

**THE INFLUENCE OF USING SHADOWING TECHNIQUE
TOWARDS STUDENTS' LISTENING ABILITY AT SMAN 1
PARDASUKA IN ACADEMIC YEAR OF 2022/2023**

Thesis

**Submitted as Partial Fulfillment of the Requirement for S1-
Degree**

By:

**KIKI WULAN AGUSTIN
NPM. 1611040081**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

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Study Program : English Education

Advisor : Dr. Mohammad Muhassin, SS., M.Hum

Co-Advisor : Mohammad Ridho Kholid M.Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022**

ABSTRACT

Most students of the seventh grade are feel difficult in listening activity, specially to comprehend the descriptive text. Because, most of the students are do not know the basic skills of English language but in the junior high school the students must to learn English subject. In this research had been conduct to measure students listening comprehension in descriptive text by using shadowing technique.

This research used *Quasy Experimental* as the design of the research method in quantitative. The researcher used pre and post test in two classes as follows experimental and control class to measure the students listening comprehension in descriptive text. Based on the data finding there was any significance influence of using shadowing technique towards students listening comprehension in descriptive text of the eleventh grade at SMAN 1 Pardasuka in the academic year of 2022/2023. It can be seen and supported by the result from sig. (2-tailed) of equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it is lower than $\alpha = 0.05$ and it means that (H_o) is rejected and (H_a) is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

Keyword : *Listening Ability, Shadowing Technique*

DECLARATION

This thesis was written by a student who is undersigned below:

Student's Name : **Kiki Wulan Agustin**
Student's Number : **1611040081**
Study Program : English Education

She hereby declares that this thesis, entitled “The Influence of Using Shadowing Technique Towards Students’ Listening Ability at SMAN 1 Pardasuka in Academic Year of 2022/2023” is entirely her own work and is based on her own research. All materials and sources consulted in the preparation of this thesis, be they books, articles, or any other kind of document, are properly acknowledged in the footnotes and bibliography, which were also declared.

Bandar Lampung, March 2023
The Researcher,



Silvia Dwi Marselina
NPM. 1811040197



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmín Sukarame Bandar Lampung, Telp (0721)703289

APPROVAL

Title : **The Influence of Using Shadowing Technique
Towards Students' Listening Ability At
SMAN 1 Pardasuka In Academic Year
2022/2023**

Student's Name : **Kiki Wulan Agustin**

Student's Number : **1611040081**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training Faculty**

APPROVED

**To be tested and defended in the examination session at
Tarbiyah and Teacher Training Faculty State Islamic University
of Raden Intan Lampung**

Advisor

Co-Advisor

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012

M. Ridho Kholid, M.Pd
NIP. 198505122015031004

**The Chairperson
English Education Study Program**

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung, Telp
(0721)703289

ADMISSION

A thesis entitled : "The Influence of Using Shadowing Technique Towards Students' Listening Ability At SMAN 1 Pardasuka In Academic Year 2022/2023 " by : Kiki Wulan Agustin, NPM : 1611040081, Study Program : English Education, was tested and defended in the examination session held on : Monday, March 20th 2023.

Board of Examiners :

The moderate : Prof. Dr. Idham Kholid, M.Ag (.....)

The secretary : Sri Suci Suryawati, M.Pd (.....)

The primary examiner : Zakiyah, M.Pd (.....)

The Second Examiner : Dr. Moh. Muhassin, M.Hum (.....)

Advisor : M. Ridho Kholid, M.Pd (.....)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP : 196408281998032002

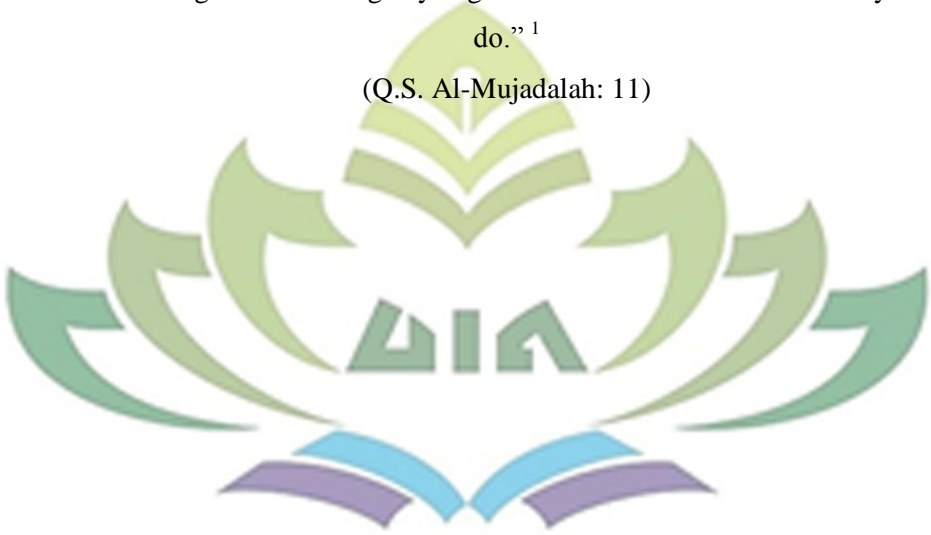


MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا
الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ فَانشُرُوا بِرَفْعِ اللَّهِ

Meaning : "God will exalt those who believe among you and those who are given knowledge by degrees. and Allah is Aware of what you do."¹

(Q.S. Al-Mujadalah: 11)



¹ Departemen Agama RI. *Al Quran dan Terjemahnya*. Bandung: Syamil Cipta Media, 2019

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My beloved Father and Mother, Mr. Tugiyono and Mrs. Karsumi, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved brothers Hardi May Sandi, Bagas Aryadi, Agung Syahputra, who always support me and cheer me up until the completion of this thesis. Thanks for your support.
4. My beloved niece Keisya Lutfi Azzahra



CURRICULUM VITAE

The name of the researcher is Kiki Wulan Agustin. She is called Kiki. She was born on August 16th, 1998 in Tanggamus. She is the second child of Tugiyo and Karsumi. She has three beloved brothers, his name is Hardi May Sandi, Bagas Aryadi, and Agung Syahputra. And she has one beloved niece. Her name is Keisyah Lutfi Azzahra

The researcher graduated from SDN 02 Sumberagung and finished in 2010. After that, she continued her school at Junior High School at SMPN 01 Ambarawa and finished in 2013. After that, she continued her school at SMAN Ambarawa and finished in 2016. After that she decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung.

The researcher had her student Study Service (KKN) in Talang Way Sulan, South Lampung. After having KKN, she had her Field Teacher Training PPL in SMKN 02 Bandar Lampung.



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This thesis entitled “The Influence of using shadowing technique towards students’ listening ability at the Eleventh Grade Student of SMAN 1 Pardasuka in Academic Year 2022/2023” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in the thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, January 14th 2022
The Researcher,

Kiki Wulan Agustin

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first to understand the title of this thesis proposal, and to avoid misunderstanding, this research feels the need to explain some words which become the title of this research. The Influence of using Shadowing technique towards students' listening ability at SMAN 1 Pardasuka in academic year of 2022/2023. Some points that will explain as follows :

1. The Influence

Influence is the capacity of person or things to be a compelling force on or to have an effect. Changing how someone or something develops, behaves or thinks.¹ It means influence is considered a solution constructing that one does by giving advice or guidance to other, establishing purposes, goals, and improving quality continuously. In this research the influence can be interpreted as the design of research that will be used to measure students listening ability by using shadowing technique.

2. Shadowing Technique

shadowing is a double task to listen and speak at the same time shadowing is considered as a good translation training program.² Shadowing technique in this research will use to measure students listening ability of the eleventh grade students at SMAN 1 Pardasuka.

3. Listening Ability

Listening ability is one of the activity by the student's in knowing and comprehending the monologue text based on audio. ³ Because listening comprehension is the process

¹ J Zaيمان, *Power and Influence assessing the conceptual relationship*(journal of KOERS :Vol.14.no2.2020).p 22

² Atsuko Horiyama, *The Development of English Language Skills through Shadowing Exercises* Bunkyo Gakuin College Foreign Language Department Bunkyo Gakuin Junior College Bulletin, 12, 2012, p.114.

³ Babita Tyagi, *Listenin: An Important Skill and Its Various Aspects*, *The Criterion An International Journal in English*. (GZB: The Criterion, 2013), p. 120

of someone to understanding the speech in native or the process where the people focus on chose parts of oral input, structure meaning of passage, and connect to what they hear with established knowledge. this research will look up the listening comprehension.

B. Background of the Problem

As an international language, it is important to learn English, which is used in many countries over the world and widely used in many sectors such as information, trade and education. In Indonesia, English has an important role especially in education because English as a unifying language that is used to communicate and interact with other countries and it is used to operate the technology because almost all of technology that we used is using English. Therefore, English is taught as the foreign language in all levels of school and language course.

Commonly, listening is shown as a passive skill referring to the process of decoding the incoming sounds, from the phoneme or the smallest sounds unit to a complex sound unit. However, nowadays some research on foreign language found that listening is an active skill. For example, defined it as the activity in which the processes of receiving what speakers actually say; construct, and represent meaning; negotiate to mean with the speaker and respond; and create meaning through involvement, imagination, and empathy.⁴

The concept of shadowing can be considered as the improvement of repetition activity in listening. Shadowing is an act or task in listening in which the learners listen to a spoken text in the target language and then they repeat simultaneously as clear as possible what they hear at the same time as the speaker said. This technique teaches the students how to listen English focusing on how native speakers pronounce words. The difference between shadowing and repetition are in the practice. The students do not have time to

⁴ Michael Rost, Teaching and Researching Listening. (London: Longman, 2002), pp. 3-4.

delay and think about the words. It makes the students pay attention to follow what the speaker says. This activity avoids the students to listen without paying attention to the incoming information. There are some advantages of the shadowing technique according to Reggie Kwan; (1) Shadowing facilitates the attention to language input; (2) Shadowing helps the students to follow fast speech and get rid of their distraction; (3) Shadowing creates more practice opportunities; (4) Shadowing motivates the learners.⁵

Furthermore, the students who learned English are expected to master of receptive and productive skills of language. To develop students' listening skills, to add new vocabulary to students, and to train students' abilities in pronunciation so that students are able to establish good relationships with teachers and other people. Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening has been described as the basic, most crucial skill in language learning.⁶ It means that learn listening is important, because no matter how good and careful the speaker gives their thoughts and ideas in a clear and friendly ways, if the listener do not understand the receiving information, the communication will be misunderstood and failed. Like any other skill listening is also achieved through study and practice.

In view of language learning, listening is the way of learning the language.⁷ It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Just like babies when they cannot speak, read, or write all they can do is listen. From listening they learn a

⁵ Reggie Kwan, *Enhancing Learning Through Technology* (Research on Emerging Technologies and Pedagogies, World Scientific, 2008, p. 118. (retrieved from <https://books.google.co.id> on October 31st, 2018 at 9.50 p.m.)

⁶ Joseph Siegel, *Exploring Listening Strategy Instruction through Action Research* (London: Palgrave Macmillan, 2015), Page. 23

⁷ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York:Routledge, 2009), Page. 38

language. There are many people who are good speakers but bad listeners and that will make the communication fail. That means that listener takes information from the speaker and it is responsibility of the speaker, she/he wants to accept and to response to the speaker's information or not. When the listeners do not listen, they cannot know what to do, they cannot know what to answer and the communication will stick. From the explanation, the researcher recognized that she cannot do anything without listening, because listening is the basic tool in communication.

The writer also found this case at SMA N 1 Pardasuka when the writer doing the preliminary research at that school. After interviewing the English teacher, researcher interview the students. By interviewing them, the researcher found the problems. Most of the students still got difficulties in learning English especially listening. The students said their problems happened when they tried to decide what word will they take to the answer. They get difficulty in making a choice of words and differentiate each word. The writer asked the teacher Mrs Sri Sundari, S. Pd that teaching practices there last year and most of the student have some difficultis in listening also lack of vocabulary and made listeners fail to interpret the meaning of what they hear. The students have many problems in learning English because the students find difficulties to explain the information, they still lack of vovabulary, and students" listening problem are the students usually do not understand the materials, they still hard to find the main idea, the detail information and the inferences, and also they usually lazy and easy to get bored while listening. The problem happens because the teachers only give little attention to teach the students about spoken language which is related to the ability to think sound in the words.

Based on a preliminary reseach conducted a SMAN 1 Pardasuka in the academic year of 2021/2022, the researcher conducted an interview with one of the English teachers there, she said that the students there had low listening ability in

English skills and motivation of the students to study English is still low. One of the skills is listening. The students have many problems in learning English because the students find difficulties to explain the information, they still lack of vocabulary, and students' listening problem are the students usually do not understand the materials, they still hard to find the main idea, the detail information and the inferences, and also they usually lazy and easy to get bored while listening. It's can be looked based on the and learning in the class. The score is displayed in following the table:

Table 1
Students' Listening Score of the Eleventh Grade At SMAN 1
Pardasuka

No	Class	Students' Score		Number of Students
		≥ 75	< 75	
1	XI IPA1	13	26	30
2	XI IPA2	10	26	30
3	XI IPS1	10	26	30
Total		45	102	147
Percentage		30,5 %	69,5%	100%

Source: *The score from English teacher of SMAN 1 Pardasuka*

When the researcher doing the preliminary research, she found that the teacher use the Dictation Technique. In doing the research, the teacher gave treatment to the students by teaching Song text using dictation technique. Dictation technique is one of the techniques in teaching English. Dictation can be used by the teacher to student or student to student, teacher describes to students who write what they hear.⁸ Dictation is one of method in teaching listening through dictation, the students are asked by teachers to write based on teachers explanation then they have to write the song based on their hear. Although this technique seen as traditional technique it was seen as an effective technique that

⁸ Adek Novria Warman, 2013 *The journal Significance of Using Picture Dictation Technique in Teaching Listening*, Page.1

need to be prove the significance of using this Dictation technique in teaching listening.

Nation described that dictation technique where the learner receives some input, hold this in his memory for short time and then writes of what he heard, so this dictation technique will help language learning by making learner focuses on sentence.⁹ Nation also stated that dictation is the teacher says sentences and learners write them.¹⁰ Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child thought or ideas when the writing demands surpass writing skills.

But the technique also have some weakness. Usually It may take up a lot of time in the class. Also It can be done quite mechanically, without real comprehension. Thus the technique is an unrealistic activity listening may be „word by word“ (though this does not need to be, and students should be encouraged not to listen word for word) and at an unnaturally slow speed. Also It can be done quite mechanically, without real comprehension.

Thus, shadowing should not be regard as just repetition of phonetics, but rather as an active and highly cognitive activity. Hopes that shadowing will improve the students' spelling and develop students' listening skills, to add new vocabulary to students, and to train students' abilities in pronunciation so that students are able to establish good relationships with teachers and other people. They could distinguish the spelling of words which had similar sounds. They will write and understand the context of what the speaker was talking about. The activities in shadowing will enrich their interpretating the meaning in listening skill s in well. Meanwhile, the listening itself will improve the students' listening skills. In this case, the students imitated the speakers'

⁹ Nation, *Language Teaching Technique*, Victory University of Weeintoon, (1990), p. 45.

¹⁰ Ibid, p. 15

sayings and practiced them in their listening skills . Then, the initial motivation or learner’s motivation is a key for improving listening comprehension skills through shadowing. Tamai cited in Sumarsih stated that shadowing is a listening exercise in which the English learners track the heard speech and repeat it as exactly as possible while listening attentively to the incoming information. In addition, the student could listen and repeat the speech as same as the speaker at the same time through shadowing technique.¹¹

Moreover, it improves not only their listening skill but also pronunciation, vocabulary, and top-down processing listening skills. Based on the rationale above, the writer will conduct the research entitled **“The Influence of using Shadowing technique towards students listening ability of the eleventh grade at SMAN 1 Pardasuka in the academic year 2022/2023”**.

C. Identification and Limitation of the problem

Based on the background of the problem above, there are several problems identified in teaching listening are

1. Sometimes the teacher do not say it clearly and fast speech rate and blunder of similar sounding words and phrase.
2. The student’s motivation in learning listening is still low.
3. Students got difficulties in in rewriting the sound into the correct forms.
4. The students usually do not understand the materials.

Based on the background and the identification of the problems, in this research focuses on the The Influence of using Shadowing technique towards students listening ability in descriptive text of the eleventh grade at SMAN 1 Pardasuka in the academic year 2022/2023

D. Formulation of the problem

Based on the background of the problem, it can be formulated the problem as follow: “Is there any significant The Influence of using Shadowing technique towards students

¹¹ Sumarsih, The Impact of Shadowing Technique on Tertiary EFL Learners’ Listening Skill Achievements, International Journal of English Linguistics, 7 (5), 2017, p. 185

listening ability of the eleventh grade at SMAN 1 Pardasuka in the academic year 2022/2023?

E. Objective of the research

Based on previous explanation, the objective of this research is to know whether there is significant influence of using Shadowing technique towards listening ability at eleventh grade of SMAN 1 Pardasuka in academic year of 2022/2023”.

F. Significance of the Research

This research is expected to have some uses, they are as follows:

1. Theoretically

This research is to provide information to students, readers, and also researchers about effectiveness of using Shadowing technique .

2. Practically

a. For the teacher

This research will give a contribution to the teacher to find out and give the information, especially at eleventh grade of SMAN 1 Pardasuka in academic year of 2022/2023 that Shadowing Technique are more effective to be used in teaching listening.

b. For the students

This research will helps the students to minimize their weaknesses in distinguishing the sound and to make their English listening get better.

c. For the other researchers

This research is to provide information for further research, to provide information about Shadowing Technique especially in teaching Listening. And it can be a source of information for further research about Shadowing Technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Frame of Theories

1. Listening

a. Definition of listening

As many expert said that Dominic defined listening as an art. In order to do well, it takes more than just allowing passive incoming voice to the ear. Good listening is an active process uphill alert and active participation.¹² Ekrem said that listening is not a passive skill but is an active skill to build the meaning of sound waves. Listening is an important thing to speak because without understanding the entrance at the right level, learning is not going on.¹³

There are also many definitions to define what listening is. First, Ekre argued listening is an active and interactional process when listeners hear speech sounds and try to get the meaning of the spoken words.¹⁴ Tyagi stated that listening is a psychological acceptance process, where listening takes part to build meaning and respond to verbal and/or non-verbal messages.¹⁵ Mental processes to construct a meaning from spoken input. He also added that listening is vital in the language because it provides input for the learner response. Without understanding input at the right level, any learning simpl cannot be begun. Thus, listening is fundamental for speaking.

According to Vandergrift, "Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of

¹² Dominick A. Barbara, *The Art of Listening*, 1958, p. 5.

¹³ Ekrem Solak, *Teaching Language Skills for Perspective English Teacher*, (Pelikan, 2016), p. 30.

¹⁴ Ekrem Solak, *loc cit.*, p. 30.

¹⁵ Babita Tyagi, *Listening: An Important Skill and Its Various Aspects*, *The Criterion An International Journal in English*, 12, 2013, p. 1

other language skills”.¹⁶ It can be said that listening is involving the construction; retention and reaction to the information get from a listening material. In listening, students should process the received sounds in order to understand the speakers,, information. That statement is supported by Burley- Allen, he says that Listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic; acknowledging the talker in a way that invites the communication to continue; providing limited, but encouraging, input to the talker,,s response, carrying the personal,,s idea one step forward.¹⁷ It means that listening is the activity of paying attention to and trying to get meaning from what the students hear. Not only knowing the information but also responding the information that is given so the communication could continue. This statement is supported by Sariçoban in Sevik; he says that listening is the ability to identify and understanding what others are saying.¹⁸

From the definition of listening above, listening as a basic input material is very important for the students in learning English. It is a highly complex process that draws on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

b. Listening Ability

Based on reviewed literature of the listening above, the definition of listening ability can be concluded as the skill in understanding the meaning of behind spoken

¹⁶ Lary Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening* (New York: Roudledge Taylor and Francis, 2012), Page. 3

¹⁷ Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide (2nd ed)* (New York: John Wiley & Sons, Inc., 1995), Page. 3.

¹⁸ Mustafa Sevik, *Teaching Listening Skills to Young Learners through “Listen and Do” Songs*, (New Jersey: Pearson Education, Ltd, 2012), Page. 11

language. When people listen, they identify the sound or the utterances of what the speaker say, and the use their prior knowledge to make complete sense of what they are hear, when finally their understanding take form from the process of listening. Most of the people generally listen to confirm their expectation or to get information, detailed information or specific information.

However, in forming the understanding of the spoken language, the listeners have to overcome some difficulties or problems whether it is internal or external problem. Internal problems can be referred to the prior knowledge of the listener, while the external problem can be referred to the situation of the listening process. To overcome the problems, the listener need to practice their listening more often, gets much exposure as possible to the spoken English language such ac through English movies, English songs, international news, etc., and familiarize themselves to the English language itself.

c. Teaching Listening

Teaching listening is one of the important aspect in learning languages. Most students want to be able to understand what people are saying to them in English. Either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. According to Howatt and Dakin, Listening is the ability to identify and understand what others say. This process involves understanding the speaker or pronunciation, speaker grammar, vocabulary, and understanding the meaning.

The difficulty students find in listening foreign languages starts from failure to catch some sounds or words and lose some important details of the spoken text. Then there are list of ten problems in listening such as: speaking level, disturbance, cannot recognize words, new vocabulary, loss of next input, anxiety, sentence

complexity, anxiety, frustration, and unfamiliar pronunciation. In addition, Yilmaz & Yavuz cited in underwood, mentioning seven problems causing difficulty in listening: (1) unable to control the speed of the speaker, (2) unable to get repeated things, (3) have little vocabulary, (4) failed to recognize signal, (5) unable to interpret incoming data, (6) unable to concentrate, (7) study habits.¹⁹

Harmer states that students need to be able to listen to a variety of things in a number of different ways.²⁰ In the first place, they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc.), and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation). A lot will depend on the particular genres they are working with. Most students are perfectly capable of listening to different things in different ways in their own language. Our purpose is to help them become adept at this kind of multiskilling when listening to English. However, sometimes they find this exceptionally difficult.²¹

Based on the explanation above, there are many ways to teaching listening with media, films, through interest etc. The teacher must be able to provide various interesting offerings so that students are interested in learning listening, then they don't get bored quickly. Using media such as CDs or movie can help the students in understanding the purpose of the speaker meaning.

¹⁹ Hande Yilmaz & Fatih Yavuz, The Problems Young Learners Encounter During Listening Skills, *Procedia- Social & Behavioral Sciences*, 197, 2015, p. 2047

²⁰ Jeremy Harmer, *How to Teach English*, new edition (Edinburgh Gate : Pearson Education Limited, 2007),p.133

²¹ *Ibid*, p.135

2. Shadowing Technique

a. Definition of Shadowing Technique

Initially, shadowing is a practice of interpreting the listening skills. interpretation is provided the activity of listens in a foreign language and redefines the message in the target language. Because shadowing is a double task to listen and speak at the same time shadowing is considered as a good listener.²²

Shadows can be said to be an improved listening skills. The teachers ask students to repeat the words they say, but in this activity, the students will be slightly inhibited in listening because when performing the repetition of the audio, the students may lose their attention due to the delay time. The difference between repetition and shadowing is: repetition technique, to a certain level, can distract the learners to pay attention to reproduction as much attention is diverted by pronunciation memorization both at the word and sentence level and text readings. On the other hand, the shadowing method allows participants to use sentence lines without wasting their effort on short-term memory and reading texts.²³

Yajima stated that shadowing was originally developed as a training technique for simultaneous listening repetition in Europe and has gained much interest among language educators in improving the listening and speaking competence of learners as „shadowing“ requires competence in both listening and speaking.” It means shadowing is one of training

²² Atsuko Horiyama, The Development of English Language Skills through Shadowing Exercises Bunkyo Gakuin College Foreign Language Department Bunkyo Gakuin Junior College Bulletin, 12, 2012, p.114.

²³ Kun-Ting Hsieh, Da-Hui Dong, and Li-Yi Wang, A Preliminary Study OF Applying Shadowin Technique to English Intonation Instruction, Taiwan Journal of Linguistics, 11, 2013, p. 57-58.

technique which is gained language educators' interest to improve listening and speaking competence.²⁴

Then, according to Nakanishi and Ueda, "shadowing was initially developed as a way for listen simultaneous interpreters."²⁵ Shadowing is important and developed to simultaneous listening skills. Then, Shiota also states that "shadowing is one of the listening techniques that is used to improve listening skills and studies report that shadowing has recently become popular as a teaching method."²⁶ From the argument of Shiota, to improve interpreting skill, English teachers in many countries often use shadowing technique nowadays.

It can be said that; shadowing technique is an act or a task of listening in which the learner tracks the heard speech and simultaneously echoing and repeats while listening to get information. This technique is good for phonological working memory.

b. Teaching Listening Using Shadowing Technique

In teaching and learning process, a teacher need a method to be used in the teaching process. As we know, there are Studies in Japan stated that shadowing techniques can help solve students' hearing problems. Hamada said that efficient shadowing technique aims to improve the working memory of the brain and strengthen the training process so that students can store phonological information longer in phonological loop.²⁷ Every step has different focus on stimulating every sound

²⁴ Takayuki Nakanishi, Atsuko Ueda, Extensive reading and the effect of shadowing. Ibaraki: ISSN 1539-0578. 2011. P.4

²⁵ Takayuki Nakanishi, & Atsuko Ueda. Extensive Reading and The Effect of Shadowing, April 2011, Volume 23, No. 1. (Japan: Tokiwa and Ibaraki University, 2011). p.4

²⁶ Kazuko Shiota, The Effectiveness of Shadowing on Students' Psychology in Language Learning Accents Asia, 5(1). (Tokyo: Shopia University, 2012). p.73

²⁷ Yo Hamada, The Effectiveness of pre- and post-shadowing in improving listening Comprehension Skills, The Language Teacher Feature, 3, 2014, p. 4.

and intonation. In this step, students compare the sound of words they heard with its spelling. Prosody shadowing focuses on rhythm, stress, intonation, speed, and pause of the language. The last step on shadowing technique focuses on trying to understand the meaning of the language.²⁸

Thus, Hamada said that teaching listening using shadowing technique is holistically well fitted to a lesson other listening technique such as dictation or doctorless. Then, it divides the stages of shadowing into three. Firstly, the students do shadowing and learn the content. Secondly, the students learn to connect phonological of the words with the meaning with the same material. The last stage is for productive activities in which the students review what they have learned and internalized the learned items. In conclusion, they start by practicing shadowing, learning new vocabulary, understanding the contents, and practicing the shadowing again. Therefore, in listening English using the shadowing technique, the students do not have to feel pressure due to the unknown contents.

c. Procedure of Shadowing Technique

Nancy and Douglas states that “shadowing technique requires students to replicate a movement or skill so that the teacher can assess how closely they are approaching competence.”²⁹ In other word, shadowing is applied by imitating a movement (or a statement) so the teacher know how far the students approaching competence.

Then, Julia explains “in the typical of shadowing task, the subject is asked to repeat or shadow some selection of material which is usually played on a tape recorder and

²⁸ Yuki Saito, Yuko Nagasawa, Shigeko Ishigawa, Effective Instruction of Shadowing using A Movie, JALT Conference Proceedings, 2010, pp. 141-142.

²⁹ Nancy Frey and Douglas Fisher, The Formative Assessment Action Plan.(Virginia: ASCD, 2011).p. 48-49

presented over earphone to one ear.”³⁰ It means we use tape recorder (or something else similar) and play it, then the students listen to it. We can use headphone or earphone if listening by only ears is not clear.

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

1. The teacher will give Listening to MP3/MP4 related to the topic about descriptive text..
2. After that the students will understanding vocabularies, intonation, and pronunciation from the audio or video.
3. Next the teacher add the students to imitate what the speaker says.
4. The last is Repeating the steps until we can follow the speaker correctly in almost the same time.³¹

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

It is also recommended, in the case of an actual or potential ‘B’ language, to shadow with a text, as it is true to say that we cannot hear or apprehend what we do not know, and if we do not hear all the articles, prepositions, and smaller sounds that make a native speaker sound

³⁰ H.Julia Hannay, *Experimental Techniques in Human Neuropsychology*.(New York: Oxford University, 1986).p.99

³¹ Yuki Saito, Yuko Nagasawa, Shigeko Ishigawa, *Effective Instruction of Shadowing using A Movie*, JALT Conference Proceedings, 2010, pp. 141-142.

native, we will not reproduce those sounds in our shadowing, and will lose much of the potential benefit. Here again, it is useful to record your shadowing, and then replay it, comparing it to the text.

d. Advantage and Disadvantage Using Shadowing Technique

According to Yo Hamada, Shadowing helps following fast speech which is one of the problems faced by non-native listeners. Native speakers tend to speak fast and use linking verbs to connect the speech which makes the non-native listener difficult to follow what they say. Learners try, follow and pursue with quick speeches; this can help them to get used to listening to quick speeches. In theory, students eventually become accustomed to this speed, which consequently helps them listening better than before.³²

Several studies of shadowing examined the positive impacts on speaking proficiency. McDonough, as cited by Louise Teeter stated that the recent study in Canada conducted a research on sixteen participants practiced shadowing with a short eight-week dialogue on the iPod (Apple Inc., Cupertino, CA, USA), and then did the task of speaking without preparation. Results based on twenty-two non-expert assessors indicated that their comprehensiveness and effectiveness increase.³³

Furthermore the attention is one of the factors needed to successful listening to a rich variety of acoustic features beyond linguistic aspect.³⁴ Listening attention can be distracted by internal or external factors. Therefore, listening is different from hearing. In listening

³² Yo Hamada, *Teaching EFL Learners Shadowing for Listening – Developing Learners Shadowing for Listening*, (Routledge, 2017), p. 12

³³ Jennifer Louise Teeter, Improving Motivation to Learn English in Japan with a Self-Study Shadowing Applicatio, *MDPI Journal Language*, 2017, p. 4.

³⁴ Michael Rost, *Teaching and Researching Listening Second Edition*, (Great Britain, 2011), p. 21

the listeners must really pay attention to the speaker to catch what they say. Shadowing makes learners concentrate on listening. Shadowing task challenges the listener echoing every single word of spoken utterances and prevents for „hearing“ by without paying attention to incoming information. In addition, shadowing can change passive listening to become active listening.

3. Dictation Technique

a. Definition of Dictation Technique

Nation described that dictation technique where the learner receives some input, hold this in his memory for short time and then writes of what he heard, so this dictation technique will help language learning by making learner focuses on sentence.³⁵ Nation also stated that dictation is the teacher says sentences and learners write them.³⁶ Run Kurtus states dictation is way to learn what they hear.³⁷ Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child thought or ideas when the writing demands surpass writing skills.

b. Teaching Listening Using Dictation Technique

Dictation is very useful for the students to motivate them in learning English especially listening because by using dictation they will be more understand what the teacher talk about. In doing the research, the teacher give treatment to the students by teaching Song text using dictation technique. First step, do not pause during the passage. Students do not allow writing anything at this time. They just listen carefully what the speaker speak.

³⁵ Nation, *Language Teaching Technique*, Victory University of Weeinton, (1990), p. 45.

³⁶ Ibid, p. 15

³⁷ Stansfield, *a Hisrory of Dictation in Foreign Language Taeching and Testing*, The Modern Language Journal, (1985), page 122

Second step give pause after every five to ten words. During each pauses, the students are to write down what they have just heard. Teacher allows repeating any words or phrases once. Third step play or read without pauses and at normal speed. But not repetition of words and phrases is permitted. The researcher find that the teaching procedure as follows:

1. The teacher read song text.
2. The teacher ask the students to write what they heard.
3. The teacher asks the students to read the text.
4. The teacher writes the text on white board
5. The teacher asks the students to check their writing.
6. The teacher give reflection to the students by asking them about whatthey have learn.
7. The teacher asks the students to make song using sentences.³⁸

c. Advantage and Disadvantage

Acording to the teacher there are some advantage and disadvantage using this technique. The advantage are:

- 1) It gives good aural practice to the students. It develops the habit of listening attentively in students.
- 2) It enables students to understand the part of each sentence and word phrases.
- 3) It enables students student to understand spelling and punctuation.
- 4) It enables students to develop the habit of listening spoken listening.

There are also some disadvantage like a dictation is boredom activity because not many students find that is interesting. Also Some students may find

³⁸ <http://iteslj.org/Techniques/Alkire-Dictation.html>, No. 3 March 2002, by John W. Oller

difficulties when they hear the word that look similar to the other word. Base on that the researcher conclude that in every learning or application of a learning technique there will be strengths and weaknesses in it, therefore as teachers we must be able to minimize the deficiencies that exist.

4. Concept of Text

a. Definition of Text

Siahaan and shinoda stated that a text is meaningful language in a contexts, it is both a spoken and write text.³⁹ Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

b. Kinds of text

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

1) Descriptive text

Descriptive is the type of text that describes an object.

2) Recount text

Recount text is the type of text about information in the past event.

3) Narrative text

Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

4) Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

³⁹Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008), P.1

- 5) Explanation text
Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.
- 6) Report text
Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.
- 7) Exposition text
Exposition text is the type of text about argument or opinion of someone to perceive the problem.
- 8) Discussion text
Discussion text is the type of text to present (at least) two points of view about an issue.
- 9) News item
News item is the type of text about events of the day which are considered newsworthy or important

5. Descriptive text

a. Definition of Descriptive Text

Descriptive is a type of written text with a particular purpose to defined an object such as human or non human. Descriptive text clarified about person, item, and position in a special way. Zemach and Rumisek add that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.⁴⁰

As explained by Oshima and Hogue that descriptive writing appeals to the senses, it tells how something looks, feels, smells, tastes, and sounds.⁴¹ A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It suggests that descriptive writing is depends on colorful language to bring a subject

⁴⁰Zemach, and Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Mc.Milan Publisher Ltd, 2005), p.25

⁴¹Oshima, A., and Hogue, A., *Introduction to Academic Writing (3 rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

to life. Descriptive text is a text that gives information about particular person, place, and thing. Gerot et al in Mursyid stated that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.⁴² The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point about descriptive text is gave a description of something in particular in order to help the people perceive it through words.

The conclusion from explanation above, descriptive text is a written English text in which describe the characteristics of something, it can be a person, a place or thing. Besides that, descriptive text tells something explains how someone looks or feels with using the general information and specific information.

b. Generic Structure of Descriptive Text

Descriptive text has structures, Gerot and Wignell in Mursyid said that the generic structures of descriptive text are identification and description:

1) Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually state in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

2) Description

The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.⁴³ It use to support the identification.

⁴²M Mursyid PW, *English Learning Handout*, Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> (accessed on november 30th,2020). p.4

⁴³*Ibid*.p.4

Finally, it can be concluded that descriptive text is a written English text in which describing about person, place, or thing with detail. Besides that, descriptive text tells something explains how someone looks and feels with using the general information and specific information. It means that descriptive text is a paragraph arrangement that consist of generic structures that can make a good written and good arrangement.

c. The Language Feature of Descriptive Text

The significant grammatical featured in descriptive text are:

- 1) Focus on specific participant (my English teacher, tia’s cat, etc)
- 2) Use of simple present tense.
- 3) Verb of being and having “relational process” (my dad really cool, he has short black hair)
- 4) Use descriptive adjectives (strong legs, white clothes).
- 5) Use detailed noun phase to give information about the subject (very beautiful scenery, a sweet young lady)
- 6) Use of action verb “material processes” (it eats grass, it runs fast)
- 7) Use of adverbial to give additional information about behavior (fast, at yard).

The example of descriptive text:

Descriptive of Place

Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world’s largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site. (*Identification*)

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true. (*Description*)

6. Concept of Description Text in Listening Skill

Descriptive text is a text that gives information about particular person, place, or thing. According to Gerot et al in Mursyid, descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.⁴⁴ The students must be understand the monologue that tells about something, they also have to understand about points that included in descriptive monologue text.

In listening comprehension descriptive text, the students understand what the description about, and the identifications that will found in the monologue by listening the audio or video. It means the students should be able to comprehend the content of audioby interpret the listening comprehension aspect such as main idea, detail, and vocabulary.

In addition, the conclusion about the ability to comprehension listening descriptive monologue the students can be know about vocabulary, main idea, and detail information that included in the monologue text. write descriptive text means an ability to understand a text that

⁴⁴*Ibid.p.5*

briefly describes a certain form the object such as a human, location, an item, or an animal that fulfills strong mastery of Listening aspects

B. Thinking Framework

Listening is essential in foreign language learning because communication starts from listening. Listening is considered as a difficult skill to learn for a foreign language learner. Most of the listeners' problem while listening is recognizing words.⁴⁵ Unfortunately, there is no particular technique to be applied especially for students who have less listening skill. Based on writer's observation in this study, the findings show that the students: (1) they get difficulty to differentiate sounds in terms of the vowel and consonant sounds (2) they are not able to identify the meaning of the words especially for the words which have similar sounds (3) they are not able to identify explicit words in spoken text and (4) they are not able to rewrite the words they heard. These problems came up because of the fast speech rate which makes the students feel distracted, students' limited vocabularies, lack of teachers' attention to teach sound variations in listening, lack of listening facilities, and students' listening habits.

In order to solve the problem of listening difficulties, the writer will use shadowing technique to improve listening ability in recognizing words. Shadowing technique of listening, in which students repeat simultaneously what they heard at the same time when the speaker speaks, is an improvement of the repetition technique. It will be one of the solutions for the students to recognize the words and recall the words that they heard. Therefore, shadowing technique can minimize the use of teacher voices.

⁴⁵ Christine C.M. Goh, A Cognitive Perspective on language Learners' Listening Comprehension Problems, *Journal of Educational Technology and Applied Linguistic*, 2000, p. 59

C. Hypothesis

Based on the theories and explanation above, the researcher makes the hypothesis as follows:

- Ha : There is a significant influence of using Shadowing technique towards listening ability at eleventh grade of SMAN 1 Pardasuka in academic year of 2022/2023
- Ho : There is no significant influence of using Shadowing technique towards listening ability at eleventh grade of SMAN 1 Pardasuka in academic year of 2022/2023



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