

**IMPROVING VOCABULARY MASTERY IN STUDENTS USING
SHADOWING TECHNIQUES CLASS VII MTs. NURUL IMAN TELAGA
JERNIH SECANGGANG ACADEMIC YEAR 2022 – 2023**

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ABSTRACT

The problem why students experience difficulties in following English lessons is a problem of the most basic abilities students do not have, namely their lack of mastery of English vocabulary.. This study aims to analyze the increase in vocabulary mastery related to verbs and demonstratives in class VII students of MTs. through the use of shadowing learning techniques. This research is a classroom action research. The subjects of this study were 24 class VII students with details of 18 boys and 6 girls. Data collection techniques using techniques quantitative descriptive. The results of the data analysis of the average score of students' vocabulary tests in cycle I were equal to 50,83 and the average score of students' vocabulary tests in cycle II is equal to 61.25, meanwhile the average score of students' vocabulary tests in cycle III is equal to 71.04. From cycle I to cycle III there was an increase of 20.21. So, student learning outcomes in vocabulary mastery related to verbs and demonstratives through the use of shadowing techniques in class VII MTs students increased. The research implication is that English teachers are expected to use shadowing learning techniques because it can improve vocabulary mastery related to verbs and demonstratives.

Keywords: *Shadowing, technique, vocabulary.*

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Introduction

Having the ability to speak English is very important in life. As a contemporary psycholinguist, Frank Smith, puts it. He once said about the importance of speaking English in everyday life. He said that “one language shows you one corridor of life. Two languages show the way to all the corridors”. This means if you only have one language in life, you can only go through one path, but if you have

another language in life, you can freely go through all existing paths. In other words, it can open wider opportunities in various fields of life.

Therefore, the ability to speak English has been taught in elementary schools starting in grade 4 and continuing at the junior high/MTs level. English is included in the Merdeka Curriculum structure only as an elective subject for two hours (70 minutes) per week. And become a Compulsory Subject at the level SMP/MTs. When they are at the junior high school level, students are required to be able to receive and convey information in English, but most of the current students have difficulty expressing their ideas, ideas or opinions in English lessons.

After the researchers made observations, a problem was found why the students had difficulty following English lessons. The essence of this problem is the most basic ability they do not have, namely their lack of mastery of English vocabulary. It is known that having mastery of vocabulary is very important before starting to learn a foreign language. Mastery of vocabulary will also support student activities in expressing opinions, as well as expressing intentions and goals (Azizah, 2020; Lin et al., 2021; Priyastuti et al., 2020). Thus, vocabulary is a basic element that must be mastered by a student before learning a language (Anindyajati & Choiri, 2017; Muhyidin, 2018).

Based on interviews that were conducted with students, about 75% of students said they lacked confidence in speaking English due to their lack of vocabulary. And also based on the scores that were carried out afterwards, around 80% of students failed in carrying out the test with a score of 30-50 while this score was still far from the KKM score set by the school, namely 70.

Basically, there are many techniques and methods that are usually used to improve students' vocabulary mastery. And one of them is the use of shadowing techniques. Through this research, the researcher hopes to be able to apply the shadowing technique correctly in learning English, especially in the ability of students to apply it in vocabulary mastery so that it can produce research results that can be applied in increasing knowledge of foreign language learning methods.

Literature Review

For most people, especially vocabulary is associated with the number of words known; each person has a large or small vocabulary. But the word has a wide variety of meanings and well represents the nuanced and multi-colored nature of so much of the English lexicon. According to KBBI "Big Indonesian Dictionary" (2003; 597) Vocabulary is a vocabulary container for a word or the number of words that are owned in a language.

According to Lehr (2004: 1) vocabulary is the knowledge of words and the meanings of words both in spoken and printed language and in productive and receptive forms used in listening, speaking, reading and writing. Furthermore Pribilova (2006:13) says that vocabulary is words taught in a foreign language. Young (2009) defines vocabulary in four ways: word meanings, how words are used, roots, prefixes, suffixes, and analogies. While Hornby (1974:959) defines vocabulary in three ways: the number of words (with the rules for combining them) that make up a language, the range of words one knows and contains lists of words with definitions or translations. Furthermore, Nunan (2003:130-132) defines vocabulary in three ways: multiword units, word families and core meanings. It can be concluded that vocabulary is words that are useful in all skills in English, even in productive and receptive forms. This shows that vocabulary is the key to achieving all skills and is the basic unit of a language.

Based on the English-Indonesian dictionary, the meaning of Shadow is a shadow, and while the shadowing technique is a shadowing technique. This shadowing technique can also be interpreted as a duplication technique or a language learning technique like a parrot. As stated by Hamada (2012: 2), shadowing is defined as the activity of using headphones to hear and repeat a sound like a parrot does. And researchers use shadowing techniques with students imitating what native speakers say using audio to add to their vocabulary like parrots do.

Hamada, a professor at Akita University in Japan, conducted research on the effectiveness of shadowing as a listening learning method in 2012. At that time, Hamada applied shadowing to English learning and found that shadowing can improve students' listening skills. Using the same method,

researchers are interested in examining the application of shadowing in learning English to determine speaking skills.

Based on the theoretical studies above, a framework has been obtained that to help improve English proficiency requires a broad vocabulary. To get a broad vocabulary requires mastering and increasing vocabulary. Based on these conditions, it is necessary to apply learning that can train students to improve language skills, improve vocabulary mastery. The application of learning using the shadowing technique is expected to be able to answer the constraints that have existed so far.

From the study of the theory and framework that has been put forward in the previous section, the researchers put forward the hypothesis in this study shadowing technique an improve the vocabulary mastery of class VII students at MTs Nurul Iman Telaga Jernih semester 2022 – 2023.

Methods

This research is classroom action research. This research was conducted at MTs. Nurul Iman, whose address is at Dusun Y Street, Telaga Jernih Village, Kec. Secanggang, Langkat Regency, North Sumatra. This type of research is quantitative research. According to Sugiyono (2018; 13) quantitative data is a research method that is based on positivistic (concrete data), research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem being studied to produce a conclusion. The Class Action Research (PTK) subjects were students of class VII-1 MTs. Nurul Iman which consists of 24 students. The reason for being assigned as a research subject is because there are problems in learning, namely the low learning outcomes that have not reached the goal. This research was conducted in the even semester of the 2022/2023 academic year, namely from April to June 2023. The time of the research refers to the even semester madrasah academic calendar and the learning materials are adjusted to the school's class schedule, because PTK requires three cycles which require an effective learning process in class. Methods of data collection is done by observation. Research data analysis method using quantitative descriptive analysis. By observing the learning process of students one by one or individually using audio-visual media correlated with English reading books and observing the increase in students' vocabulary skills with the shadowing technique. The success criteria set in this study are the minimum class average value equivalent to KKM = 70.

Result and Discussion

This research was conducted with the aim of knowing the results of research methods on students of class VII-1 MTs. Nurul Iman Telaga Jernih on English vocabulary mastery using the Shadowing learning technique. Learning techniques according to Gerlach & Ely, (1980) in Hamzah Uno, are "tools or roads or media used by teachers to direct student activities towards the goals to be achieved".

Description of Initial Conditions

Before conducting research and carrying out cycles 1, 2 and 3. With the aim of knowing the students' vocabulary mastery abilities, the teacher and researcher conducted an initial test of vocabulary mastery abilities to the students. The initial test is to determine the initial ability to master vocabulary after learning to increase vocabulary before taking action.

3.1. Results

Cycle I

After obtaining the learning outcomes in the pre-action, then identification of problems related to mastery of English vocabulary was carried out. Researchers collaborate with teachers to determine the steps to be taken in cycle I, starting from lesson planning, implementation, to the learning evaluation process.

Based on the results of problem identification, steps are obtained for carrying out the action, namely learning vocabulary without using techniques Shadowing. Below is table 1 which displays the learning outcomes in cycle 1 after the teacher carried out the action by not implementing it Shadowing.

Table 1: Data on Learning Outcomes Related to Vocabulary Mastery in Noun and Demonstrative Material

Mark	Amount	Percentage	KKM score
The number of students scored < 70	20	83.33%	70
The number of students scored ≥ 70	4	16.67%	70
The highest score	80		
Lowest Value	20		
Average	50,83		

From the results described in the table above it is known that vocabulary mastery is related to noun and demonstrative material obtained from data in the table. The table shows that students who have achieved completeness are 4 students (16.67%) and those who have not achieved completeness are 20 students (83.33%). In this cycle students who get the highest score is 80, and the lowest is 20. The class average score obtained is 50,83.

Cycle I Reflection

Based on the results of these observations, analysis and reflection were carried out as follows.

- The teacher becomes a facilitator in teaching, so that the learning process is not teacher-centered, students are more actively involved
- Vocabulary mastery using technique Shadowing in cycle I this is an effort to fix and solve problems encountered in the initial conditions.
- Based on the results of observations even though the ability of students in mastering vocabulary on the material *noun and Demonstrative* up from the assessment before the action, it can be said that it has not been successful and needs to be improved in cycle II. This happens because there are still obstacles in the learning process.

These constraints are as follows:

- There are still students who do not follow the learning properly
- Many students are not active in learning
- Students do not discuss well
- There are still students who do not dare to ask

With a class average of 50.83. This shows that the average value of students' vocabulary mastery is still not above the KKM (70).

Cycle II

The learning process in cycle II made many improvements by researchers and teachers and observers. One of them is to increase student activity, the actions taken in cycle II are using the discussion method in making and using technique Shadowing.

In cycle II, the teacher tries to group students in learning English vocabulary consisting of 4 students, then the teacher guides students to read and memorize 5 vocabularies by singing. Through this song, it is hoped that it can eliminate student boredom while learning and provide pleasure in order to increase vocabulary mastery or increase vocabulary treasury. The following are the results of student learning in cycle II.

Table 2: Data on Learning Outcomes Related to Vocabulary Mastery in Noun and Demonstrative Material

Mark	Amount	Percentage	KKM score
The number of students scored < 70	15	62.5%	70
The number of students scored ≥ 70	9	37.5%	70
The highest score	85		
Lowest Value	40		
Average	61.25		

From the results described in the table above it is known that students who have achieved completeness are 9 students (37.5%) and those who have not achieved completeness are 15 students (62.5%). In this cycle students who get the highest score is 85, and the lowest is 40. The class average value obtained is 61.25.

Reflection on Cycle II

Learning outcomes in cycle II experienced an increase of 10.4%. This shows that the use of shadowing techniques can improve students' mastery of English vocabulary. But this is still less than expected by researchers. Researchers together with teachers/observers make improvements to be made in cycle II by motivating students in learning, increasing student activity by studying groups/discussions.

Cycle III

The learning process in cycle III had many improvements made by researchers and teachers and observers. In cycle III, the teacher uses additional media to help learning, namely a Bluetooth speaker to play audio recordings to participants.

That way when the recap is played the students can follow every vocabulary that comes out of the recording and the teacher will guide students to follow it. Through audio recordings on Bluetooth speakers, it is hoped that it can eliminate student boredom while learning and provide fun in order to increase vocabulary mastery or add to vocabulary repertoire. The following are the results of student learning in cycle III.

Table 3: Data on Learning Outcomes Related to Vocabulary Mastery in Noun and Demonstrative Material

Mark	Amount	Percentage	KKM score
The number of students scored < 70	10	41.6%	70
The number of students scored ≥ 70	14	58.3%	70
The highest score	95		
Lowest Value	50		
Average	71.04		

Based on data on student learning outcomes in cycle III on vocabulary mastery related to Noun and Demonstrative material with the application of the Shadowing technique data obtained as in Table 3. The results showed that students who had achieved completeness totaled 14 people (58,3%) and those who have not reached completeness are 10 people (41.6%).

In this cycle the highest score obtained by the participants was 95 and the lowest score was 50. The average score of learning outcomes in vocabulary mastery related to Noun and Demonstrative material was 71.04 and has achieved the classical completeness criteria, namely an average value of ≥ 70 according to the KKM score and in this cycle students who complete according to the KKM score have achieved 71.04.

Reflection on Cycle III

In cycle III, the implementation of the learning process again experienced a significant increase. Comparison of the percentage of students' vocabulary mastery in cycle II with data in cycle III showed an increase in students' vocabulary mastery of 9.79%. The percentage increase was observed to be significant because there was a continuous increase from cycle I to cycle II.

Before carrying out cycle I, the researcher conducted an initial survey to find out the conditions in the field. From this survey activity, the researcher found that the students' vocabulary mastery in class VII MTs Nurul Iman Telaga Jernih Semester 2022 – 2023 still relatively low. Then, the researcher conducted research to overcome this problem by using the Shadowing Technique in the learning process. Researchers develop plans for cycle I.

This first cycle describes learning to increase vocabulary mastery without using the Shadowing Technique but it turns out that almost nothing has changed in increasing vocabulary mastery and as a result there are deficiencies in its implementation. Cycle II was carried out to overcome the weaknesses or deficiencies that existed in cycle I by using the Shadowing Technique appropriately and the result was a good change, namely an increase in students' vocabulary mastery but this was still not enough to meet the school's KKM score. Cycle III was carried out to cover the deficiencies in cycle II by using the Shadowing Technique in a more interesting way and this made an increase in students' vocabulary mastery and also fulfilled the school's KKM score.

Shadowing Technique also as a learning tool for teachers to motivate students to be more active in learning activities.

Increasing vocabulary mastery using the Shadowing Technique is very suitable and has a direct effect on the acquisition of student scores, from cycle I to cycle III. The improvement in vocabulary mastery is very visible.

Conclusion

Vocabulary mastery of students experienced a significant increase with the help of shadowing learning techniques. Students who are the subject of further research can enrich their vocabulary mastery by using shadowing techniques. English teachers can use the help of shadowing techniques to improve mastery of related vocabulary Noun And Demonstrative. Based on the results of data processing, it can be seen that students' English vocabulary learning using the shadowing technique is considered effective. This is evident in the learning outcomes, that the results of the learning process are said to be successful if there is a positive change from all of the students or at least a portion of 58.3%. Therefore, it can be concluded that the use of *Shadowing* media can improve students' English vocabulary mastery VII MTs Nurul Iman Telaga Jernih semester 2022 – 2023 with an average score of 71.04.

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