrical Engineering*

ABSTRAK

Saat ini, penguasaan bahasa Inggris adalah sebuah kebutuhan. Peneliti berpendapat bahwa untuk mengatasi masalah tersebut, kita bisa menggunakan teknik Imitasi dan Shadowing dengan video subtitle bahasa Inggris dari kanal Youtube Drew Binsky menjadi salah satu cara yang unik dan teknik alternatif dalam mengajar berbicara. Teknik imitasi dan bayangan meminta siswa untuk meniru apa yang mereka lihat dan dengarkan dalam video Subtitle atau transkrip. Mereka akan meniru dan membayangi dari penutur asli dalam bentuk berbicara. Tujuan Penelitian. Berdasarkan rumusan masalah penelitian, tujuan dari penelitian ini adalah: yang pertama adalah untuk mengetahui prestasi berbicara siswa sebelum diajar dengan menggunakan Teknik Imitasi dan Shadowing oleh Video subtitle bahasa Inggris. yang kedua adalah untuk mengetahui prestasi berbicara siswa setelah diajar dengan menggunakan Teknik Imitasi dan Bayangan dengan Video subtitle bahasa Inggris. Yang ketiga adalah Untuk mengetahui perbedaan yang signifikan pada prestasi berbicara siswa sebelum dan sesudah diajar dengan menggunakan Teknik Imitasi dan Shadowing oleh Video subtitle bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif deskriptif. Penelitian kualitatif deskriptif adalah jenis penelitian kualitatif dimana objek yang diteliti, orang, lembaga dan lain-lain benar-benar disajikan pada masa sekarang. Penelitian ini lebih menekankan pada makna dan fokus pada kualitas data dengan proses terjadinya. Setelah peneliti melakukan pretest dan kemudian memberikan perlakuan kepada taruna dan setelah itu peneliti melakukan post test, peneliti mendapatkan data. Berdasarkan data pretest dan post test di atas, dapat disimpulkan bahwa prestasi berbicara taruna akhirnya meningkat setelah mereka diajar dengan menggunakan Teknik Imitasi dan Shadowing oleh video kanal Youtube Drew Binsky.

Kata kunci: Teknik membayangi, Keterampilan berbicara, Teknik Kelistrikan Kapal

1. Introduction

Nowadays, mastering English is a need. In this modern era, English becomes very important for everyone and mastering it and becomes needs for several reasons, in example for communicating with others, for competing with all people from all of countries, and etc. People think that at least they can use English for communicating with others, without thinking about grammar or tenses. In every academy or university in Indonesia, English is taught with its four skills; listening, speaking, reading and writing. Students are actually expected to master all the skills equally, but there are at least one or two skills that are left behind the others for some reasons, for instance because of the lack of media. Speaking becomes one of the skills that cadets find it quite difficult.

In learning English, the cadets are expected to be fluent in communicating with others. That is why speaking skill is very important. There are many reasons why speaking should be emphasized. Firstly, speaking is used for communication in social interaction in international scope. It could be seen when foreigners come to Indonesia or Indonesian people go abroad. English could be the one language that unites many languages in the world. Secondly, speaking becomes requirement and it is always tested for getting scholarship, especially in overseas. When cadets take International English Language Testing System (IELTS), speaking test is included and when they face an interview session, they are interviewed by speaking English. Thirdly, speaking is also required as a prerequisite and it is tested in interview session when the applicants apply for job in companies or institutions. Some companies or institutions require them to speak English actively.

In addition, in English skill; listening, speaking, reading and writing have different micro skills to be mastered. Speaking has several things to be focused on, such as grammar, vocabulary and pronunciation, fluency, accuracy, comprehension. In speaking, people need to express their ideas clearly and in an acceptable way, so the listeners can receive the messages. In some universities, speaking skill became the skill that the students or cadets had the least interest in, or it can be said that their speaking ability was quite low. They needed some additional speaking course to increase their speaking abilities. Increasing student speaking ability is difficult and it needs students' interest. As a result, they needed a learning media that was quite interesting, because they were not really provided with maximum facilities and media in learning speaking.

The first is pronunciation. As Kenworthy (1999: 4) observes that "there are many factors affecting pronunciation learning for English as a Foreign Language (EFL) students such as hearing, native language and age of learners". According to Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and it sounds. In many cases, students understand the meaning but find difficulties to express the word on spoken language, because it is very different between how to spell and to pronounce the word.

The second is fluency. Speaking fluently in a new language requires the ability to speak with appropriate speed, acceptable flow, and proper tone of voice. When cadets are first learning to speak, they often tend to focus on their language accuracy and this focus frequently slows down their speech causing them to be less fluent. Brumfit (1984) considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Hedge (2000)

eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker. Lecturers need to be very careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process. Bygate (1987: 8), "Development in language teaching must depend on our ability to understand the effects of our methodology."

The third is fabricated expression. Students have to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. However, there are expressions in English cannot be cut randomly; they are unity that will influence the meaning if they are cut. In fact, most of students get difficulties to combine some vocabularies that they have to be a good expression.

As a lecturer, it is important to create an interesting method and media in teaching process until the cadets understand about how to speak well. The best one in teaching learning process is active learning. In active learning the cadets are actively involved. Klippel (1984: 5) claims that "learning is more effective if the learners are actively involved in the process". So, they could not deliver some expression in good pronunciation and fluently if they do not active in learning or it means they have to try or practice speaking many times.

Then, the researcher thinks that to solve that problem, we could use Imitation and Shadowing technique by English subtitle video from Drew Binsky Youtube Channel to be one of the unique ways and the alternative technique in teaching speaking. Imitation and shadowing technique asked the students to imitate what they see and listen in the Subtitle or transcript video. They will imitate and shadow from the native speaker in the form of speaking. The researcher chooses this the kind of this method, because videos are media that are quite interesting for them nowadays. Lately, almost teenagers around the world, especially in Indonesia, are very enthusiastic in watching youtube videos.

Dwyer et al (1991) stated that technology changes teachings. Good English videos can be played inside the classroom for imitation learning. Mayer (2009) agreed that multimedia instruction (combining video, sound, words, and pictures together) would support meaningful learning as well as enable learners to understand the materials better. Mayer asserted (2004:47), "People learn deeply from words and pictures than from words." This will help them to understand the pronunciation of the native speaker while they watch videos. They also can acquire some new expressions from that. On the other hand, if the cadets practice the speaking by using imitation and shadowing technique, they will speak fluently time by time. Imitation and shadowing will definitely help the students to learn in an easy and attractive way.

Thus, the researcher gives a technique to succeed the vision. The researcher proposes imitation and shadowing technique by using English transcript video. It will make the cadets easier to speak well because they will imitate the pronunciation directly from what they listen and see in the videos.

The researcher also found seven previous researches that have conducted the research by using Imitation and Shadowing by English subtitles Video as technique to improve students' ability in learning English. They are:

- a. Fereshteh Yavari and Sajad Shafiee (2018) conducted a research by the title "Effects of Shadowing and Tracking on Intermediate EFL Learners' Oral Fluency". The present study attempted to explore the effects of employing shadowing and tracking on Iranian EFL learners' speaking fluency. And, after conducting a research and computing the score, the result shows that the learners'

score were statistically significant

- b. Anita Nur Masyi'ah (2014) from English Education Department, Faculty of Languages and Arts, State University of Yogyakarta conducted a research by the title "Improving the Speaking Ability of Grade VIII C Students of SMP Negeri 3 Depok Yogyakarta Through The use Of Video". The research was carried out in two cycles was effective in improving the students' pronunciation, intonation and stress, grammatical mastery, vocabulary and confidence.
- c. Hamada (2018) who conducted a research with the title "An Effective Way to Improve Listening Skills through Shadowing" found in his study that learners' listening comprehension skills improved more when combining different difficulties of learning materials alternately

As seen above in previous study, Imitation and Shadowing from English subtitle or transcript video can help students in learning English very well. The researcher chose video from Drew Binsky YouTube Channel, because it contains traveling videos in many countries in the world, and in this video Drew explains the condition in each country that he was visiting lively. In hope that the students will attract the videos and they will not get speaking errors in aspects of pronunciation. It also will help them to learn and acquire new expression used in the video. Furthermore, if the technique is applied continuously, the students may speak fluently like native speaker.

In this research In line with the background of background of the study, the researcher formulates the research problems as follows:

1. How is the students' speaking achievement before being taught by using Imitation and Shadowing Technique by English subtitle Video?
2. How is the students' speaking achievement after being taught by using Imitation and Shadowing Technique by English subtitle Video?
3. Is there any significant difference on the students' speaking achievement before and after being taught by using Imitation and Shadowing Technique by English subtitle Video?

Research Objective

Based on the formulation of the research problem, the objectives of this study are:

1. To find out the students' speaking achievement before being taught by using Imitation and Shadowing Technique by English subtitle Video.
2. To find out the students' speaking achievement after being taught by using Imitation and Shadowing Technique by English subtitle Video.
3. To find out significant difference on the students' speaking achievement before and after being taught by using Imitation and Shadowing Technique by English subtitle Video.

Scope and Limitation of The Study

In this research scope, actually the benefit of using imitation and shadowing technique for teaching English can improve two skills in general, those are speaking and listening. In this research, the researcher only focuses on measuring speaking skill. There are many aspects that we can use to measure about speaking skill. The researcher limits the research only with the effect of using imitation and shadowing technique by English Subtitle or transcript video on their fluency, pronunciation, and

fabricated expression.

Definition of Key Terms

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher and the reader. They are:

1) Imitation

Piers Messum (2007) defines that imitation is impersonation of a person's speech or behavior. In this research, researcher defines that imitation is imitate what the speakers said or spoken in the video. But, the implementation in this research is the researcher will play the video, pause in every sentence or statement, and the students imitate it in a group and whole class.

2) Shadowing

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. However, the researcher defines that shadowing means say what speaker's said in the video while she/he did. It means that the students say together or immediately (in the same time) with the speaker in the video.

3) Speaking Skill

Brown (2001: 267) stated that when someone can speak a language, it means that he can carry on a conversation reasonably competently. The researcher defines that speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. In the further discussion, speaking skill is the skill that give us the ability to communicate effectively.

However, speaking skill in this research is limited to measure such aspects as:

a. Fluency

Manser (1995:61), fluency is an ability to speak a language smoothly and easily. The researcher more emphasized that fluency means the ability to speak a foreign language (English) easily, reasonably, quickly, and without having to stop and pause a lot. So, the students will be directed to speak English fluently until seems like native speaker

b. Pronunciation

Hornby (1995: 928) says that "Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language". From the definition above, the researcher may conclude that pronunciation is the way a person utters a word or a language. Here, the researcher uses video as media to learn pronunciation of English words. The students will know the correct pronunciation and check it to the words from the subtitle or transcript of the video itself.

c. Fabricated Expression

Wray (2008) defines that fabricated Expression is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. In this research, the researcher will measure how far the students acquire new expressions that are spoken in the video. Fabricated expression here means the students understand about the

meaning, the use or the order of some expression, and they can say those expressions in the right way. So, the students can understand in a whole expression and they do not cut one by one word that it will influence to the meaning. We can call this condition by fabricated expression.

4) English subtitle

Subtitles are text derived from either a transcript or screenplay of the dialogue or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen. In this research the researcher used Drew Binsky Youtube Channel and the English subtitle in it to teach English speaking

2. Research Methodology

Research Design

Research design is a plan on how to collect and process data that can be implemented to achieve the research objective. According to Creswell (2008: 03) research design is plan and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.

This research was conducted at Ivet University for 3 months, starting from March to May 2021. The general objective of this study was to determine the implementation of learning English using shadowing technique at Ivet University exactly for the cadets of Ship Electrical Engineering department.

This research used descriptive qualitative research.

Descriptive qualitative research is a type of qualitative research in which the object under study, people, institutions and others is actually presented in the present. This research is more emphasis on meaning and focused on quality data with the process of occurrence. Then the examination through the source by comparing the result data from observation and interview. The data analysis technique in this study used an interactive / descriptive qualitative analysis model.

Population and Sample

The population of the research entitle **The effectiveness of using the shadowing technique to teach speaking English of the cadets of ship electrical engineering department** is cadets of Maritime Faculty of Ivet University that divided into of 3 (three) majors, those are : Ship Engineering (TMK), Ship Electrical Engineering (TLK), and Ship Building Engineering (TBK). The total numbers of Maritime Faculty cadets are 550 cadets. **The sample in this research is the cadets from Ship Electrical Department, totally 24 cadets**

Steps of Research Implementation

The steps in conducting research to teach English using songs are as follows:

1. Prepare tools and materials which include: laptop, speaker, LCD Projector
2. Prepare some downloaded videos from Drew Binsky Youtube Channel
3. Play the videos and its English subtitle
4. Ask the cadets to follow what the native speaker say in the videos by looking at the English subtitle
5. After we play the video three times then in the fourth play ask the cadets for follow what the speaker say in the video directly (without looking at the English subtitle)

3. Research Finding And Discussion

In this research the researcher conducted pretest first and then the researcher give any treatment using shadowing technique to the object research, and after that the researcher conducted post test.

Here in this research there were 5 (five) aspects that will be assessed those were pronunciation, fluency, grammar, accuracy, and vocabulary. The range in each competence is 10-100 and the maximum score is $100 \times 5 = 500$.

Tabel 1. Pretest

No	Name	NIT	Pronunciation	Fluency	Grammar	Accuracy	Vocabulary	Total Score
1	Khothibul Umam	332011097	40	60	20	40	55	215
2	Deni Mashadi	332011031	10	50	50	30	40	180
3	Nia Defialita Putri	332011009	30	30	40	40	40	180
4	Nina Ristiyana	332011002	50	50	50	50	50	250
5	Siti Zumrotun Mukaromah	332011004	30	30	50	50	40	200
6	Muhammad Syifa Prasetyo	332011008	40	40	40	40	40	200
7	Faishol Fahmi	332011009	30	30	60	30	40	190
8	Annan Jasmine T	332011010	40	40	40	40	40	200
9	Wahyu Andreyan S	332011011	50	50	30	50	30	210
10	Khairil Azzan	332011001	40	40	40	40	40	200
11	Sofi Diah A	332011002	50	55	55	20	50	230
12	Cantona Habibie	332011003	40	40	40	40	40	200
13	Nadya Rizky	332011004	30	50	50	40	20	190
14	Dwi Avilia	332011005	40	40	40	40	40	200
15	Rita Amelia Putri	332011001	50	20	55	45	50	220
16	Dewi Sri Rahayu	332011002	60	40	40	40	40	220
17	Wahyu Eko Giri K	332011003	50	50	30	30	40	200
18	Sururim Maudlunah	332011004	40	40	40	40	40	200
19	Denayu Sekawanie	332011017	20	30	50	30	40	170

20	Fatma Ayu Kartika	332110018	40	40	40	40	40	200
21	Lutfiana Nur R	332011019	50	50	15	55	30	200

Based on table 1, we found that in pronunciation, the lowest score was Deni Mashadi, he got 10, and the highest was Dewi Sri Rahayu, her score was 60. In fluency, the lowest score was Rita Amelia Putri, she has got 60. About grammar, the lowest score was Lutfiana Nur R, her score was 15 and the highest score was Faisol Fahmi, he got 60. In accuracy, the lowest score was Sofi Diah A, she has got 20, and then the highest score was Khotibul Umam he has got 55. If we saw at the total score accumulation, the lowest score was Denayu Sekawanie, she has got 170. The highest score in pretest was Nina Ristiyana, She has got 250.

From the data of pretest above we found that the score of every aspect is quiet low, it might be the cadets use conventional method in learning speaking, nd lack of practices.

Post test

After the researcher conducted pretest in the beginning, and then the researcher give any treatment by using shadowing technique, and the researcher used Drew Binsky Youtube Channel as media to thought the cadets. After giving any treatments and then the researcher conducted post test to the objects. The result of post test as following:

No	Name	NIT	Pronunciation	Fluency	Grammar	Accuracy	Vocabulary	Total Score
1	Khothibul Umam	322011097	70	75	75	75	60	355
2	Deni Mashadi	332011031	50	75	75	80	75	355
3	Nia Defialita Putri	332011009	60	70	70	70	75	345
4	Nina Ristiyana	332011002	50	65	70	75	70	330
5	Siti Zumrotun Mukaromah	332011004	60	65	65	70	70	330
6	Muhammad Syifa Prasetyo	332011008	60	70	70	70	70	340
7	Faishol Fahmi	332011009	75	75	65	65	75	355
8	Annan Jasmine T	332011010	60	85	75	75	80	375
9	Wahyu Andreyan S	332011011	60	70	70	75	75	350
10	Khairil Azzan	332011001	80	75	70	80	80	385
11	Sofi Diah A	332011002	70	70	70	85	90	385

12	Cantona Habibie	332011003	45	65	65	70	75	320
13	Nadya Rizky Y	332011004	60	60	65	70	70	325
14	Dwi Avilia	332011005	60	70	60	70	80	340
15	Rita Amelia Putri	332011001	60	65	75	70	80	350
16	Dewi Sri Rahayu	332011002	70	70	90	80	70	380
17	Wahyu Eko Giri K	332011003	65	65	65	70	70	335
18	Sururim Maudlunah	332011004	65	65	70	70	70	340
19	Denayu Sekawanie	332011017	70	70	70	80	80	370
20	Fatma Ayu Kartika	332110018	85	80	80	70	75	390
21	Lutfiana Nur R	332011019	65	65	75	75	75	355

From the data of table 2 post test , in pronunciation there was Cartona Habibie, he has got 45 and he was the lowest one, and the highest one was Fatma Ayu Kartika, she has got 85. In fluency, the lowest score is Nadia Rizky, she got 60 and the the highest one is Annan Jasmine T, she got 85. Then in grammar, the lowest score was Dwi Avilia, she has got 60 and the highest one was Dewi Sri Rahayu, she got 90. Anout accuracy, the lowest score was Faisol Fahmi, he got 65 and the highest score was Sofi Diah A, she got 85. About vocabulary, the lowest score was Khotibul Umam, he has got 60, and the highest score was Sofi Diah A, she got 90. If we saw on the total score accumulation, we had Cartona Habibie who was the lowest one by 320, and the average in each skill was 64. Based on the table above we can find the highest one that was Fatma Ayu by 390, with average score in each skill was 78.

3. Conclusion

After the researcher conducted pretest and then gave any treatments to the cadets and after that the researcher took post test, the researcher got the data. Based on the data of pretest and post test above, it can be concluded that the cadets' speaking achievement finally improves after they are taught by using Imitation and Shadowing Technique by Drew Binsky Youtube Channel's videos.

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