THE IMPLEMENTATION OF SHADOWING TECHNIQUE IN PRACTICING ENGLISH SPEAKING PERFOMANCE AT THE ELEVENTH GRADE STUDENTS SMA N 1 TAWANGSARI SUKOHARJO IN THE ACADEMIC YEAR 2021/2022

THESIS

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for the degree of *Sarjana*

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Assalamu'alaikum Warahmatullahi Wabarakattuh

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Speaking Performance at The Eleventh Grade Students SMA N 1

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Thankyou for the attention.

Wassalamu'alaikum Warahmatullahi Wabarakattuh

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DEDICATION

This thesis is dedicated to:

1. Allah *subhanahu wa ta'ala* who always blessing me to finish my thesis.
2. Prophet Muhammad *shalallaahu alaihi wassalaam* who gives the best role model to do anything.
3. My beloved husband Agus Dwi Saputro, S.T who always accompanies and support me in anything.
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MOTTO

Allah wants ease for you, and does not want difficulty for you.

(Qs. Al-Baqarah: 185)

Be passionate about things that are useful to you. Ask Allah for help, don't be weak.

(HR. Muslim)

Among the forms of gratitude to Allah for the blessings of knowledge is to practice it.

(Muhammad Nuzul Dzikri)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

"The Implementation of Shadowing Technique in Practicing English Speaking Performance at The Eleventh Grade Students SMA N 1 Tawangsari Sukoharjo in The Academic Year 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, December 05, 2022

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, December 05, 2022

The researcher

Aprilia Cahyono

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ABSTRACT

Aprilia Cahyono. 2022. *The Implementation of Shadowing Technique in Practicing English Speaking Performance at The Eleventh Grade Students SMA N 1 Tawangsari Sukoharjo in The Academic Year 2021/2022*. Thesis. English Education Department, Cultures and Language Faculty.

This research focuses on the implementation and learning obstacles of shadowing technique in practicing English speaking performance at the eleventh grade students SMA N 1 Tawangsari Sukoharjo in the academic year 2021/2022. Purposes of this research are to describe about how the implementation of shadowing technique in practicing English speaking performance during the lesson and investigate the learning obstacles when implemented shadowing technique in the class.

This research used qualitative research and the researcher as the instrument. The subjects of this research are English teachers at XI MIPA 4 and the students of XI MIPA 4 of SMA N 1 Tawangsari. This research collects the data by using observation, interview and documentation. For the first objective, the researcher used Kadota and Tamai's theory regarding the implementation of shadowing technique. For the second objective, the researcher used theory of Hamalik regarding the learning obstacles in the classroom.

The results of this research are the implementation and learning obstacles of shadowing technique in practicing English speaking performance. The implementation that are listen quietly first, shadow in a whispered way the incoming sounds, emulating intonation and sound, shadow the audio, act out the text or script as they shadow it. After finishing the shadowing technique the teacher provides feedback, evaluations and improvements to the students' speaking practice. The learning obstacles in the implementation of shadowing technique in practicing English speaking skill at the eleventh grade of SMA N 1 Tawangsari are institutional factors (classrooms) and human factors (teachers and students). The institutional factors is the lack of adequate facilities. The human factors are a learning atmosphere that is not conducive enough and a lack of student's motivation in learning English speaking.

Keywords: *Speaking Performance; Shadowing Technique; Learning Obstacles*

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become international language and used as communication media by people all over the world. People use English to communicate each other in written or spoken form. English has become used widely for many fields such as: education, industry, politic, health, tourism, etc. In learning English, there are four basic skills that are important to learn by learners. Those are speaking, listening, reading, and writing. However, out of those skills, speaking is intuitively the most important and becomes the greatest interest for foreign language learners (Thao, 2015).

sThere are numerous reasons why speaking should be emphasized. Firstly, speaking is an important activity in social interaction. Speaking is the same with oral interaction. By speaking, we can interact, talk and convey our idea to other people (Rabiah, 2018). If we can speak well, we can communicate freely and feel easy to get information faster. Secondly, speaking becomes requirement for getting scholarship. When students take TOEFL, IBT or IELTS, speaking test is included and they are interviewed by speaking English. Thirdly, speaking is also required as a qualification and it is tested in interview session when the applicants apply for job in companies or institutions. It is important to have a good speaking performance. Good speaking performance also reflects someone's knowledge. Indeed, everyone has the opportunity to have good public speaking skills. Because this ability is not a genetic feature, but based on training and flight hours. Therefore, students should develop speaking more in order to communicate with others.

In Indonesia, English has been one of essential subject taught from the elementary to the university level. The Ministry of National Education, which is

preparing competency standards in the 2004 Curriculum, requires that Indonesian students must be able to understand and express information, thoughts, feelings, and develop science, technology, and culture using English. Thus, English functions as a tool to communicate in order to access information other than as a tool for development interpersonal relationships, exchanging information and enjoying the aesthetics of language in English culture. Therefore, Frans stated that the performance skills of English subjects have the following objectives such as for develop the ability to communicate in English, either in spoken or written form, which includes the ability to listen (listening), speak (speaking), read (reading), and write (writing), to raise awareness about the nature of language and the importance of English as a foreign language to become the main learning tool and for develop an understanding of the interrelationships between language and culture as well as increase cultural horizons so that students have cross-cultural insight and can involve themselves in cultural diversity (Mauludin, 2012).

In university, English also one of college majors and important subject. It has been one of required course for students in any major. In an effort to comprehend the important role of education for a nation, namely through a quality learning process. The learning process in this case is an arrangement of various components or with others to seek to improve student learning outcomes, curriculum, materials, methods and media. Learning is a sequence of activities that involve information and the environment that are arranged in a planned manner to facilitate students in learning. Thus, optimal learning conditions will determine the success of learning activities (Ryzqyana, 2019). One way that teachers need to do in order to create these optimal conditions is to apply various learning methods. One of learning methods that can be applied in learning English speaking is the Shadowing technique.

Shadowing is one of training technique for simultaneous interpreting. Language educators give much interest to this technique in improving speaking competence. Speaking cannot be separated from shadowing technique.

Shadowing technique is a simple technique and everyone can apply it in learning English. Shadowing also defined as the activity of using headphones to hear and recite a sound like a parrot (Hamada, 2012).

Based on the results of pre-research that the researchers conducted on Tuesday, December 21st 2021 at SMA N 1 Tawangsari with one of English teachers namely Mrs. SH explain that there is a learning method for speaking that has been used in practicing student's speaking performance. This method called Shadowing technique, Mrs. SH used this technique because in the previous teaching experience this technique has proven to increase student's speaking skill.

The reasons for the researcher to take research in SMA N 1 Tawangsari are SMA N 1 Tawangsari has used the Shadowing method, especially in English learning, to find out the techniques used by the teacher when implemented Shadowing tehcnique and there has never been any research before in the implementation of shadowing technique method in English learning at XI MIPA 4 SMA N 1 Tawangsari.

The research of Shadowing Technique had been investigated by some researchers. However, each study had its own goals, roles, and limitations. Hamzah Md. Omar and Miko Umehara from University of Malaysia Sabah, Malaysia had done a research on "Using a Shadowing Technique to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners". This research was conducted to find out whether Shadowing Technique could improve English pronunciation of adult japanese learners.

Meanwhile, Kun-Ting Hsieh, Da-Hui Dong, and Ki-Yi Wang from National University of Taiwan had been conducted a research on "A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction". This research was conducted to find out whether Shadowing Technique from interpretation practice can be used to promote English intonation acquisition or not, meanwhile

this research was focused on how the implementation of shadowing technique itself. Thus, the purpose of their research and this research was different.

The novelty of this research than other research is describing the implementation and the learning obstacles of shadowing technique getting use when teaching speaking in the class. With further follow-up on learning obstacles identification, it will make easier for teachers to find out whether the shadowing technique used is successful or not to support student competence when learning English. Based on explanation above, the researcher interested to conduct the research entitle "The Implementation of Shadowing Technique in Practicing English Speaking Performance at The Eleventh Grade Students SMA N 1 Tawangsari Sukoharjo in The Academic Year 2021/2022".

B. Identification of the Problems

Referring the background above, the problems could be identified as follows:

1. The students could not speak in English well.
2. The students were difficult to understand how to say the English word.
3. The students had lack motivation in learning English especially in speaking.
4. The students had less confidence to speak up in English.
5. The student's pronunciations were not good.

C. Limitation of the Problems

This research focuses on implementation of shadowing technique in practicing English speaking performance at the eleventh grade students SMA N 1 Tawangsari Sukoharjo in the academic year 2021/2022.

D. Formulation of the Problems

Based on the background above, the problem that the researcher wanted to know was as follows:

1. How is the implementation of shadowing technique in practicing English speaking performance at the eleventh grade of SMA N 1 Tawangsari?
2. What are the learning obstacles in the implementation of shadowing technique in practicing English speaking performance at the eleventh grade of SMA N 1 Tawangsari?

E. Objectives of the Study

Based on the problems of study, the researcher purpose are:

1. To examine the implementation of shadowing technique in practicing English speaking skill at the eleventh grade students SMA N 1 Tawangsari.
2. To investigate the learning obstacles in the implementation of shadowing technique in practicing English speaking performance at the eleventh grade of SMA N 1 Tawangsari.

F. Benefits of the Study

Any purposeful research is expected to have benefits on the audience of the research. It also expected to benefit of the researcher herself. Accordingly the researcher wishes this to be significant from both theoretical and practical point of view.

1. Theoretically

With this research, the researcher hope that this research can be useful and can contribute to improving the quality of education, especially in English lesson, and can be an inspiration for schools that have not used the shadowing technique in English lesson.

2. Practically

a) For the Students

By using shadowing technique, it hopes that students could increase their speaking performance, be more active and more motivate to speak English during the lesson in the class.

b) For the Teachers

This research hopefully can increase the knowledge for the teachers, so the teachers can apply learning that involves students in the process through shadowing technique in the learning process, teachers can apply this shadowing technique in order to creating active, effective and fun learning conditions in order to achieve the learning objectives.

c) For the School

This research hopefully can be useful to make a positive contribution to schools in order to improve the quality of learning.

d) For other Researcher

This study hopefully can be useful for other researchers who are interested in conducting study with similar problems. This study can be used as a reference for further similar studies.

G. Definition of Key Term

To make the title easily understood by the readers, the researcher would like to give the definition and explanation of the terms used, they are as follows:

1. Speaking

Speaking is one of the basic language skills that is important for communication. The researcher will explain the nature of speaking in order to gives clear and complete information about what speaking is. Language is an ability that controlled by humans to communicate with other humans using signs, for example words and gestures or tools to interact and communicate in the sense of a tool to convey thoughts, ideas, concepts or feelings. Without language we cannot interact with other people, especially the people who are around us (Sari & Lestari, 2019).

2. Speaking Performance

According to Brown (1994), speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information and "Performance, denotes the production of actual utterances as a result of certain psychological processes" (Hemerka, 2009).

3. Shadowing Technique

Shadowing is known as one of the training techniques used to improve interpreting skills (Shiota, 2012). Shadowing helps follow fast speech, which is one of the problems faced by non-native listeners. (Hamada, 2012). Shadowing also known as the activity of following and repeating a sound from a recording. Shadowing has been used as a lot of listening to learning material. Other than that, shadowing turns out to be a practice method for beautifying pronunciation. Shadowing was originally used for training interpreters. It is in the current decade that shadowing has captured language instructors' attention and been incorporated into teaching a foreign language. Lambert defined shadowing as a paced, parrot-style auditory tracking task, conducted with headphones (Lambert, 1992).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking Performance

   a. Definition of Speaking Performance

   Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is not only about producing words and sentences, it is a process that involves receiving messages, processing them, and producing appropriate responses (Thornbury, 2007)

   Harwood states that speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity. Particularly in literate societies and cultures, its distinctive characteristics are sometime overlooked (Fitriah & Anita, 2016).

   According to Underwood, "speaking means a creative process, an active interaction between speaker and listener that involves thought and emotion." (Akhyak & Indramawan, 2013). It means speaking is a complete process, because speaking involves producing, receiving, and also processing information which is delivered orally. Those three processes of speaking are so important.

   So it can be concluded that speaking is one of the basic language skills that is important for human being to communicate in order to conveying thoughts, ideas and concepts or feelings between the speaker and the listener aims to produce an appropriate response. Speaking is used not only as a means of communication but also as a means of relating and building up relationship with other people.

Then, about speaking performance, performance is a unifying thread tying together the marked, segregated esthetic genres and other spheres of verbal behavior into a general unified conception of verbal art as a way of speaking. Performance, as a way of speaking, makes many aspect of verbal behaviors into the one unity concept. Performance has been used to convey a dual sense of artistic action (Bauman, 1977). It means performance is an activity which is done to deliver an artistic action of dual sense. Thus, performance can be defined as a complex way of speaking that is used to express feeling in an artistic action.

Based on definitions above, the researcher conclude that speaking performance is the process of using speech and vocal symbols in order to communicate, share, and give information, idea, and opinion in a realistic and artistic way from the speaker to the listener.

b. The Component of Speaking Performance

Speaking performance is a complex thing demanding the simultaneous use of a number of different abilities, which often develop at the different rates. Either three components are generally recognized in analyzing the speech process according to Harris (1974):

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be

extremely difficult for a speaker from another language community to understand. The students have to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and also speak in connected speech. It means pronunciation is important thing in speaking performance.

3) Grammar

Grammar is a way to organize the sentence and create a good language. This includes the structure of words, phrases, clauses, sentences, and whole texts. Kiani states that "the utility of grammar is also to learn the correct way to gain expertise language in oral and written form" (Harchegani, Biria, & Nadi, 2013). It means grammar is also important in speaking performance.

4) Vocabulary

According to Hornby states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language (Hornby, 1984). Mastering vocabulary comprehension is very important in order to be able to speak more words and sentences.

Based on those explanation above, the writer conclude that it can be said mastering pronunciation, grammar and vocabulary are needed for students in speaking, pronunciation play a vital role in order to make the process of communication easy to be understood. Mastering grammar needed for students to arrange a correct sentences in conversation to gain expertise in a language in oral and written forms. Mastering vocabulary used for communicative effectively or express their ideas both oral and written form. So, those component of speaking is very important to learn and understand by the students.

5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums" and „ers", and so on.

c. Factors Affecting Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out the factors that affect their speaking performance. Here are some problems in speaking performance according Nguyen Hoang Tuan:

1) Lack of Confidence

The students cannot think of anything to say, because they have no motivation to express themselves in speaking. Actually, the students often lack confidence and less of vocabularies in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say.

2) Low Participation

The students have low participant when they speak, this mean that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

3) Poor Listening Skill

The central role of listening comprehension in the second/foreign language learning process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds by means of the listening process. In fact, during interaction, every speaker plays a duo role (as a listener and a speaker). If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

4) Anxiety

Anxiety can be caused by a student speaking a foreign language or second language in public. This can make many students be tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. These learners may also be worried about making mistakes, being criticized or losing face in front of the rest of the class.

5) Lack of Proper Vocabulary

Students of English sometimes face the problem of having to search for an appropriate word in order to fit into a particular context. This happens because of lack of exposure to a variety of vocabulary. Learners sometimes may have little idea about what to say, may not know the words to use, or may not be sure how to use the grammar.

6) Mother Tongue Use

The children usually use mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep to the target language (Thao, 2015).

d. Principles of Teaching Speaking

There are some principles that must be known by the teachers before teaching speaking. There are some principles of teaching speaking given by some writers. Westwood (2008) state that the principles of oral language should be based on:

1) Create an enjoyable, entertaining social learning situation which gives pleasure to the students. Teacher personality is a vital factor

2) Keep the small group, not more than five or six students

3) Arrange for fragment, intensive sessions in two or three short sessions daily

4) Ensure active participation remembering that it is what a student practices saying, not what he hears, that improves communicating ability

5) Have clearly defined, short term goals for each sessions: teaching a certain adjective, adverb, or conjunction: 'and' and 'but'

6) Use material such as practices and games to hold attention as the basis for language simulation

7) Observe the slow leaner and give some degree of repetition in teaching if necessary

8) Use pleasure and praise as reinforces.

Regarding the explanations given, the researcher concluded that the principles of teaching speaking is creating the class more enjoyable and giving various activity that can stimulate the students to speak English.

e. Teaching Speaking

Teaching speaking is very challenging. Before teaching in the classroom the teachers should comprehend some theories dealing with teaching speaking. Thornbury (2006) states that there have been at least three theories of language learning that are relevant to the teaching of

speaking: behaviorist, cognitivist, and sociocultural theory. All three theories have elements in common, especially when these are translated into classroom procedures. The following table attempts to display the relation between different elements of each model:

Table 2.1 The Differences between Behaviorist Theory, Cognitivist Theory and Sociocultural Theory

Behaviorist Theory	Cognitivist Theory	Sociocultural Theory
Presentation, Modeling	Awareness-raising	Other-regulation
Practice	Proceduralization, Restructuring	Appropriation
Production	Automatically, Autonomy	Self-regulation

Dealing with the explanation, the researcher concluded that teaching speaking covers three theories namely behaviorist theory, cognitive theory and sociocultural theory. The teacher can use all the theories or they can choose one of them during teaching speaking.

2. Shadowing Technique

a. Definition of Shadowing Technique

Shadowing is a language learning technique developed by the American Professor Alexander Arguelles, which means learners attempt to repeat, to "shadow" what they hear as quickly and accurately as they hear it. Shadowing is known as one of the training techniques used to improve interpreting skills (Shiota, 2012).

Lambert defined shadowing as a paced, parrot-style auditory tracking task, conducted with headphones (Lambert, 1992). Rather than a passive activity, however, shadowing is an active and highly cognitive activity in

which learners track the heard speech and vocalize it as clearly as possible while simultaneously listening.

Shadowing can be said reproducing phrases right after listening to a chunk of meaningful English without looking at the text. Thus, the listener follows the speaker on the video, CD or MP3 like a shadow or an echo (Yonezawa & Ware, 2008).

Luster (2005) pointed that "shadowing", which means repeating what a speaker says, may be well known as an exercise for simultaneous interpreting, but this technique is also an excellent way of teaching English. The term comes from "shadow" which means shades. It called shadowing because, just as shadow does everything that when move, the shadowing voice says everything that the original voice says.

It can be concluded that the shadowing technique is a language learning training technique which means the learner tries to repeat or "shadow" directly like a parrot what the speaker is saying on video, CD or MP3 by looking at or without looking at the material script in order to improve speaking and interpreting skills.

b. Classification of Shadowing Technique

Table 2.2 Classification of Shadowing Technique (Tamai, 2005)

Kinds of Shadowing	Task Contents
Shadowing	Articulate the same sounds at almost the same time while listening to sounds of a text.
Delayed shadowing	Do the same thing as shadowing explained above, but not at the same time, rather, after a second.
Phrase Shadowing	Do shadowing phrase by phrase. In this activity, a teacher has students listen to a targeted text with CD or a teacher's model reading phrase by phrase.

Kinds of Shadowing	Task Contents
Parallel Reading	Read aloud looking at a text while listening to sounds.
Speed Reading	Read aloud as quickly as possible looking at a text. In this activity, the degree of understanding the text is not important, and the teacher has each student measure how long it took for an individual to finish reading the text.

c. Steps of Using Shadowing Technique

Shadowing technique is one of learning technique that is considered easy to be applied. Dialog or short conversations between two people are often used to begin a new lesson. Students listen the audio, try to shadow and match the accent (Lee & Hasegawa, 2017). For example the steps were used by Kadota and Tamai (2005) as follow:

Table 2.3 Kadota and Tamai (2005)

Types	Procedure
Mumbling	Shadow by focusing not on their own pronunciation but on the incoming sounds they are listen to.
Synchronized Reading	Shadow the audio, reading aloud the script, simulating every sound and intonation.
Prosody Shadowing	Students try to shadow as they do in the synchronized reading without a script.
Content Shadowing	Shadow as well as focus on the contents of the speech.

In this study, the researcher used procedure which has been made by Lee and Hasegawa (2017). They made innovation steps based on the instructions

recommended in Kadota and Tamai (2005) for procedures of every lessons, as follow:

1. Playback of a speech/conversation recording
2. Students performs speech shadowing (repeats the heard speech with minimal delay as clearly and loudly as possible)
3. Instructor listens to the shadowed speech and provides evaluation/feedback to the student
4. The student attempts to improve based on the given feedback and retries the process on a later date.

Figure 2.1 Speech Shadowing Session Setup
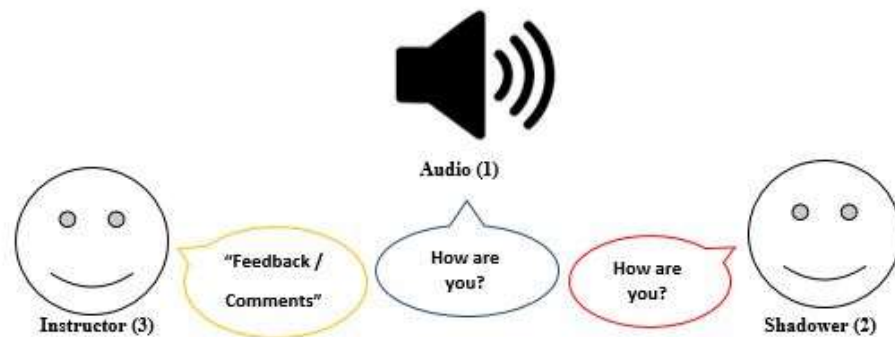
Shadowing initially involves repeating the words of the speaker without modification. This allows the interpreter's brain, ears and mouth, working as they do in concert, to begin to reproduce the sounds and rhythms of the target language, without conscious mental effort, and begins to create the "linguistic muscle memory" naturally acquired by students 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. Shadowing in Classroom

Shadowing was originally a technique for training interpreters and has recently come to be used as a listening technique. In this respect (Hamada, Kato, Kuramoto, Nishida, Isobe, Mochizuki, Oki) explored the mechanism of shadowing and its influence on speaking skills, reproduction rate, and pronunciation, along with an examination of working memory. This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learners' brain, especially the language area. Kadota (2007) asserted, with sufficient theoretical support, that shadowing is productive for classroom language acquisition, especially with regard to speaking skills.

Classroom activities can be supported by the application of the shadowing technique. Wiltshier (2007) states that "Shadowing is a cooperative learning experience". In this respect, shadowing might be a very motivating task for all students in the classroom. This method fosters cooperation between students and may involve mixing the levels, for instance advanced learners can collaborate with beginner students.

e. The Advantage of Shadowing Technique

As a technique in English, shadowing has some advantages. Shadowing makes participants' speaking skills in aspects of fluency, pronunciation and intonation are increase (Puspita, Judiasri, & Herniwati, 2016). Kazuko stated that shadowing affords students extensive listening practice. More importantly, it enables them to concentrate on what they are listening to; as a result, their listening comprehension will improve (Shiota, 2012). It is not impossible to enhance this technique to increase students' speaking performance, because listening and speaking are related.

Shadowing technique can boosting working memory, shadowing techniques reinforces the working memory since it activates several areas in the brain. "Firstly, it activates the echoic memory, "which stores the information one hears for a short period" to grasp incoming sound

information more accurately. Secondly, echoic memory is operated to maintain the incoming sounds information. Additionally, students can spend more time analyzing incoming information. Kadota (2007) stresses that "This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learner's brains, especially the language focus" (cited in Hamada, 2012). In this respect, students will be allowed to automatize their speech perception and develop their working memory.

Via shadowing technique, students also will be more fluent. Zakeri (2014) in his research entitled "The Effect of Shadowing on EFL Learners' Oral Performance in Term of Fluency" found that there was a great significant relationship between shadowing and the learners' oral fluency. For instance, hesitation can be avoided through practicing shadowing extensively. As it trains learners to produce different sounds correctly which enhances their pronunciation. Thus, the shadower will be able to correct his/her pronunciation as starting to master the shadowing technique. Omar & Umehara (2010) in their research entitled "Using a Shadowing Technique to Improve English Pronunciation Deficient Adult Japanese Learners" conclude that there was the improvement in the participants' English pronunciation especially in their English.

Shadow-reading is a pedagogical adaption of conversational shadowing, a dialogic behavior in which listeners repeat-partially, completely, or in modified form what their interlocutors say (Murphey, 2001). It was thus developed as a modification of conversational shadowing and used as a technique to foster reading comprehension and retention of L2 texts, because it offers students the opportunity to practice language in a text while also talking about a text as they construct, elaborate, and internalize concepts. It was designed to provide students with a technique that could contribute to the enhancement of reading comprehension through a peer-mediated mode. Students working in pairs, assumed the roles of oral reader who really read a

text for a partner, designated as a shadower, to repeat. This technique should not be confused with other "shadowing reading" activities found in the literature and on the internet. Anderson (2009) shadow reading activity, for instance, is aimed at increasing the students' reading rate and fluency by having students listen to a recorded text, discuss what they hear, then listen to the recording with the text, and finally read along with the recording. Rather than focusing on reading rate and fluency, the application of shadowing is aimed at fostering the mutual construction of meaning by two readers while they display a text through multiple repetitions, summaries, retellings, and collaborative talk.

Shadowing can be used as motivating technique for students with low self-esteem because it helpful for silent or unenthusiastic students, since they are not obliged to raise their voices in the classroom. Nevertheless, they will use the muscles of their mouth when they shadow silently. As a result, it can foster confidence and engage all students in the classroom activities. Even more, shadowing was proved to be applicable for all levels that is, beginner, intermediate and even advanced learners can use shadowing as an exercise to improve certain skills.

f. The Disadvantages of Shadowing

According to Kadota (2007) shadowing materials should ideally contain no more than two or three unknown words per 100 words. However, limiting the materials to only the easy ones would take away teachers' opportunities to use the shadowing technique because more challenging materials are used in classrooms. No study has reported with empirical data that difficult materials are ineffective to improve students' speaking skill. Second, limiting the materials to solely easy or difficult ones does not account for individual leaners' differences. For example, a textbook that is easy for one students could be difficult for another student, or vice versa. Also, a supposedly easy textbook can be too easy for some students. Thus, a

procedure to incorporate different levels of materials into the practice should be explored. Third, the practicality of shadowing must be examined. While several methods of shadowing use have been introduced, no clear and effective sets or patterns have been provided. No studies have explored or compared which methods would be more effective for different purposes. Thus, finding an effective set of procedures is necessary for language teachers in classrooms. To develop a methodology to make shadowing a more effective technique, it is advisable to use materials of a combination of two levels of difficulty to improve learners' listening comprehension skills rather than using materials of similar difficulty levels.

3. Learning Obstacles

   a. Definition of Learning Obstacles

   The word obstacle in the Big Indonesian Dictionary is translated as a thing, condition or other cause that hinders (obstructs, restrains, hinders). While the concept of a constraint is something that can be delay the progress or achievement of something. Obstacles means problems with conditions that limit, hinder or prevent the achievement of goals (*Kamus Bahasa Indonesia*, 2008).

   In this case, the obstacles that will be studied are the obstacles that occur in learning. Obstacles in learning are several obstacles that hinder the course of learning seen from human factors (teachers and students), institutional factors (classrooms), and instructional (lack of teaching supports) (Hamalik, 2002).

   The obstacles in learning are several factors that hinder learning both from the factors of teachers, students, families, and facilities (Rohani, 2004). Learning shows the students' efforts to learn the subject matter as a result of the teacher's treatment (Sanjaya, 2008).

While learning is a combination composed of human elements (students, teachers, and other staff), materials (including books, blackboards and chalk, photography, slides and films, audio and video tapes), facilities and equipment. (classroom, equipment, audiovisual, computer), procedure (schedule and delivery of information on practice, study, exam) (Hamalik, 2011).

Learning also known as a process organized by the teacher and teaches students how to acquire and process knowledge, skills, and attitudes (Dimyati & Mudjiono, 2002).

Based on the explanation above, the researcher concludes that obstacles in learning are conditions that limit, hinder, or prevent the achievement of goals in learning both those that come from human, material, equipment facilities and procedures that prevent teachers and students from processing knowledge, skills and attitudes in the implementation of learning.

B. Previous Related Studies

In conducting this research, the researcher needs the other studies that have been done by other researchers. The first previous study is conducted by Riska Martia Sari (2018) entitled "*Increasing Student's Speaking Performance through Shadowing Technique at The Eleventh Grade of SMAN 1 Raman Utara in Academic Year 2017/2018*" in which discusses (1) the implementation of shadowing technique would increase the students' speaking performance; (2) for the teacher it aims to overcome the problems that faced by English teachers in teaching process. The method which is used by the writer is Classroom Action Research (CAR). The data collecting technique is by test, observation, documentation, and field note. The method of analyzing data that used is conducted step by step from the average score of the pre-test and post-test. The indicator of success of this study would be emphasized on the teaching speaking performance process and the result of

learning. The students are called success if 70% students get 68 mark or above and the students speaking performance increased. The results of the study, the researcher finds out that shadowing technique can be used as the alternative technique in teaching learning especially speaking performance, shadowing technique can make the students understand about how to pronounce and do speaking as the native speaker, so the students can be easier to speak up in English and shadowing technique can increase the students' speaking performance and help the students accomplish the task.

The second previous study has been conducted by Hamzar (State University of Makassar, 2014) entitled *"The Implementation of Shadowing Technique to Improve Student's Speaking Performance"*. This study aims to (1) identify, (2) analyze and (3) describe the implementation of shadowing technique improves and motivates the students speak English or not in PIA Monginsidi Makassar in 2013/2014 academic year. The research is focused on the influence of shadowing technique to the aspect of accuracy, fluency and comprehensibility. The method which is used by the writer is Quasi-experimental design. This method used a treatment group and it had a nonequivalent control group design that was given pre-test, treatment, and post-test. The result of the study, the researcher stated that the implementation of shadowing technique in teaching speaking class improved the speaking performance of the students of PIA Monginsidi Makassar and the implementation of shadowing technique motivated the students to speak English.

The third previous study entitled *"The Implementation of Shadowing Teaching Techniques to Improve Students' Speaking Ability at SMAN 2 Sidrap"* has been done by Andri Tenri Bali Yahya (Makassar Muhammadiyah University: 2020). The goal of this research is to finds out are shadowing techniques can improve students' ability to speak English at the first grade of SMAN 2 Sidrap, South Sulawesi. He used an experimental method, which

was a method that aims to test the effect of a variable on other variable or to test how the causal relationship between one variable and another. For collecting the data the researcher used three steps. They are Pre-Test, Treatment, and Post-Test. The researcher conducted the test with treatment by giving a narrative video text. In the result of the research, the researcher found 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 and post-test are different.

The fourth previous study entitled *"Shadowing Technique for Pronunciation Development"* conducted by Eva Leonisa and Dhinuk Puspita Kirana (IAIN Ponorogo, 2021) in which discusses the change of scores on pronunciation for the students who are taught by the shadowing technique at the tenth grade students of SMAN 1 Jetis Ponorogo. They applied a quantitative research design to measure the effectiveness of the shadowing technique on students' pronunciation. The research designs is quantitative research and classified as experimental, non-experimental, and quasi- or semi-experimental. This research uses test instruments in data collection. The researcher applied a set of tests: pre-test and post-test. They used statistics for analyzing the data. Statistics are the physique of mathematical techniques or methods for gathering, describing organizing, and decoding numerical data. The result of this research, the researcher concluded that the shadowing technique was proven to be effective and students of experimental class got higher score than the control class since they taught by shadowing technique that was proven improving their pronunciation by creating more practice opportunities to them.

The last previous study entitled *"Enhancing the Students' Pronunciation using Shadowing Technique at Senior High School Students"* has been done by Agus Salim, Terasne and Liza Narasima (IKIP Mataram: 2020). The goal of their research is to find out is there any effect of shadowing technique

towards student's pronunciation at SMPN 2 Pujut, Lombok. The researcher used pre-test and post-test scores in the experimental group as the method of this study with eight meeting from July 11th until August 1st 2018. The research findings showed that the shadowing technique has a significant improvement in students" pronunciation at SMPN 2 Mujur. It is proven by the significant difference between students achievement in the posttest score of the control group who were taught by the homophone game and experimental group was taught by using the shadowing technique at SMPN 2 Pujut.

Table 2.4 Similarities and Differences Previous Study

and The Researcher Study

No	Name of Researcher / Title of Research	Similarities	Differences
1.	Riska Martia Sari / Increasing Student's Speaking Performance through Shadowing Technique at The Eleventh Grade of SMAN 1 Raman Utara in Academic Year 2017/2018	One of the techniques used in collecting the data is same, which is observation.	The difference in this study is that previous researcher used the Classroom Action Research (CAR) research method while the researcher's is qualitative field research.
2.	Hamzar / The Implementation of Shadowing Technique to Improve Student's Speaking Performance	The similarity of this research is that both of using the Shadowing technique.	This study uses a quasi-experimental design while the researcher's study is a qualitative field research.
3.	Andri Tenri Bali Yahya / The Implementation of Shadowing Teaching Techniques to	The similarity of this research is that both of using the	This study uses Pre-Test, Treatment, and

No	Name of Researcher / Title of Research	Similarities	Differences
	Improve Students' Speaking Ability at SMAN 2 Sidrap	Shadowing technique.	Post-Test for collecting the data, while the researcher's study is using Observation, Interview and Survey for collecting the data.
4.	Eva Leonisa and Dhinuk Puspita Kirana / Shadowing Technique for Pronunciation Development	The similarity of this research is that both of using the Shadowing technique.	This study uses statistics for analyzing the data while researcher's study is use data reduction, data display and verify for analyzing the data.
5.	Agus Salim, Terasne and Liza Narasima / Enhancing the Students' Pronunciation using Shadowing Technique at Senior High School Students	The similarity of this research is that both of using the Shadowing technique.	This study focuses on student's pronunciation while the researcher's study is focused on student's speaking skills.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research is a qualitative field research. The definition of field research is to study intensively about the background of the current situation, the interaction of a social, individual, group, institution, and community (Usman & Akbar, 2006). Qualitative method is a research procedure, which produces descriptive data in the form of written or oral words from people and their behavior that are observed (Bogdan & Taylor, 2012). In qualitative research the data collected is in the form of words or picture rather than numbers. This research only describes the implementation and the learning obstacles of shadowing technique in practicing English speaking performance at the eleventh grade students SMA N 1 Tawangsari Sukoharjo.

B. Research Setting

The research setting refers to the place where the data are collected. In this study, data were collected at SMA N 1 Tawangsari where located in Jl. Patimura, No. 105, Lorog, Tawangsari, Sukoharjo, Jawa Tengah.

The time used in this study was several months, starting in December 2021 which began when looking for data at SMA N 1 Tawangsari and obtaining data from one of the English subject teachers Mrs. SH.

Table 3.1 Time of Research

No.	Activities	Dec	Jan	Feb	March-April	May-June	July-August
1.	Pre-research	■					
2.	Proposing the design of the research		▨				

No.	Activity						
3.	Collecting the data			■	■		
4.	Analyzing the data				▓	▓	
5.	Writing research report					■	■
6.	Consulting thesis to the advisor						▓

C. Research Subject

According to Amirin, the research subject is someone or something about which information or people in the research setting are used to provide information about the situation and condition of the research setting (Fitrah & Luthfiyah, 2017). The research subjects in this research are people who provide information to researchers about what they need. Based on the title that has been selected, the researchers will make respondents in this study are:

A. English Teacher

The researcher will use the English teacher of class XI MIPA 4 as the subject of this research. In this study, the researcher interviewed Mrs. SH because from 4 teachers at SMA N 1 Tawangsari only Mrs. SH who has used shadowing technique since a long time and she more experienced.

B. XI MIPA 4 Students

There are 35 students in XI MIPA 4 class, 8 male students and 27 female students. The researcher choose XI MIPA 4 because after the pandemic is over, for this class is the first time they are introduced to shadowing technique.

D. Data and Source of the Data

The researcher uses results of observation, interview and documentation for the data and source of data. The data observation such as how the shadowing method was implemented at the learning process in XI MIPA 4 class. The interviews were conducted with XI MIPA 4 English teacher namely Mrs. SH. The documentation data taken from teacher's lesson plan (RPP).

E. Research Instrument

The main instrument of this research was the researcher herself because it was a descriptive qualitative research. According to Moleong (2004) the characteristic of qualitative research is using the researcher or with help of other people as the instrument of the research. Moleong also states that in qualitative research, the researcher ia a planner, data collector, analyst, data interpreter and reporter of research result.

F. Techniques of Collecting the Data

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that fulfil the standard of data. To obtain the data in this study, the researcher uses the following data collection techniques:

1. Observation

Observation or observation is one of the techniques of collecting data or facts which is quite effective for studying a system. Observation is direct surveillance of decision makers along with their physical environment and or direct experience of an ongoing activity (Rohmad & Supriyanto, 2015).

There are two types of observation, namely participant and non-participant observation. Participant observation is when the observation (the person

conducting the observation takes part or is in the state of the object being observed). While non-participant observation is a process of observing the observer without participating in the life of the person being observed and separately domiciled as observers. And what the researcher use is non-participant observation, so the researcher only observes the process of teaching and learning activities.

This observation method, the researcher uses to get data about the implementation of the shadowing technique in practicing English speaking performance at XI MIPA 4 SMA N 1 Tawangsari for one week. To get data such as: what preparations were made by the teacher before carrying out the learning process, how the learning process was implemented and how to evaluate it, and what are the learning obstacles faced by teacher and students when implemented shadowing technique.

2. Interview

An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. There are three kinds of interviews, namely:

a. Structured Interviews

Structured interviews are used as a data collection technique, if already know the information to be obtained.

b. Semi-structured Interviews

Semi-structured interviews are used to find problems more openly, those who are invited to interview are asked for their opinions and ideas.

c. Unstructured Interviews

Unstructured interviews are used when preliminary research or even more in-depth research on the subject under study.

The type of interview that the researcher uses is a structured interview, namely an interview in which the interviewer arrangements his own problems and questions to be asked. The questions in this type of interview are

structured neatly and strictly. The interview method in this research is interview research to find information related to respondents by conducting interviews with people in the respondent's environment such as English teacher. Interviews were conducted with XI MIPA 4 English teacher, the aim was to find out an overview the learning obstacles faced by teachers in the process of the implementation of the shadowing technique in practicing English speaking performance at XI MIPA 4 class.

3. Documentation

Documentation is a method of collecting data by collecting records of events that have passed, writings, pictures or works of a monumental nature. Documentation studies are complementary to the use of observation and interview methods in qualitative research (Sugiyono, 2017).

This documentation method, the researcher used to obtain data on the implementation of shadowing technique in practicing English speaking performance at XI MIPA 4 class.

G. Trustworthiness of the Data

In the research, researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data, the researcher used credibility, triangulation and using reference materials in this research. So that the data in qualitative research can be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test that can be carried out.

1. Credibility

Test credibility (credibility) or test the confidence of the research data presented by researchers so that the results of the research carried out do not doubt as a scientific work.

a. Triangulation

William Wiersma (1986) said that triangulation in credibility testing is defined as checking data from various sources at various times. Namely triangulation of sources, and triangulation of time.

1) Source Triangulation

To test the credibility of the data, it is done by checking the data that has been obtained from several sources. The data obtained were analyzed by researchers to produce a conclusion then ask for an agreement (member check) with two data sources.

2) Time Triangulation

Data collected by interview technique in the morning when the interviewee is still fresh will provide more valid data so that it is more credible. Furthermore, it can be done by checking with interviews, observations or other techniques in different times or situations. If the test results produce different data, then it is done repeatedly so that the certainty of the data is found (Sugiyono, 2017).

b. Using Reference Materials

Referred to as a reference is a support to prove the data that has been found by the researcher. In research reports, it is better if the data presented needs to be accompanied by photos or authentic documents, so that they become more reliable (Sugiyono, 2017).

H. Techniques of Analyzing the Data

In this study, the researchers used a descriptive qualitative analysis technique. The data analysis according to the Miles and Hubberman model was carried out during data collection, and after data collection was completed, it included:

1. Data Reduction

   Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary ones. Thus the data that has been reduced will provide a clearer information, and make it easier for researchers to collect further data, and look for it when needed.

2. Data Display

   After the data is reduced, the next step is to display the data. Presentation of data can be done in the form of brief descriptions, charts, relations between categories, and flowcharts. The most commonly used to present data in qualitative research is narrative text.

3. Verify

   Conclusions in qualitative research can answer the problem formulation that was formulated from the start supported by valid evidence when the researcher returns to the field to collect data (Sugiyono, 2017).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Research findings will discuss the processing and analysis of data that has been obtained from the results of research conducted at SMA N 1 Tawangsari Sukoharjo, where the researcher obtained the data through observations and interviews with Ms. SH, as an English teacher for XI MIPA 4 class. Based on observations and interviews results were conducted at SMA N 1 Tawangsari starting on Tuesday May 10th 2022, Thursday May 12th 2022, and Friday May 13th 2022. In the part of research findings, researcher will elaborate two things namely the implementation of shadowing technique in practicing English speaking performance and the learning obstacles in the implementation of shadowing technique in practicing English speaking performance.

1. The Implementation of Shadowing Technique

The researcher observes the implementation of the shadowing technique, the researcher sees directly how the process of implementation of shadowing technique in practicing English speaking performance XI MIPA 4 class was taught by Mrs. SH. English learning is carried out for 2 meeting in one week.

Based on an observation with Mrs. SH as an English teacher for XI MIPA 4 class in the implementation of the shadowing technique, the teacher determines the theme that will be taught if it is applied with the shadowing technique is suitable or not, because not all English material can be applied using the shadowing technique, if the theme is appropriate then the teacher explains what material will be studied and explains what methods will be used by the teacher in learning at that time. The steps taken by Mrs. SH as

an English teacher for XI MIPA 4 class using the shadowing technique are as follows:

a. The Preparation Step

The first step is the planning of the session. The preparation step was made by Mrs. SH before carrying out English learning at SMA N 1 Tawangsari XI MIPA 4 class, so that activities can run well and achieve the learning objectives that have been fixed, good and detailed preparation is needed. The things that Mrs. SH prepared, among others, were preparing a Lesson Plan (RPP) which was concurrently in a one-week meeting, by writing standard competence and basic competence, subject, learning objectives, learning steps, learning methods, preparing learning media that will be used in accordance with learning objectives and materials, as well as arranging an evaluation.

After the lesson plan is completed, the teacher prepares media that is in accordance with the material being taught. The media used by Mrs. SH are bluetooth speakers, audio explanation text, and printed explanation text. After the media preparation is complete, the teacher greets the students and check class conditions so students are ready to learn. One of the students was asked to lead the prayer, namely Yoga. The teacher reminds students about the previous lesson and relates it to the lesson to be taught. The teacher explains the material for today's learning activities along with the objectives of today's learning activities, after that the teacher checks on student attendance. Then the teacher explains the activities to be carried out, the teacher conveys the lesson on page 109 of the student book. The teacher explains the written material and exercises about Passive Voice material.

1) Subjects

Passive Voice English Learning

Contents: English

2) Media and Tools

- Bluetooth Speaker

    It is used for loudspeaker from audio containing explanation text which will be imitated by students using the shadowing technique.

- Audio-Lingual Explanation Text

    Used as a guide for students when speaking using the shadowing technique.

- Explanation Text (Printed)

    Used as a student guide script when speaking using the shadowing technique.

- Teacher's Guide Book

    The book used by the teacher to support the learning, the book used is the 2013 Curriculum Integrated English book, published by the Jakarta Ministry of Education and Culture in 2020.

- Student Book

    Books used by students for guidance in the process of implementing learning in the classroom.

b. The Implementation Step

The following are the results of observations on the implementation of shadowing technique in practicing English speaking performance activities for XI MIPA 4 class at SMA N 1 Tawangsari. The researcher examines the use of shadowing technique in learning English in XI MIPA 4 class at SMA N 1 Tawangsari, among others:

1) The teacher explains the shadowing technique and give the examples.

2) The teacher shares a printed explanation text with all students entitled "Global Warming" by National Geographic. The teacher ask students with even number absences one by one to do the shadowing technique in front of the class. Students read 5-10 words without shadowing technique, recalling the theory of Shadowing as "a technique for training speaking skills by repeating sounds as accurately and quickly as possible" as stated by Mochizuki (2011). After that the teacher turns on the bluetooth speaker and play the explanation text speech, stopping every 5-10 words that already played. The stages of the implementation as follows:

Table 4.1 Types and Steps of Shadowing Technique

Used by Teacher adapted by Kadota and Tamai's Theory

Types	Steps
Awareness	Listen to the audio: Do not shadow or read the text but only listen quietly.
	Mumbling: Students shadow, in a whispered way, the incoming sounds.
Appropriation	Synchronized reading: Students shadow the audio, reading aloud the text or script, emulating intonation and sound.
	Complete shadowing: students shadow everything the speakers say without script.
	Act out: Students will act out the text or script as they shadow it.

Teacher listens to the shadowed speech and provides evaluation/feedback to the student and teacher will review the text to clarify meaning, unknown words and pronunciation.

3) The teacher gives assignments to students to practice their own speech recordings with the shadowing technique. The results of the

audio assignment sent via WhatsApp Group for English classes at the next meeting.

4) Example of Script's Implementation

   a. 01/(JCN)P1-6

Figure 4.1 Step 1 Mumbling

Global Warming | National Geographic

For 2.5 million years the Earth's climate has fluctuated, cycling from ice ages to warmer periods. But in the last century the planets temperature has risen unusually fast about 1.2 to 1.4 degrees Fahrenheit. Scientist believe it's human activity that's driving the temperature up, a process known as global warming.

T   : /fɔr tu pɔɪnt faɪv ˈmɪljən jɪrz/

BS   : /fɔr tu pɔɪnt faɪv ˈmɪljən jərs/

AS   : /fɔr tu pɔɪnt faɪv ˈmɪljən jɪrz/

   b. 02/(FNH)P7-11

Figure 4.2 Step 2 Synchronized Reading

Global Warming | National Geographic

For 2.5 million years the Earth's climate has fluctuated, cycling from ice ages to warmer periods. But in the last century the planets temperature has risen unusually fast about 1.2 to 1.4 degrees Fahrenheit. Scientist believe it's human activity that's driving the temperature up, a process known as global warming.

T   : /ði ɜrθs ˈklaɪmət hæz ˈflʌkʧəˌweɪtɪd/

BS   : /ðe ɜrθs ˈklɪmət hæz ˈfluːk.tu.eɪt/

AS   : /ði ɜrθs ˈklaɪmət hæz ˈfluːkʧəˌweɪtɪd/

   c. 03/(SMB)P12-18

Figure 4.3 Step 3 Prosody Shadowing

Global Warming | National Geographic

For 2.5 million years the Earth's climate has fluctuated, cycling from ice ages to warmer periods. But in the last century the planets temperature has risen unusually fast about 1.2 to 1.4 degrees Fahrenheit. Scientist believe it's human activity that's driving the temperature up, a process known as global warming.

T : /ˈsaɪkəlɪŋ frʌm aɪs ˈeɪdʒəz tu ˈwɔrmər ˈpɪriədz/

BS : /ˈsaɪkəlɪŋ frʌm aɪs <u>eɪdʒ</u> tu ˈwɔrmər <u>ˈper.i.ɒd</u>/

AS : /ˈsaɪkəlɪŋ frʌm aɪs ˈeɪdʒəz tu ˈwɔrmər ˈpɪriədz/

d. 04/(MIC)P19-23

Figure 4.4 Step 4 Content Shadowing

Global Warming | National Geographic

For 2.5 million years the Earth's climate has fluctuated, cycling from ice ages to warmer periods. But in the last century the planets temperature has risen unusually fast about 1.2 to 1.4 degrees Fahrenheit. Scientist believe it's human activity that's driving the temperature up, a process known as global warming.

T : /bʌt ɪn ðə læst ˈsɛntʃəri/

BS : /bʌt ɪn ðə <u>læs ˈsɛntuːri</u>/

AS : /bʌt ɪn ðə læst ˈsɛntʃəri/

c. The Evaluation Step

In English learning activities at SMA N 1 Tawangsari, evaluation has an important role. Through evaluation activities, a teacher can find out the mistakes that have been made and then correct the mistakes. The evaluation used by Mrs. SH in learning English by implemented the shadowing technique in her learning is by using oral assessment. The form of learning assessment is as follows:

- The assessment used is test and non-test
- Type of test used, oral test
- Type of non-test used is attitude assessment
- The observation technique is in the form of observing and look at student's attitudes during the learning.
- The technique of individual's assignment is in the form of homework assignment.

2. **The Learning Obstacle in The Implementation of Shadowing Technique**

    The researcher observes the learning obstacles faced by the teacher when implemented shadowing technique, the first obstacle is about class condition facilities. The researcher saw that the teacher had difficulty in preparing the media used to implement the shadowing technique because at the time the learning was about to begin there were few obstacles from the bluetooth speaker or loudspeaker used by the teacher. The loudspeakers not part of the facilities at the school. So here class facilities are inadequate for teachers to explore language learning methods or techniques.

Table 4.2 Interview Result 1

Interview Data Finding	Context
"Kalau untuk obstacles dalam penerapan shadowing dikelas itu lebih mengarah ke fasilitas di kelasnya itu sendiri yaa.. bisa dilihat sendiri lab bahasa kami memang belum siap untuk dipakai kembali. Jadi guru harus mempersiapkan individually apa tools yang dibutuhkan, contoh kalau saya use Bluetooth speaker untuk pengeras suaranya, padahal to be honest ini kurang efektif digunakan saat menerapkan shadowing technique. Coba aja kalau kita bisa di lab, audio yang diterima siswa akan sangat lebih jelas, apalagi mereka pakai headphones masing-masing.. "	**The obstacle faced by teachers when implemented the shadowing technique was inadequate facilities. Because the shadowing technique focuses on audio, adequate support tools are necessary.**

    The second obstacle is a class condition that is not conducive. This is also the effect of the first obstacle which is lack of classroom facilities which require the teachers to prepare their own media to implement this shadowing technique. The use of bluetooth speakers or loudspeakers that have not been maximized. For example, if the volume is too small, the

class situation is not conducive and not all students can hear the audio clearly. Especially the students in the back row. The class condition became a bit noisy and hindered the learning that was taking place.

Table 4.3 Interview Result 2

Interview Data Finding	Context
"Saat menerapkan shadowing technique dan ndelalah *kondisi kelas sangat tidak kondusif ini juga lebih susah lagi, seperti tadi saat saya ngajar juga siswa kurang kondusif, padahal pengeras suaranya itu Bluetooth speakernya itu volumenya sudah maksimal tapi masih kurang keras karna anak-anak susah dikondisikan."*	**Class conditions that are not conducive enough become an obstacle for teachers to maximize the implementation of the shadowing technique.**

For the last obstacle is the low motivation of students when learning English speaking. This is indicated by the presence of some students who look unmotivated when appointed by the teacher to practice the speaking performance itself. Sometimes there are also students who dare to refuse with a little joke from the teacher when they want to practice speaking performance.

Table 4.4 Interview Result 3

Interview Data Finding	Context
"Sampai sekarang level of student motivation untuk belajar English speaking juga masih dibilang rendah yaa, ini permasalahan dari jaman dulu belum bisa terpecahkan mbak pasti juga tau. Karna nggak pede lah, ga mudeng topik yang mau dibahas lah, bingung cara ngomongnya, takut buat ngomong, dan lain-lain."	**Student motivation in learning English speaking is still low, this is due to many factors such as not being confident enough, not knowing the topic of**

	conversation, being afraid to speak, and so on.

B. Discussion

This subchapter is a discussion. It presents some findings that are gained from all of the data that have been analyzed in the previous subchapters. The findings are arranged based on the problem statements that are presented by the researcher in the first chapter. Thus, the findings are the implementation of shadowing technique in practicing English speaking skill at the eleventh grade students SMA N 1 Tawangsari and the learning obstacles in the implementation of shadowing technique in practicing English speaking performance at the eleventh grade of SMA N 1 Tawangsari. Those findings are described in the following explanation:

1. The Implementation of Shadowing Technique

The first step in English learning is preparation step. In this case the preparation of the Lesson Plan used, is to use the 2013 curriculum. At SMA N 1 Tawangsari, the teacher has made lesson plans based on the 2013 curriculum in every learning meeting. In order to achieve basic competence and indicators, the teacher should adapt the method will use to the learning material to be taught. The method planned by the teacher in the lesson plan is in accordance with the method used during the learning process. The use of this learning method is in the form of a shadowing technique. Based on results of observation the implementation of shadowing technique in practicing English speaking performance at eleventh grade SMA N 1 Tawangsari after preparation step is completed, the teacher greets the students, check class condition, pray together and checks student's attendance. The teacher explains the written material and exercises about Passive Voice material.

For implementation of shadowing technique in practicing speaking performance, the teacher gives the examples first by herself. The teacher gave a printed explanation text to all students in the class with entitled "Global Warming" by National Geographic. The teacher ask students with even number absences one by one to do the shadowing technique in speaking performance in front of the class.

The steps accordance with Kadota and Tamai (2005) theory which are students read 5-10 words without using the shadowing technique, after that the teacher turns on the bluetooth speaker play the explanation text speech and stops every 5-10 words. Then, students listen the audio and do not shadow the text but only listen quietly. Students shadow in a whispered way and shadow the incoming sounds. Students shadow the audio, emulating intonation and sound, and reading aloud the text or script. After that, students shadow everything the speakers say without script. For the last step, students act out the text or script as they shadow it. For the evaluation, teacher listens to the shadowed speech and provides feedback to the student and review the text to clarify meaning, unknown words and pronunciation (Lee & Hasegawa, 2017). The teacher gives assignments to students to practice their own speech recordings with the shadowing technique. The results of the audio assignment sent via WhatsApp Group for English classes at the next meeting.

2. **The Learning Obstacle in The Implementation of Shadowing Technique**

As stated by Hamalik (2002) obstacles in learning are several obstacles that hinder the course of learning seen from human factors (teachers and students), institutional factors (classrooms), and instructional (lack of teaching supports).

The first learning obstacle is institutional factor when implemented shadowing technique is the lack of adequate facilities in the implementation of the shadowing technique. In the implementation of the shadowing technique at SMA N 1 Tawangsari, it is still not running optimally due to one factor, namely facilities. Teachers depend on temporary facilities such as loudspeakers that are used when teaching.

Human factors such as the learning atmosphere in the classroom that is not conducive become learning obstacle for teachers. This is also due to one of the reasons for the facilities that are still not optimal and adequate. Whereas a conducive learning process will support students in optimal learning outcomes

The last learning obstacle is a lack of student motivation in learning English speaking. One of the causes that make students feel less motivated and not confident in speaking English is because students do not have sufficient understanding into the topic to be discussed or have not mastered the language material to be discussed and it could also be because students do not pay close attention.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the results of research conducted by the researcher on The Implementation of Shadowing Technique in Practicing English Speaking Performance at The Eleventh Grade Students of SMA N 1 Tawangsari Sukoharjo in The Academic Year 2021/2022, it can be concluded shadowing technique is one method that can be implemented in learning English speaking. Based on research conducted at SMA N 1 Tawangsari, the results show that the implementation of the shadowing technique in practicing English speaking performance XI MIPA 4 class at SMA N 1 Tawangsari has been carried out with maximum effort by the teacher, because the teacher has implemented it in accordance with the shadowing technique steps, such as listen quietly first, shadow in a whispered way the incoming sounds, emulating intonation and sound, shadow the audio, act out the text or script as they shadow it. After finish the shadowing technique the teacher provides feedback, evaluations and improvements to the students' speaking practice.

The learning obstacles in the implementation of shadowing technique in practicing English speaking skill at the eleventh grade of SMA N 1 Tawangsari are several obstacles such as institutional factors (classrooms) and human factors (teachers and students). The institutional factors is the lack of adequate facilities. The human factors are a learning atmosphere that is not conducive enough and lack of student's motivation in learning English speaking.

B. Suggestions

In order to achieve the objectives and the fluency of teaching and learning activities in learning English speaking, it is necessary to be creative from the teacher and from the school. Therefore, to further optimize the implementation of the shadowing technique after the researcher conducted by the researcher regarding The Implementation of Shadowing Technique in Practicing English Speaking Performance at The Eleventh Grade Students of SMA N 1 Tawangsari Sukoharjo suggested:

1. For Students

    With the implementation of the shadowing technique, it is hoped that from the results of this study students are more motivated in the learning process, and can increase maximum learning outcomes.

2. For Teacher

    Teachers should use the shadowing technique as an alternative in the teaching and learning process, because this method has a positive effect on improving students' speaking skills.

    Provide information to teachers, about the implementation of shadowing techniques in English subjects in improving student learning outcomes. And the results of this study can be used as motivation for other teachers to want to apply learning methods.

3. For Headmaster

    The results of this study are expected to be used as input and contribution of thoughts, especially regarding the application of the shadowing technique.

4. For Other Researchers

    Can conduct research on the effect of shadowing technique with different subjects.

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APPENDIX 1

Interview Transcript

Subject Identity:

1. Name   : SH
   Time   : May 10th 2022
   Duration   : 20 minutes

Interview Transcription

Me   : What are the learning obstacles when implemented this shadowing technique?

SH   : There are several obstacles, ada beberapa yang benar-benar saya rasakan dan hal ini menjadi challenge tersendiri bagi saya selaku guru bahasa Inggris yang sudah berkali-kali menerapkan this technique. For the first mengarah ke fasilitas dikelasnya itu sendiri yaa. Bisa dilihat sendiri lab bahasa kami memang belum siap untuk dipakai kembali I mean it under renovation. Jadi guru harus mempersiapkan individually apa saja tools yang dibutuhkan. Contoh kalau saya use Bluetooth speaker untuk pengeras suaranya, padahal to be honest ini kurang efektif digunakaan saat menerapakan this technique. Karna memang shadowing ini cocoknya diterapkan di laboratorium bahasa, which is students use headphones it will make the sound more clear.

Me   : Apakah pembelajaran shadowing technique sebelumnya pernah dilakukan di laboratorium Bahasa Mrs?

SH   : Yes, of course I did it. Saat laboratorium masih layak untuk dipakai, ketika I implemented this technique itu selalu di laboratorium Bahasa dan terbukti lebih efektif.

Me   : Alright, then how about second obstacle?

SH   : For second obstacle saat menerapkan shadowing technique dan ndelalah kondisi kelas sangat tidak kondusif ini juga membuat implementation of shadowing technique ini menjadi lebih susah. Seperti tadi waktu saya mengajar, siswa kurang kondusif padahal pengeras suaranya atau Bluetooth speakernya itu

volumenya sudah maksimal tapi masih kurang keras karna anak-anak susah dikondisikan pada saat itu.

Me   : For second obstacle ini berkaitan dengan first obstacle ya Mrs, jika dilakukan di laboratorium pasti sangat kecil kemungkinan kondisi kelas yang tidak kondusif?

SH   : Right! Saya juga merasakannya saat menerapkan teknik ini, tingkat pemahaman dan hasil speaking siswa pun berbeda juga. Intinya semakin baik dan lengkap fasilitas di sekolah yang ada, hal itu pun akan menunjang hasil belajar siswa itu sendiri.

Me   : Yes, for the third obstacle Mrs?

SH   : For the third or last obstacle is about student motivation jadi ini termasuk kategori human factor yaa dari studentnya itu sendiri. Sampai sekarang level of student motivation untuk belajar English speaking juga masih dibilang rendah yaa. Permasalah ini dari jaman dulu belum bisa terpecahkan mbak pasti juga tuau sendiri. Karna faktor nggak pede lah, nggak mudeng topik yang mau dibahas lah, bingung cara ngomongnya, takut buat ngomong dan lain-lain.

APPENDIX 2

Documentation Results

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	:	SMA N 1 Tawangsari
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	XI/Genap
Materi Pokok	:	Passive Voice in The Explanation Text
Alokasi Waktu	:	1 Pertemuan (2 Jam Pelajaran)

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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 Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan passive voice)	3.8.1. **Mengidentifikan** kalimat- kalimat yang berbentuk *passive voice; present dan past tense*. 3.8.2. **Menerapkan** penggunaan kalimat yang berbentuk *pasive voice; present dan past tense*. 3.8.3. **Menyebutkan** 4 bentuk kata kerja.
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan	4.8.1. **Menyusun** kalimat yang berbentuk *passive voice*. 4.8.2. **Mengucapkan**

/tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan passive voice)	kalimat bahasa Inggris dengan benar dan tepat.

C. Tujuan Pembelajaran

1. Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning,* setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat **mengidentifikan** kalimat-kalimat yang berbentuk *passive voice; present dan past tense.*
2. Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning,* setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat **menerapkan** penggunaan kalimat yang berbentuk *pasive voice; present dan past tense.*
3. Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning,* setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat **menyusun** kalimat yang berbentuk *passive voice.*
4. Melalui pendekatan saintifik dengan menggunakan metode *Shadowing Technique*, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat **mengucapkan** kata dan kalimat bahasa Inggris secara tepat dan benar.

❖ **Fokus Penguatan Karakter :** Religius, kerja sama, tanggung jawab dan disiplin

D. Materi Pembelajaran

➢ Materi Pembelajaran Reguler

1. Fungsi sosial

   Mendeskripsikan, memaparkan secara obyektif

2. Struktur teks
   - Memulai.
   - Menanggapi (diharapkan/di luar dugaan).

3. Unsur kebahasaan

   - Kalimat deklaratif dan interogatif dalam *passive voice.*

   - Preposisi *by*

   - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their* and sebagainya.

   - Menentukan S, V, dan O.

   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran

Pendekatan : Saintifik Learning
Model Pembelajaran : Discovery Learning & Shadowing Technique

Metode : Diskusi, Tanya Jawab, Presentasi

F. Media/Alat dan Bahan

➢ Media :
  1. Lembar Kerja Siswa
  2. Audio MP3 *explanation text*, teks eksplanasi

➢ Alat/Bahan :
  1. Bluetooth Speaker
  2. Whiteboard
  3. Spidol

G. Sumber Belajar

  1. Kementerian Pendidikan dan Kebudayaan Republik Indonesia : Buku Bahasa Inggris
  2. Kamus Bahasa Inggris – Indonesia
  3. Internet/You-Tube
  4. Bahan ajar yang relevan

H. Langkah-Langkah Pembelajaran

Pertemuan Pertama 2 Jam Pelajaran
A. Kegiatan Pendahuluan (10 menit)
Orientasi   ➢ Guru mengucapkan salam dan bertegur sapa dengan peserta didik.   ➢ Peserta didik berdo'a sebelum memulai kegiatan.   ➢ Guru memeriksa kehadiran peserta didik.
Pertemuan Pertama 2 Jam Pelajaran

Apersepsi
 ➢ Mengaitkan materi dengan pengalaman peserta didik tentang passive voice.
 ➢ Mengajukan pertanyaan pendahuluan :
     1. *What do you think we are going to talk about?*
     2. *What do we use the passive voice for?*

Motivasi   ➢ Menginformasikan materi yang akan dipelajari.   ➢ Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari.   ➢ Menyampaikan tujuan dan strategi pembelajaran.

B. Kegiatan Inti (60 menit)	
Stimulation (*pemberian rangsangan*)	**Mengamati dan Menanya** Peserta didik diminta untuk mengungkapkan pengetahuan mereka tentang passive voice. Peserta didik bersama guru melakukan tanya jawab secara lisan terkait materi: 1. *What are differences between active voice and passive voice?* 2. *How to describe an object in English by using passive voice in two ways?* Menuliskan pola kalimat *passive voice* dalam bentuk dua cara. Pemberian contoh-contoh kalimat yang Dengan bimbingan guru, siswa mengidentifikasi ☑ bagian dari kalimat. Mana S, V, dan O. Dengan bimbingan guru, mengidentifikasi kalimat- ☑ kalimat *passive voice* dengan baik dan benar. Peserta didik Menerapkan penggunaan kalimat *passive voice* dengan baik dan benar. Guru memberikan contoh penggunaan passive voice dalam *explanation text* berjudul Global Warming by National Geographic. Guru mencontohkan kegiatan speaking performance dengan menggunakan metode *shadowing technique.* Peserta didik diminta untuk menerapkan speaking performance dengan metode *shadowing technique.* Guru memberi tugas rumah untuk peserta didik.
C. Kegiatan Penutup (10 menit)	

- ➢ Peserta didik dengan bimbingan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ➢ Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
- ➢ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

I. Penilaian, Pembelajaran Pengayaan dan Remedial

☑ Teknik Penilaian Sikap

Penilaian sikap pada pembelajaran KD ini meliputi :

1, Penilaian observasi pendidik

No	Teknik	Bentuk Instrumen	Waktu Pelaksanaan	Ket.
1	Observasi	Jurnal	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (*assessment for and of learning*)

☑ Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi :

1. Tes Formatif melalui penilaian hasil lembar kerja disaat pembelajaran dan tes tertulis berupa essai.

☑ Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

1. Penilaian unjuk kerja *(Speaking Performance)* disaat pembelajaran.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1	Praktik (*Shadowing Technique*)	*Percakapan*	*Shadow the word in the explanation text*	Saat pembelajaran berlangsung dan/atau setelah usai	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (*assessment for, as, and of learning*)

☑ Rubrik Penilaian Sikap

Nilai	Deskripsi
SB	**Sangat Baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.

B	**Baik** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
C	**Cukup** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
K	**Kurang** dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.

☑ Rubrik Penilaian Pengetahuan

No	Aspek yang dinilai	Skor
1	Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan sangat tepat	3
2	Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat	2
3	Isi kurang sesuai, struktur teks kurang tepat, kebahasaan kurang tepat	1

☑ Rubrik Penilaian Unjuk Kerja

No	Aspek yang Dinilai	Kriteria/Skor		
		Terbatas	**Memuaskan**	**Mahir**
		1	**2**	**3**
1	*Speaking Performance*	Membaca script, kosakata terbatas,dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai.

❖ **Pembelajaran Remedial**

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (*Remedial Teaching*) terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumya namun setara.
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir .
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

❖ **Pembelajaran Pengayaan**

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan / ataumenyusun kalimat *passive voice*.

Sukoharjo, 05 Mei 2022

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Drs. Sudibyo

Dra. Sri Handayani

**TEXT EXPLANATION**

Global Warming | National Geographic

For 2.5 million years the Earth's climate has fluctuated, cycling from ice ages to warmer periods. But in the last century the planets temperature has risen unusually fast about 1.2 to 1.4 degrees Fahrenheit. Scientist believe it's human activity that's driving the temperature up, a process known as global warming.

DAFTAR SISWA KELAS XI MIPA 4

No	No Induk Siswa	Nama	Keterangan
1	2011095	ADESTI CATUR MELATI	P
2	2011128	HESTI INDIYATI	P
3	2011096	AMALIA KUSUMANINGTYAS	P
4	2011097	AMANDA DEWI ARIESTA	P
5	2011098	ANDIKA RAHMAD KHAROMY	L
6	2011099	ANGGORO KRESNA UTOMO	L
7	201110	ANISA DIAH WULANDARI	P
8	2011101	CLAREZA REA GRAZIELA	P
9	2011102	DWI CAHYANTI	P
10	2011103	OKTAVIA CAHYANINGSIH	P
11	2011104	DENNY ARI PRASETYO	L
12	2011105	FITRI AULINA DAMAYANTI	P
13	2011106	DIAN SEPTIANA	P
14	2011107	FAYZUL HAQ SANIE	L
15	2011108	HANNA FITRI RAHMATULLAH	P
16	2011109	JELYTA PUSPASARI	P
17	2011110	MUHAMMAD ILHAM CAHYONO	L
18	201111	MELVI KAYATI	P
19	2011112	NENI SUGIYANTI	P
20	2011114	KLODI AYU SEPTIAN	P
21	2011115	MILA LESTARI	P
22	2011116	JIHAD KARTIKA BUDIARTI	P
23	2011117	PRABOWO YUDHANANTO	L
24	2011118	NIDA NUR HANIFAH	P
25	2011119	NINDRA TRI ARINI	P
26	2011120	KEANU EVAN PUTRA PRASETYA	L
27	2011121	SAFRILA NUR HASANAH	P
28	2011122	SHELLA ORNELA ROSE	P
29	2011123	MUHAMMAD BINTANG FIRMAN	L
30	2011124	ZULAIKHA NEVI ISNAINI	P
31	2011125	OLIVIA PRADTYA PUTRI UTAMI	P
32	2011126	AJENG BELINDA	P
33	2011127	NIKMAH NUR AZIZAH	P
34	2011128	RISMA DAMAYANTI	P
35	2011129	AZIMAH KHOIRUNNISA	P

Students Assignment of Speaking using Shadowing Technique

The assignment was attached to support the data of observation day 1 about give the assignment about speaking performance using shadowing technique.
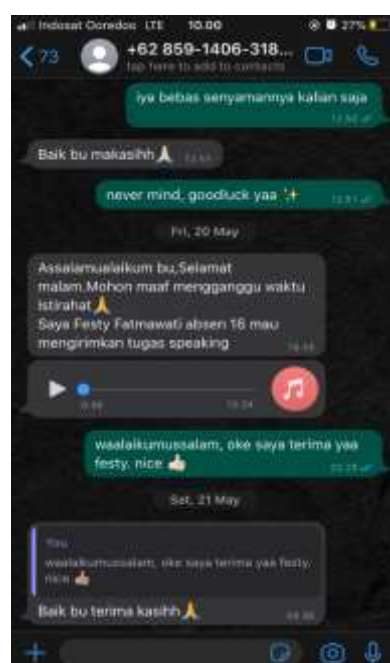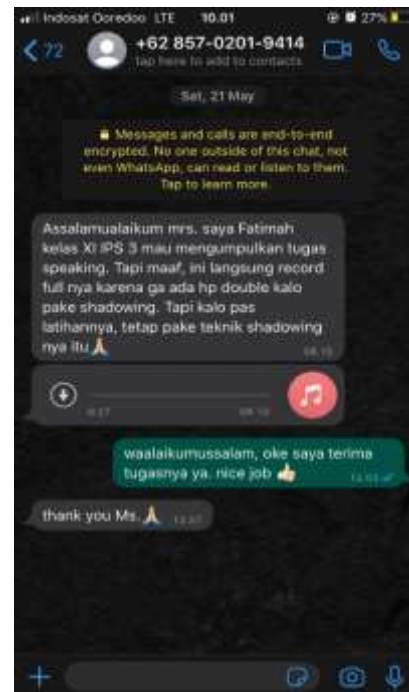
APPENDIX 3

Photographs

Observation

Interview