

Using Shadowing Technique to Improve Listening Skill of Grade Eleven Students at MAN 2 Parigi

Yobli Salma Cinta¹, Jamiluddin¹, Zarkiani Hasyim¹, Abd Kamaruddin¹

¹Universitas Tadulako, Indonesia

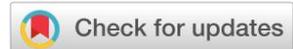
*Correspondence: yoblicinta29@gmail.com

ABSTRACT

The primary objective of this research was to investigate the effectiveness of the shadowing technique in improving the listening skills of eleventh-grade students at MAN 2 Parigi. Using a quasi-experimental design, the study compared two groups: an experimental group that received listening instruction through shadowing and a control group that received conventional instruction. Assessment tools consisted of pre- and post-tests with multiple-choice and fill-in-the-blank items designed to evaluate micro and macro listening skills. The findings revealed substantial improvement in the listening performance of the experimental group after the intervention. Their mean score increased significantly from 43.33 on the pretest to 84.17 on the posttest. In contrast, the control group showed only a marginal increase, from 27.59 to 39.66. Statistical analysis using the Mann-Whitney U test revealed a significance value of 0.000, confirming a statistically significant difference between the two groups. Based on this result, the null hypothesis was rejected in favor of the alternative hypothesis. Therefore, it can be concluded that the shadowing technique significantly improves the listening skills of eleventh-grade students at MAN 2 Parigi.

ARTICLE HISTORY

Published September 14th 2025



KEYWORDS

Shadowing Technique, Listening Skills, Quasi-Experimental, English Language Learning, MAN 2 Parigi.

ARTICLE LICENCE

© 2025 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

The Merdeka Curriculum is an intracurricular learning system that gives teachers the freedom to choose teaching materials according to their students' needs and interests. English is one of the subjects included in the Merdeka Curriculum. English language learning in the Merdeka Curriculum is designed to improve individuals' speaking, listening, reading, and writing skills (Meisya Rawenda & Nirwanto, 2023). Language skills consist of four parts: Speaking, listening, writing, and reading (Jundi, 2023). One of the most important skills in learning English is listening. With listening, students can obtain information and understand what the speakers are saying. Listening is an active skill because it involves not only hearing what the speaker says, but also integrating that information with what is known about the real world (Yurko & Styfanyshyn, 2022).

Listening is considered an active process because the listener must continuously interpret and evaluate the speaker's message in real time. This means identifying key ideas, recognizing the speaker's tone and intention, and connecting the spoken words to prior knowledge or contextual clues (Said et al., 2021.; Rahman, 2018; Sukmawaty et al., 2022). Listeners often predict what might come next, clarify meaning by noting emphasis or pauses, and mentally organize the information to build understanding (Weda et al., 2021; Yaumi et al., 2023; Andini et al., 2021). In other words, effective listening requires concentration, critical thinking, and the ability to relate new input to existing experiences, making it far more complex than simply hearing sounds.

Many students generally struggle with the speed of speech, accents, and pronunciation variations, as well as limited vocabulary. They also struggle with concentration, interpretation, and distinguishing similar phonemes. Environmental factors, such as noise and unclear audio, can further hinder learning (Sofyan et al., 2019). Additionally, Alzamil (2021) stated that a lack of background knowledge hinders comprehension. Julinda, Simbolon, et al. (2022) also stated that some students are unable to understand words or sentences spoken in English by their conversation partners.

However, based on pre-observation at MAN 2 Parigi, students' most common problem when learning to listen is not understanding the speaker. Students cannot understand the speaker. According to the English teacher, students also

have difficulty understanding pronunciation and similar-sounding words and phrases. To understand speakers and teachers, students must practice repeating and following ideas to remember and understand them.

There are numerous ways that can be applied to minimize those problems while also can help students to improve their listening skill. The researcher aims to increase students' listening skill using shadowing technique. Shadowing technique is a language learning method where learners listen to a speaker and immediately repeat what they hear. This technique used to improve listening comprehension, speaking fluency and pronunciation. The researcher also believes that shadowing technique is effective to solve students' problems in listening. Lestari (2020) stated that Shadowing technique as an effective method to improve student's listening ability. Shadowing is a technique that is considered an effective way to develop the learners "good ear" (Campoverde Villavicencio & Argudo Serrano, 2023).

There are several researchers who support the use of shadowing techniques in improving listening skills. Andriani et al., (2021) which found that, Experimental class at SMK Muhammadiyah Surakarta experienced an increase in their ability to listen due to the use of shadowing techniques. This is supported by the experimental class's higher score compared to the control class. Lestari (2020) The research involved a group of 35 first-semester English students at Nomensen University KHPB. The students' enthusiasm resulted in a higher average score on the test administered by the researcher. Lastly, Asmaraningtyas et al. (2024) Researchers used a pre-experimental method with a one-group pre-test/post-test design. They applied shadowing techniques to Class X Specialization at SMAN 5 Malang. At the pre-test meeting, the researchers did not give any instructions, but at the next meeting, they applied shadowing techniques. Then, at the post-test meeting, they gave the same questions as the pre-test questions to see if there were any changes in the students' scores. It was proven that the post-test scores were higher than the pre-test scores.

Based on the above explanation, the purpose of this research is to determine whether the shadowing technique can improve the listening skills of eleventh-grade students at MAN 2 Parigi. The researcher hopes that, by using the shadowing technique, students will understand what the speaker is saying and the speed at which the speaker speaks. The researcher has chosen to conduct a study entitled "Using Shadowing Technique to Improve the Listening Skills of Eleventh Grade Students at MAN 2 Parigi."

2. Methodology

In this study, the researcher used a Quasy-Experimental, this type of research used two groups. The groups is called experimental group and control group. In the experimental research, the sample is divided into two groups: the experimental group (using shadowing technique to improve listening skill) and the control group (without using shadowing technique in improve listening skill). This design can be seen as follows Sugiono (2013):

Group	Pre-test	Treatment	Post-test
Experimental Group	O ₁	X	O ₂
Control Group	O ₃	-	O ₄

Where:

O1: Pre-test of Experimental Group

O2: Post-test of Experimental Group

O3: Pre-test of Control Group

O4: Post-test of Control Group

X: Treatment

-: No Treatment

This study employed a purposive sampling method to select participants from specific classes. Two existing classes were chosen to receive different instructional strategies. The experimental group, consisting of students from social class 1, used the shadowing technique. While the control group, consisting of students from social class 2, used the method that

had been used previously. The population of this study consisted of 11th grade Man 2 Parigi students totaling 5 classes. from this population, the researcher chose 2 classes, namely social 1 and social 2. social 1 totaling 25 people as the experimental class and social 2 totaling 25 people as the control class. this class was chosen because of their willingness to process researchers in completing this study.

The data was collected from the results of the pre-test and post-test scores. the pre-test was used to see the students' abilities before being given the treatment of the shadowing technique. while the post-test was used to see whether the results of the shadowing technique treatment were successful or not. both tests consisted of 10 fills in the blank and 10 multiple choices. The same rubric is used for the pre-test and post-test assessments. Students who answer correctly receive a score of 5, while those who answer incorrectly receive a score of 0. The test consists of fill-in-the-blank and multiple-choice questions.

After administering the pre-test and post-tests, the researcher began the data analysis stage using SPSS statistical software. First, the researcher scored the students' test results to obtain a quantitative representation of their achievements. Next, descriptive statistics were calculated to determine the mean. This analysis aimed to provide an overview of the development of listening skills after implementing the shadowing technique. The Shapiro-Wilk test was used to analyze the distribution of the data. This test is appropriate for relatively small sample sizes, i.e., fewer than fifty subjects. The significance criterion was set at 0.05. A value above this limit indicates a normal distribution, while a value below it suggests a violation of the normality assumption.

3. Result and Discussion

This section describes the research findings at MAN 2 Palu using a quasi-experimental pre-test and post-test design to assess students' improvement in listening skills before and after the intervention. The experimental group used shadowing techniques, while the control group took conventional tests. Then, the results were analyzed to determine if shadowing techniques improved listening skills.

3.1 Pre-Test Result

Before administering the treatment, the researcher gave both the experimental and control groups a pre-test. The difference was that the researcher did not provide the control group with a treatment. Based on the presented data, the mean pre-test score for the experimental group is 43.33; the minimum score is 35, the maximum score is 55, and the standard deviation is 5.307. In the control group, the mean score is 27.59, the minimum is 10, the maximum is 45, and the standard deviation is 8.826. The experimental group performed better than the control group on the pre-test.

No	Class	Mean	Minimum	Maximum	Std. Deviation
1	Experimental	43.33	35	55	5.307
2	Control	27.59	10	45	8.826

3.2 Post-Test Result

After applying the treatment to the two research classes, the students' listening progress was measured with a post-test. The experimental class, Social 1, received an average score ranging from 43.33 to 84.17, while the control class, Social 2, received an average score ranging from 27.59 to 39.66. These results show that both groups increased their scores. The results of the descriptive statistical analysis are presented below:

No	Class	Mean	Minimum	Maximum	Std. Deviation
1	Experimental	84.17	70	95	6.706
2	Control	39.66	20	60	10.933

3.3 Statistic Analysis

This analysis was conducted to evaluate the normality and homogeneity of the data distribution, as well as the difference in listening comprehension scores between the experimental class, which used the shadowing technique, and the control class, which used traditional teaching methods. The Shapiro-Wilk test was administered to assess the normality of the data. The normality test revealed that the distribution of pretest and posttest scores in the experimental group significantly deviated from normality ($p < 0.05$). In contrast, the pretest and posttest scores from the control group exhibited distribution patterns consistent with normality. Then, to evaluate homogeneity between groups, the researchers used the

Levene test. They used this test to accept or reject the hypothesis by comparing the significance of Levene's statistic with 0.05 ($\text{sig} > 0.05$), and the homogeneity result is $0.136 > 0.05$. Therefore, it can be concluded that the two variables are homogeneous. The results of the normality and homogeneity tests showed a significant increase in the experimental group.

3.4 Discussion

This study aims to investigate the effectiveness of shadowing techniques in improving the listening skills of 11th grade students at MAN 2 Parigi. The researcher used a quasi-experimental method, designating 11th grade Social Studies 1 as the control group, which received shadowing techniques, and 11th grade Social Studies 2 as the control group, which did not receive shadowing techniques.

Based on the results of the study, students' listening skills were relatively lower before using the shadowing technique, as seen from their responses when the audio was played and also shown in the pre-test results in both groups. There are many factors that contribute to their low listening scores. Some of these factors include a lack of focus when listening to audio, a lack of vocabulary, and an inability to correctly write down what they hear. To overcome this, the researcher chose the shadowing technique to improve students' listening skills.

The implementation of this technique involves repeating the audio four times. Students are asked to focus on what they hear and whisper along with it. Researchers provide interesting audio to capture students' attention and spark their curiosity. After students complete the exercise, researchers ask them to share what they understood from the audio. Researchers also provide vocabulary related to the audio to expand students' vocabulary.

The post-test results showed that students in the experimental group improved their listening skills more than students in the control group. The shadowing technique significantly improves listening skills because it forces active engagements with the audio by requiring you to immediately repeat what you hear. Barkov (2022) defined that shadowing is a technique in which language learners repeat auditory stimuli in a foreign language without delay. The researcher faced several challenges when conducting the study, including students' lack of focus on the audio and limited vocabulary. There are students who hear the audio clearly but can't write it down.

4. Conclusion

The shadowing technique successfully improved students' listening skills. Based on the findings of the research study, "Using the Shadowing Technique to Improve the Listening Skills of Eleventh Grade Students at MAN 2 Parigi," the experimental group, who learned using the shadowing technique, showed significant improvement on the post-test compared to the control group, who learned using conventional methods.

Data analysis revealed that the mean score of the experimental group increased from 43.83 to 84.17 following treatment. The shadowing technique improved students' listening skills by helping them distinguish between English sounds, recognize stress patterns and stressed and unstressed words, and understand the role of rhythmic structure and intonation contours in signalling information. This quasi-experimental study confirmed the shadowing technique's effectiveness in enhancing students' listening skills.

References

- Alzamil, J. (2021). Listening skills: Important but difficult to learn. *Arab World English Journal*, 12(3), 366–374. <https://doi.org/10.24093/awej/vol12no3.25>
- Andini, C., Yassi, A. H., & Sukmawaty (2021). The use of honorifics in English and Buginese with special reference to bone language: A comparative study. *International Journal of Innovative Science and Research Technology*, 6(7), 873-877.
- Barkov, M. (2022). The use of shadowing to teach English pronunciation in an online learning environment. *INTCESS 2022: 9th International Conference on Education and Social Sciences*, 288–297. <https://doi.org/10.51508/intcess.202242>
- Campoverde Villavicencio, M. N., & Argudo Serrano, J. C. (2023). Shadowing technique to teach listening to A1 level EFL students. *Runas: Journal of Education and Culture*, 4(7), e230103. <https://doi.org/10.46652/runas.v4i7.103>

- Jundi, M. (2023). 1193-Article text-3240-4-10-20230706. [Journal name missing], 5(2), 72–81.
- Lestari, F. D. (2020). Using shadowing technique to improve students' ability in listening comprehension. *JETAL: Journal of English Teaching & Applied Linguistic*, 2(1), 24–28. <https://doi.org/10.36655/jetal.v2i1.196>
- Meisya Rawenda, & Nirwanto, R. (2023). The analysis of the format and presentation of English course in Curriculum Merdeka. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1(3), 124–132. <https://doi.org/10.59435/jipnas.v1i3.73>
- Rahman, F. (2018). The constraints of foreign learners in reading English literary works: A case study at Hasanuddin University. *Journal of Arts and Humanities*, 7(2), 01-12.
- Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities At Faculty Of Teacher Training And Education Tadulako University Palu. *PalArch's Journal of Archaeology of Egypt/Egyptology*.
- Simbolon, J. V. M., Sihaloho, H. F., Doloksaribu, B. H., & Rifai, M. (2022). Students' problem in listening skill of vocational high school at Dharma Budi Sidamanik. *International Journal of Education and Humanities*, 2(1), 29–34. <https://doi.org/10.58557/ijeh.v2i1.65>
- Sofyan, R. R., Mushriah, A., & Mushriah, A. (2019). Learning difficulties in listening comprehension. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 3(2), 86–92. <https://doi.org/10.26858/eralingua.v3i2.9856>
- Sugiono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. [Publisher not provided].
- Sukmawaty, Rahman, F. F., & Andini, C. (2022). Covid-19 pandemic and axiology of communication: A study of linguistic phenomena. *International Journal of Innovative Science and Research Technology (IJISRT)*, 7(4).
- Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors Affecting Students' Willingness to Communicate in EFL Classroom at Higher Institution in Indonesia. *International Journal of Instruction*, 14(2), 719-734.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.
- Yurko, N., & Styfanyshyn, I. (2022). Listening skills in learning a language: The importance, benefits and means of enhancement. In *Репрезентація освітніх досягнень мас-медіа та роль філології у сучасній системі наук* (1st ed., pp. 38–46). <https://doi.org/10.36074/rodmmrfssn.ed-1.04>