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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10
September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

THE
Character Building
UNIVERSITY

BOOK 3

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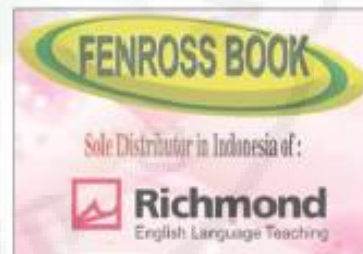
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FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, f) technology-based language instruction, g) the role of technology in innovation in ELT methodology, h) the role of technology in language materials development, i) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

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Surabaya, September 2016

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COVER

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No.	Name	Affiliation
1	Prof. Lesley Harbon	University of Technology, Sydney
2	Dr. Lindsay Miller	City University of Hongkong
3	Christine C.M. Goh, PhD	Nanyang Technological University, Singapore)
4	William Little	Regional English Language Officer, US Embassy
5	Dr. Willy A Renandya	Nanyang Technological University, National Institute of Education, Singapore
6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
7	Made Hery Santosa, PhD	Ganesha University of Education, Bali, Indonesia

LIST OF FEATURED SPEAKERS

No.	Name	Affiliation
1.	Dr Chan Yue Weng	RELC
2.	Payupol Suthathothon	Thai TESOL
3.	Ted O'Neill	JALT
4.	Colm Downes	British Council
5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
8.	Brad Hughes	University of Technology Sydney
9.	Dr. Aurora Murphy	University of Technology Sydney
10.	Dr. Neil England	University of Technology Sydney
11.	David Akast	British Council
12.	Ann Eastlake	British Council
13.	Michael Little	British Council
14.	Itje Chodidjah	British Council
15.	Aslam Khan Bin Samahs Khan	Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia
16.	Zoe Kenny	IALF Surabaya, Indonesia
17.	Wendy George	Aliansi Lembaga Bahasa Asing



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AN EFFECTIVE WAY TO ENHANCE EFL TERTIARY STUDENTS' LISTENING COMPREHENSION SKILLS THROUGH SHADOWING TECHNIQUE

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ABSTRACT

The purpose of this paper is to describe the effect of Shadowing Technique on university students' listening comprehension skills. Therefore, the experiment research method was applied to this study and the techniques of collecting data were administering pre- and post-test to the experiment and control groups, which consisted 30 university students in each of the groups. Then, an analysis of effectiveness (t-test) in Statistical Package for Social Science (SPSS) was conducted to analyze the data. As a result, the experiment group outperformed the control group. In conclusion, the shadowing technique is an effective technique to improve the EFL tertiary students' listening comprehension skills in Indonesia

Keywords: Shadowing, Listening Comprehension, Tertiary Students, and EFL.

INTRODUCTION

Listening is one of the skills taught in English Education Study Program in Indonesia. Therefore, the students should be able to comprehend every single of listening texts because they are expected to be an English teacher in the future. But in fact, most of the students in English Education Study Program (EESP), Universitas Negeri Medan (UNIMED) do not get positive results in Listening Skills. For example, Sumarsih (2016) examined how the EESP students' listening scores on the Test of English for Foreign Language (TOEFL) in UNIMED from 2013 to 2015. As a result, the data do not show the significant improvement even though TOEFL is one of the requirements to go for the thesis presentation.

According to this problem, the effective teaching listening skill technique is crucially needed. Therefore, shadowing technique has been seen as an affective teaching listening technique in Japan (Hamada, 2011a). Even though the effectiveness of shadowing technique has been confirmed in Japan but in Indonesia particularly in UNIMED, it had not been studied yet. Thus, this study would explore the effectiveness of shadowing technique on enhancing the students' listening comprehension skills in UNIMED.

PROBLEMS AND RESEARCH QUESTION

Previous teaching listening technique applied in UNIMED has shown that there was no significant improvement on students' listening skills. Then, they are expected to be English teacher after graduation while their abilities in English particularly in listening comprehension were still far from what being expected. Therefore, this study aims to pursue the following questions:

- 1) Does shadowing technique significantly effect the student's achievement in listening skill?

LITERATURE REVIEW

Definition and Benefits of Shadowing

According to Shiki et al., (2010), shadowing is the on-line instant process of repeating verbal expression, while repeating is an off-line task since it provides students with silent pauses to produce the sounds. In addition, Kadota (2007) stated that the process of repeating incoming speech and monitoring the shadowed material engages many areas of the students' brains, particularly the language center. However, shadowing actually is an active and cognitive activity where the learners follow the heard speech and vocalize it as clearly as possible while simultaneously listening (Tamai, 1997).

The benefits of the shadowing technique are: first, activating the bottom-up and top-down processing (Tamai, 1992), second, echoic memory "which stores the information one hears for a short period" (Kadota, 2007) is activated to retain incoming sounds information more accurately. Learners can spend more time to analyze incoming information.

Shadowing Technique Usage

Practically, shadowing technique has been used in Japan in language teaching context. Such as Murphey (2001), Takizawa (2002) Kadota and Tamai (2005) elaborate the varieties in ESL/EFL teaching context. Therefore, Takizawa's model was applied to this study because in his model there is a translation activity. According to researcher this type of the shadowing technique is appropriate to Indonesian EFL teaching context because Hamada (2011b) warns that some learners believe that they should translate everything they hear instantly, which results in decreasing self-efficacy through translation failure. Then, to make students feel challenged in practicing shadowing technique, the other activities like translation, reading silently and simply listening are highly recommended (Shiki et al., 2010). It means that relaying shadowing technique solely would not improve the learners' achievements in listening skill. Thus, this study followed the instruction recommended by Takizawa (2002). Below is the shadowing instruction from Takizawa (2002):

Table 1. Takizawa's shadowing instructions (2002)

Procedures	Activities
Listen to the audio	Do not read the text but only listen
Slash Reading	Read by slashing, comprehending by chunks and check unknown words
Full Shadowing	Practice repeatedly till reproducing 70% to 80%
Repeating and Shadowing	Repeating with the text and shadowing after that
Translation	Translating slash by slash
Repeating (reproduction)	Repeating pause by pause
Translation	Translating, pause by pause
Delayed shadowing	Shadow, delaying by 3 or 4 words
Content Shadowing	Shadowing, thinking about the meanings
Translating while listening	Listening and translating simultaneously.

Previous Studies on Shadowing Technique

Takizawa (2002) asserted that the shadowing technique is an effective technique to improve bottom-up process in listening skill, instructing to acquire more successful listening comprehension skills. Moreover, students rise to enhance pronunciation, get more concentration, and become used to natural speed as well. Thereby, students are capable to receive a variety of advantages and listening skills enhancement from shadowing technique.

Factually, the effectiveness of shadowing technique has been examined in classroom research. Suzuki (2007) studied 112 participants to show practical and effective ways to apply shadowing in the classroom by using a school textbook. In addition, Tamai (2005) did an experimental research into two groups of 45 learners (shadowing and dictation groups) and assumed that shadowing helps lower level students. He divided every group of 45 students into three different levels. After 13 lessons, the result of the shadowing groups showed that the low and the average groups had significant improvement. Besides that, Onaha (2004) trained 43

tertiary students by using shadowing and dictation practice and found that the combination of the exercises had effectively improved the learners' listening comprehension skills.

Theoretically and practically in Japan, the shadowing technique has given many proofs in EFL context that it could improve the students' achievement in listening comprehension skills. Therefore, this technique must be used in teaching listening skill in Indonesia since Indonesian also recognizes English as a Foreign Language (EFL).

METHODOLOGY

Participants of the Study

This study was conducted with 30 students in experimental group and 30 students in control group from English Education Study Program *Universitas Negeri Medan*, Indonesia. The ranges of their ages were from 17 to 19. Hence, the total numbers of the participants were 60 university students selected randomly from 180 students. In addition, the students were in the first semester and sitting for Listening 1 subject.

Materials

The Focus on IELTS New Edition book (2010) was selected for this research. This book is written by Sue O'connell and published by Pearson Longman. There are three reasons why this book was considered appropriate for this study. Firstly, the listening material contains different level of the difficulties. Secondly, since the students of English Language and Literature Department *Universitas Negeri Medan* are expected to be English teachers, the suitable textbook for them is IELTS for academic purpose. Thirdly, the test items in official IELTS test maintained reliability.

Procedure

To carry out this research, the 60 students were divided into two groups with thirty students in each one. One group was the experimental group and the other one was the control group. For the experimental group we had an introductory session before our four-week experiment. In this session, I explained all the seven techniques they could use for shadowing. I asked them to shadow whatever they could get their hands on including listening, reading, speaking, dictionary examples, their partner's speech or anything else at hand. I also mentioned that this was a "fantabulous" technique, confirmed by research that would help if they really were interested in improving their listening skills. No such session was held for the control group. Both of the classes were taught for one month, two sessions a week making eight classes in sum. Both of the groups were taught from the same book. The only difference in the classes was that the experimental group shadowed the listening exercises, some parts of the reading exercises and I checked every session that the learners in the experimental group were also practicing shadowing outside the class. They even sometimes emailed me what they had shadowed. At the end of the one-month, all sixty students were given listening test.

Analysis Technique

To measure the effect of shadowing technique on the students' achievement in listening comprehension skill, an analysis of dependent t-test (effectiveness) in Statistical Package for Social Science (SPSS) was conducted for the results of the listening pre- and post- tests.

RESULTS AND DISCUSSION

For data analysis, the students listening answers' sheets were checked and scored. Then, the raw data was fed into SPSS software for further analysis. To compare the two sets of scores, descriptive statistics and Independent Samples t-test were conducted. As can be seen in table 2 (APPENDIX), the participants from the experimental group had a higher mean in comparison to the ones in the control group (6.62 > 3.05) and The test was found that Levene's test for equality of variances was found to be examined for the present analysis, $F = 8.98, p < .05$. Owing to this assumption, a t statistic assuming the variance was computed. Moreover, this test was found to be statistically significant, $t(58) = 3.10, p < .05$. The mean of the experimental group was more

than double of the control group's mean. The difference is also displayed graphically in figure 1 (APPENDIX). This proves that shadowing was an effective technique in enhancing the listening comprehension skills of the participants in the experimental group. This difference is also statistically significant. In other words, the hypothesis that shadowing improves learners' listening skill achievements is confirmed.

CONCLUSION

The data gathered in this study show that learners could improve their listening comprehension skills more quickly through shadowing technique. Since not all learners possess high motivation and high proficiencies, improvement of their listening skills in a short period should be encouraging and motivating for the learners. Although factors such as learners' motivation and interests could also affect the results, this research is of value in finding a way to use shadowing while addressing individuality is also valuable for classroom teaching.

IMPLICATION OF THE STUDY

In terms of practical implications, in order to avoid learners' confusion or misunderstanding learner beliefs, instructors need to inform the learners of the brief theoretical background of shadowing. Since shadowing requires learners to fully activate cognitive processes in the brain, learners' understanding and motivation are necessary. The function and benefits of shadowing should be taught as well. I hope this study can provide new insights into research on shadowing, and that more students will be able to maximize the benefits of shadowing.

LIMITATION OF STUDY

From this study, there are three kinds of the limitation appeared. Firstly, this study used the same level of material's difficulty. Although the length and topic indicate the difficulties of the materials, other factors such as vocabulary and speakers' accents should be also taken into account. Secondly, although the data show that shadowing technique improves the students' achievement in listening skill, the theoretical support for this result should be studied in-depth. This study did not investigate the motivation of the students. Since motivation may also effect the students' achievement in learning second/foreign language.

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APPENDIX

Table 2. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Listening	Control	30	3.0500	.37943	.06927
Achievement	Experiment	30	6.6167	.50315	.09186

Group Statistics
Mean



Figure 1. Group Statistics Mean

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Listening	Equal variances assumed	8.975	.004	3.1000	58	.000
Achievement	Equal variances not assumed			3.1000	53.923	.000



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