

THE IMPLEMENTATION OF SHADOWING TECHNIQUE TO IMPROVE STUDENTS' LISTENING ABILITY AT TOEFL PREPARATION CLASS

ASIS WARNI¹, ALLEN CHRISTY JUFRI²

Universitas Sumatera Barat¹, Sekolah Tinggi Teknologi Industri Padang²
iniasis@unisbar.ac.id¹, Allenchristy086@gmail.com²

Abstract: The research is aimed to figure out the effect of implementating shadowing technique to improve students' listening ability at TOEFL Preparation class of University Sumatera Barat. The research was conducted on October 1st to November 26th, 2025 at the TOEFL preparation class of Nursing Department. They were 22 students enrolled the class and all of them were taken as the sample by applying total sampling technique. The treatment was done in eight meetings all together included pre-test and post-test. The experimental research design was employed in getting the data of the research. The data taken by listening test, the test was divided into pre-test and post-test. The data analysis was conducted by using the T-test formula. The result of t-Test was (-7,115) with df 21 and significance 0.000. The significant score of the research 0.148. It was greater than significant level 0.05. It means that the implementation of shadowing techniques significantly improve the students' listening ability at TOEFL preparation class.

Keywords: Shadowing Technique, Listening Ability, TOEFL

A. Introduction

The use of TOEFL as one of the requirements in finishing the study at university level has brought challenges to the university in providing the students with the appropriate competences to handle the TOEFL test. One of the efforts taken is by giving them TOEFL preparation class. In this class, the students are guided to learn and practice the TOEFL materials and sample test before they are taking the real test. Similarly, the University of Sumatera Barat also provide their students to learn and practice TOEFL in TOEFL preparation class. The class is given to the seventh semester students that consists of theory and practice class with the total meeting of fourteen for theory in the class and eight meeting of practices in the language laboratory.

Commonly, TOEFL consists of three parts of the test namely listening, structure and reading (Brown 2004). There are 140-160 questions all together; 50 questions for listening, 40 questions of structure and 40-60 questions for reading. The listening part of the TOEFL considered the most difficult part because the time is limited and the materials only can be heard once. So that, most of the language experts said that listening part are considered crucial to be practiced by the students. One of the expert, Buck (2001) states that listening is the most fundamental and important skill to be learned in language classroom and test especially in the TOEFL preparation class.

In order to help the students to cope the listening section of the test, the appropriate technique of practicing and learning are really crucial. The technique is applied to help them in understanding the material and also strategy to answer the questions of the test. In this research, the writers chose to apply shadowing technique to improve students' ability in listening section of the TOEFL. The listening part is chosen based on the previous assumption that it is the most difficult part in TOEFL test. Schmidt (2016) says that the most difficult skill to be learned is listening. By getting familiar with listening, the students are considered to able to understand another part of the language such as structure and reading. In short, the research question of the research is as the following: Is the implementation of shadowing technique significantly improves students' listening ability

at TOEFL Preparation class?

B. Research Method

The study was conducted by using the quasi-experimental research with one group pre-test and post-test design. The population of the research was all of the students who taken the TOEFL preparation class at Nursing Department. The total sampling technique is used on this study so all of the class members become the sample of the research. The total amount of the sample were 22 students. The data were taken from the listening test in the form of pre-test, before the implementation of shadowing technique and post-test after applying the technique. To find out the effect of treatment, the researcher used the T-test formula proposed by Arikunto (2010):

Where:

t = t-test score

Md = mean from pre-test and post-test

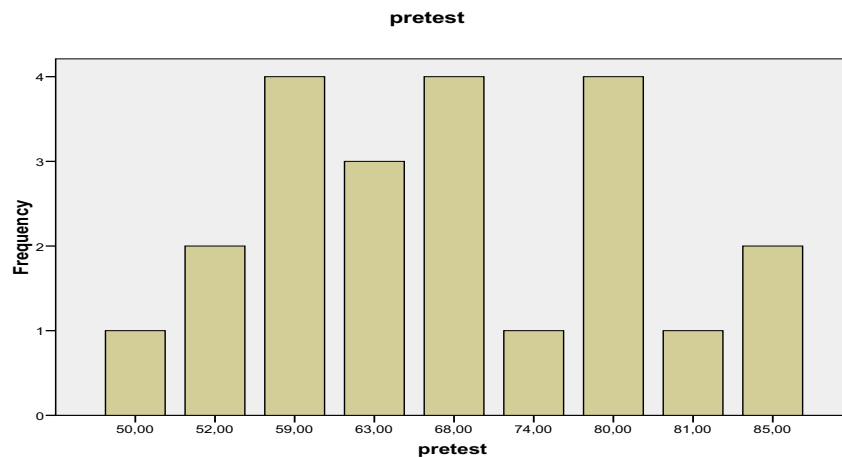
$\sum x^2d$ = sum of squared deviation

N = number of students

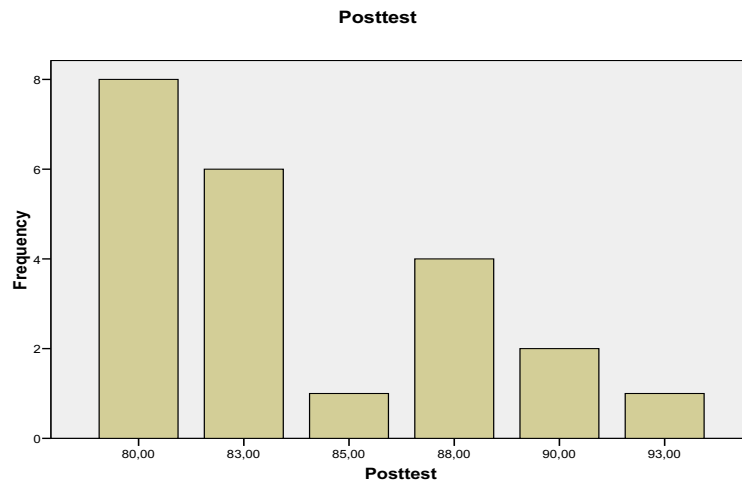
$$t = \frac{Md}{\sqrt{\frac{\sum X^2d}{N(N - 1)}}$$

C. Research Finding

The result of the listening test were classified into four classification by referring to the scoring system based on the Hamzah and Umehara (2012) namely excellent to very good, good to average, fair to poor, and very poor. The statistics results of the pretest shown that, the minimum score of the students was 50,08 and the maximum score was 85,07 and the mean score was 68,10. Based on the pretest scores, seven students (31%) have very poor ability in listening, eight of them (32 %) were in the level of fair to poor classification, and seven students (31%) were grouped in excellent to average classifications on their ability of listening.



On the other hand, in posttest, the minimum score of the students was 80,04 and the maximum score was 93,02; the mean score of the posttest was 84,03. The result of the test described that none of the students got poor scores. About 14 students (63.70%) were successful to be classified in average to very good and 8 students (36,30%) were classified very good to excellent classification. The result can be seen in the following chart:



Conclusion

The researcher used statistical test with paired sample t-test conducted by SPSS to convince of pretest and posttest statistic result about the implementation of shadowing technique to improve students' ability in listening. The result of the paired test showed that the mean score of pretest was 68,00, while N for cell there were 22. Meanwhile, standard deviation for pretest was (11,11). Mean standard error for pretest was (2,36). Thus, the mean score of posttest was 84,00 while N for cell there were 22. Meanwhile, standard deviation for pretest was (4,09). Mean standard error for pretest was (0,87).

The mean pre-test and post-test was (-16,000), standard deviation was (10.546), mean standard error was (2.246). The lower different was (-11.323), while the upper different was (-20.676). The result of t-Test was (-7,115) with df 21 and significance 0.000. The significant score of the research 0.148, it was greater than significant level 0.05. In conclusion, the implementation of shadowing techniques significantly improve the students' listening ability at TOEFL preparation class of University Sumatera Barat

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