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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
OCTOBER 2025

THE EFFECTIVENESS OF THE SHADOWING METHOD IN ENHANCING INFERENTIAL LISTENING SKILLS AMONG SEVENTH GRADE EFL STUDENTS AT MTSN 7 JEMBER

THESIS

Submitted to the State Islamic University Kiai Haji Achmad Siddiq Jember To fulfill one of the requirements to obtain a Bachelor of Education (S.Pd.)

Faculty of Tarbiyah and Teacher Training

Department of Islamic Studies and Language Education

English Education Program



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Written by:

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THESIS

It has been examined and approved by the board of examiners in partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Departement of Islamic Studies and Language Education
Program English Education

Day and Date: Monday, November 3rd 2025

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قَالَ رَبِّ اشْرَحْ لِيْ صَدْرِيُّ (﴿ وَيَسِّرْ لِيْ آمْرِيُّ (﴿ وَاحْلُلْ عُقْدَةً مِّنْ لِسَانِيُّ ﴿ وَيَسِّرْ لِيْ آمْرِيُ وَاحْلُلْ عُقْدَةً مِّنْ لِسَانِيُّ ﴿ وَيَسِّرْ لِيْ آمْرِيُ وَاحْلُلْ عُقْدَةً مِّنْ لِسَانِيُّ ﴿ وَيَسِّرْ لِيْ آمْرِيُ وَاحْلُلْ عُقْدَةً مِّنْ لِسَانِيُّ ﴿ وَيَسِّرُ لِيْ آمْرِيُ وَاحْلُلْ عُقْدَةً مِّنْ لِسَانِيُّ ﴿ وَيَسِّرُ لِيْ آمْرِيُ وَاحْلُلُ عُقْدَةً مِّنْ لِسَانِيُّ ﴿ وَيَعْلَمُوا اللَّهُ عَلَيْهُ وَاللَّهُ عَلَيْهُ وَاللَّهُ عَلَيْهُ وَاللَّهُ عَلَيْهُ وَاللَّهُ عَلَيْهِ وَلَيْ اللَّهُ وَلَيْ اللَّهُ عَلَيْهُ وَلَا اللَّهُ عَلَيْهُ وَلَيْ اللَّهُ عَلَيْهُ وَلَيْكُ اللَّهُ عَلَيْهُ وَلَيْكُ اللَّهُ عَلَيْهُ وَلَيْ اللَّهُ عَلَيْهُ وَلَيْ اللَّهُ عَلَيْهُ وَلَيْكُ اللَّهُ عَلَيْكُ اللَّهُ عَلَيْهُ وَلَيْكُوا اللَّهُ عَلَيْهُ وَلَيْ اللَّهُ عَلَيْهُ وَلَيْكُوا اللَّهُ عَلَيْهُ اللَّهُ عَلَيْهُ وَلَيْ اللَّهُ عَلَيْكُ اللَّهُ عَلَيْدَةً لِي اللَّهُ عَلَيْكُ اللَّهُ عَلَيْكُوا اللَّهُ عَلَيْكُ اللَّهُ عَلَيْكُ اللَّهُ عِلَيْكُ اللَّهُ عَلَيْكُ اللَّهُ عَلَيْكُوا لِي اللَّهُ عَلَيْكُوالِكُ اللَّهُ عَلَيْكُوا اللَّهُ عَلَيْكُ اللَّهُ عَلَيْكُ اللَّهُ عَلَيْكُوا لِي اللَّهُ عَلَيْكُوا لَهُ عَلَيْكُوا لِي اللَّهُ عَلَيْكُوا اللَّهُ عَلَيْكُوا اللَّهُ عَلَيْكُوا لَهُ عَلَيْكُوا اللَّهُ عَلَيْكُوا عَلَيْكُوا لِلللَّهُ عَلَيْكُوا اللَّهُ عَلَيْكُوا لَلْ عَلَيْكُوا اللَّهُ عَلَيْكُوا عَلَيْكُوا اللَّلْمُ عَلَيْكُوا اللَّهُ عَلَيْكُوا عَلَيْكُوا اللَّهُ عَلَيْكُوا اللَّهُ عَلَيْكُوا عَلَيْكُ

"My Lord, broaden my chest for me (25). And make my task easy for me (26). And remove the knot from my tongue (27). So that they may understand my speech (28)."

(Thaha: 25-28)*

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^{*} https://quran.com/taha/25-28



There is no most beautiful sheet in this thesis report except the dedications sheet. *Alhamdulillahirobbilalamin* by expressing gratitude for the grace of Allah SWT and as a thank you, I dedicate this thesis to:

- My beloved parents, my first love and role model Drs. Moch Ali Mas'ud and
 my heavenly door Yuni Astiningsih, who has always loved, encouraged,
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 Thanks to your prayer and chatter, I was able to complete this task with
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Jember, October 03rd, 2025 Author,

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Latifah, 2025: Shadowing Method Effectiveness in Enhancing Listening Skills Among Seventh Grade Students at MTsN 7 Jember

Key Words: Shadowing Method, Listening Skills

Listening is an essential skill in English learning. Humans struggle with it, so to solve this problem, the researcher applied the Shadowing Method. In this method, students listen to the spoken texts and immediately repeat them, which actively trains their pronunciation, vocabulary recognition and listening comprehension. The research question of this research is "Is there any significant effect of using Shadowing Method in enhancing listening skills among of seventh grade students at MTsN 7 Jember?". The research objective is to measure the effectiveness of the Shadowing Method in enhancing the listening skills of seventh-grade students at MTsN 7 Jember.

This research used a quantitative approach with a Quasi-Experimental Design. The participants were two purposive sampling selected classes: VII A as the experimental group and VII B as the control group, each with 21 students. The researcher collected data through observation, pre-test, and post-test. The experimental class practiced listening through the Shadowing Method, while the control class learned with conventional method.

The researcher analyzed the data using SPSS version 27 with descriptive statistics, paired sample t-test, and independent sample t-test. The results showed that the experimental class improved from a mean pre-test score of 69.05 to a post-test score of 78.33, while the control class improved from 64.05 to 72.85. The statistical test showed a significance value (2-tailed) of 0.000 < 0.05, which means the alternative hypothesis was accepted. The study concludes that the Shadowing Method gave a significant effect on the listening skills of seventh-grade students at MTsN 7 Jember.

The findings indicate that both groups improved in listening skills, the experimental class taught with the Shadowing Method achieved more significant and consistent progress than the control class. This is supported by the Independent Sample T-Test result (Sig. 0.000 < 0.05), confirming a substantial difference between the groups. Therefore, the Shadowing Method gives a significant effect on the listening skills of seventh-grade students at MTsN 7 Jember.

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A. Research Background

There are some basic skills that have to master, one of them is Listening. Listening is a critical skill that plays a significant role in effective communication. Listening helps students know the pronunciation, vocabulary usage, and accent from the speakers. Thus, developing good listening skills will help students to understand information more accurately and respond more appropriately.

Listening have a vital to interpret what the speaker means, to infer what is missing, and to learn something new.² Through listening, students get better at understanding and responding to spoken messages, which helps improve English skills. Listening also gets students to think, reflect, and make sense of the information they hear. For junior high school students, having good listening skills is key to understanding spoken texts and becoming more confident in learning English.

In this research, the researcher focused on listening, the researcher thinks that learning listening is important. Listening has an important role in daily communication for human. In the communication process, there are speaker and listener that have the important role in exchanging information

¹ N Fayzullayeva, "The Improving of Listening Skill," *Modern Science and Research* 2, no. 10 (2023): 272–76.

² DL Worthington, GD Bodie and ME Fitch-Hauser, "Listening: Processes, functions, and competency" (taylorfrancis.com, 2024), https://doi.org/10.4324/9781003392255

with each other, that is why listening is a basic matter in learning English as a foreign language.

In learning English as a foreign language, especially in listening, students face a lot of difficulties. Students have some critical difficulties in listening comprehension because they focus on reading and writing activities.. They consider that listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes.³

Teachers and students both play an important role in the process of effective learning. In the classroom, the teacher acts as a guide and supporter for students, helping them to achieve their learning goals. For listening skills, teachers need to choose methods that are engaging and designed to help students improve their understanding of spoken language. An effective method should encourage students to focus, vocabulary usage, and comprehend meaning. By using suitable methods, students can develop their listening skills and achieve the learning objectives, such as understanding spoken texts and applying the information they hear.

Teaching listening skills must also be effective, and teachers can use various methods to support students in the classroom. The Shadowing Method is one such a method that has been recognized for its potential to enhance students' listening skills. Shadowing Method is a method where students listen to audio and immediately repeat what they hear, mimicking the

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³ Abbas Pourhosein. 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review". p. 1. (https://eric.ed.gov) (accessed on February 10, 2019)

speaker as closely as possible.⁴ This method helps students improve their listening comprehension, pronunciation, vocabulary and fluency.

The researcher chose the Shadowing Method because it helps students get better at listening. In this method, students listen to someone speaking and quickly repeat what they hear. This makes them pay close attention to how words are said, how sentences sound, and what the speaker means. By doing this method, students get to hearing English and understanding it more easily. It also helps them focus and become more confident when listening. Since many junior high school students still struggle with listening, this method is a good way to help them practice and improve in a fun and active way.

The Shadowing Method encourages active engagement, as students must focus on the spoken language in real time and reproduce it. By using the Shadowing Method, students develop a deeper understanding of spoken language and improve their ability to process and respond from the spoken. This method is particularly effective in enhancing listening comprehension, making it an essential tool for teaching listening skills in the classroom.

Based on the researcher's observation at MTsN 7 Jember, it was found that seventh-grade students had low listening skills. The students faced challenges in understanding spoken English and classroom activities were mostly passive. Students mainly listened to the teacher's explanation without actively participating with the material. The teaching methods used were not enough to support the development of listening skills. The students'

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⁴ Hamada, Yo. "The effectiveness of pre-and post-shadowing in improving listening comprehension skills." The Language Teacher 38.1 (2018): 3-10.

difficulty in listening could be due to various factors. One key reason was the lack of active participation in class. Teachers often used traditional methods, where students only listened without having opportunities to practice listening actively. The Shadowing Method, which involves students repeating what they hear immediately after the speaker, could be a solution to improve this situation. This method encourages students to focus on spoken language, vocabulary usage, pronunciation, and improve their comprehension in real-time.

The reason for conducting this research is to examine whether the Shadowing Method has a significant effect on improving students' listening skills at MTsN 7 Jember. The Shadowing Method, as an interactive activity, helps students become more participate and active in the learning process. This method encourages students to listen carefully and repeat what they hear, which enhances their listening comprehension, pronunciation and vocabulary usage.

In this research, the researcher needs supportive resources while implementing the Shadowing Method. These resources include video text material, which allow students to practice mimicking speech in real time. The use of these interactive tools help create a more engaging learning environment. By using this, the Shadowing Method connects students with real-world language use, making listening practice more effective. This research aims to determine how the method contributes to enhancing students' listening skills in a more interactive way.

The Shadowing Method appears to encourage students' motivation to learn and improve their language skills. This method helps students become more active, focuse during the learning process and fostering their independence in listening skills. Through the Shadowing Method, students not only enhance their listening comprehension but also improve their pronunciation, accents, vocabulary usage and fluency, making the learning process more effective and active.

Therefore, the researcher conduct this study to measure the effectiveness of the Shadowing Method in enhancing listening skills among seventh-grade students at MTsN 7 Jember. This research aims to provide insights into how the Shadowing Method can contribute to the improvement of students' listening abilities in the learning process.

B. Research Question

The research question for this study is:

Is there any significant effect of the Shadowing Method in enhancing listening skills among seventh grade students at MTsN 7 Jember?

C. Research Objective

The objective of this research is:

To measure the effectiveness of the Shadowing Method in enhancing the listening skills among seventh-grade students at MTsN 7 Jember.

D. Research Significances

The research significances describes the contributions that will be made after completing this research. It can include theoretical and practical significance, such us significance for researcher, institutions and society as a whole. There are two research significances of this research are;

1. Theoretical Significance

This research is expect to give some contribute to exploring the effectiveness of the Shadowing Method in enhancing students' listening skills among seventh-grade students at MTsN 7 Jember. It aims to provide theoretical insights into how this method can enhance listening comprehension.

2. Practical Significance

The findings of this research are beneficial for:

English teachers

Teachers can implement the Shadowing Method as an effective teaching method in their classroom activities to improve students' listening skills.

b. English students

The Shadowing Method provides students with an engaging way to learn listening skills. It motivates them to practice listening actively and improves their comprehension, pronunciation, accents, and improve vocabulary.

c. For researchers

It is expect that the study can be useful for the researcher to have experience in conducting quantitative research.

d. Future researchers

The researcher hopes that this research can be useful for other researcher who wants to carry the topic about enhancing listening skill with shadowing method for students as well. The result of this research is hoped as basic consideration and information for doing a further research.

E. Research Scopes

The researcher focuses on how the Shadowing Method effective in students' listening skills. The Shadowing Method is an effective method to improve listening skills for seventh-grade students at MTsN 7 Jember.

1 Research Variables

Variables can be defined as attributes researcher, or object, which varies from person to person other. Based on this understanding, it can be concluded that the research variable is an attribute or trait or The value of people, objects or activities that have variations certain things determined by the researcher for students to study and then draw conclusions. There are two variables:

a. Independent variable

This variable is often referred to as the stimulus variable, or in simple terms, the free variable. It means a variable that stands on its own. An independent variable is the one that influences or causes a

⁵ Firdaus et.al., Pedoman Penulisan Skripsi IAI Muhammadiyah Sinjai, Cet. V, Sinjai: CV. Latinulu, 2021.

⁶ Creswell, J. W. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.). Pearson.

change in the dependent variable. In this research, the independent variable (X) is something that can affect the dependent variable either positively or negatively. The independent variable in this study is the Shadowing Method.

b. Dependent variable

This variable that is measured in a study to see whether there is an influence from the independent variable. In other words, it is the result or outcome of the changes caused by the independent variable. The dependent variable as the criterion variable (Y). It is the main focus of observation and becomes the target or objective of the research. The dependent variable is listening skill. Listening is the active process of receiving, constructing meaning, and responding to spoken or nonverbal messages. It involves more than just hearing sounds; it requires attention, interpretation, and engagement with the speaker's message.

2. Variable Indicators

The variable indicators are:

a. Independent Variable (X)

Shadowing Method:

- 1. Able to repeat spoken texts accurately
- 2. Able to follow intonation, words stress and pronunciation well
- 3. Able to recognize spoken vocabulary

⁷ Brownell, Judi. *Listening: Attitudes, principles, and skills (Subscription)*. Routledge, 2015.

- 4. Able to focused while listening and repeating
- b. Dependent Variable (Y)

Listening Skill:

- 1. Able to catch detailed information from the video text
- 2. Able to recognize the meaning of vocabulary in context
- 3. Able to complete in the missing sentences from the spoken text

F. Operational Definition

Based on the empirical indicators of the research variables, the next step is to present operational definitions. Operational definitions are definitions used as the basis for empirical measurement of research variables, formulated based on the variable indicators. There are two operational definition:

1. Shadowing Method

Shadowing is an active listening method where students repeat spoken language immediately after hearing it. In this research, the shadowing method involves seventh-grade students at MTsN 7 Jember listening to English video text materials and mimicking the speaker's pronunciation, intonation, accents, vocabulary as closely as possible. The method is implement in a structure teaching program over several sessions to examine its effectiveness on enhancing listening skills.

2. Listening Skills

Listening is a skill to teach in English and it is the ability to identify and understand what the speaker is saying, it is considered a

receptive skill, where people need the ability to receive spoken language. In this study, listening skills in vocabulary are measured by students' performance in pre-test and post-test assessments, which include tasks such as identify key vocabulary words from video text recordings, understand information from video text and complete incomplete sentences with appropriate words based on the context.

G. Research Assumption

The research assumes that implementing the shadowing method as a teaching method will have an effective on the listening skills of seventh-grade students at MTsN 7 Jember. It is presume that the repetition and imitation process inherent in the shadowing method will improve students' listening skills, including understand the meaning of unknown vocabulary and understanding information from video text materials.

H. Hypothesis

Hypothesis is the measure's answer from the research problem. Hypothesis divided into two, The null hypothesis is a prediction about the population and is typically stated using the language of "no difference" (or "no relationship" or "no association"). The alternative hypothesis, however, indicates a difference (or relationship or association), and the direction of this difference may be positive or negative (alternative directional hypotheses) or either positive or negative (alternative nondirectional hypotheses).⁸

The research hypothesis are:

⁸ John W. Creswell. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 2012

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 H_0 : There is no significant effect of using the Shadowing Method in

enhancing listening skills among seventh grade students at MTsN 7 Jember.

H_a: There is a significant effect of using the Shadowing Method in enhancing

listening skills among seventh grade students at MTsN 7 Jember.

Note:

H₀: Null Hypothesis

H_a: Alternative Hypothesis

I. Structure of Thesis

The Structure of the thesis discussion from the introductory chapter to concluding chapter is explained descriptively narrative, not in the form of a table of contens. The systematic discussion in this research is as follow:

Chapter one discuss the introduction of the thesis, including the research background, research question, research objective, research significances, research scopes, operational definition, research assumption, hypothesis and discussion structure.

Chapter two discuss the review of related literature that consists of the previous study and the theoretical framework.

Chapter three discuss the research methodology in this research, which includes the research approach and design, population and sample, data collection technique and instrument test and data analysis.

Chapter four discuss about the data presentation and analysis, which includes the overview of the research object, data presentation, data analysis and hypothesis testing and Discussion.

Chapter five discuss the conclusion and suggestion of this research.



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LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies and theoretical framework

A. Previous Studies

There are similarities and differences between this research and previous studies below.

1. The first study conducted by Yo Hamada (2014) entitled "The effectiveness of pre- and post-shadowing in improving listening comprehension skills".

The purpose of this research is to discover how shadowing technique is used effectively in current EFL classrooms, this study investigates the effectiveness of pre and post shadowing on listening comprehension skills in classroom. The researcher conducted pre-test and post-test. Two groups of Japanese University freshmen participated in the experiments (Pre-shadowing group: 27 males, 5 females; Post-shadowing group: 5 males, 19 females).

The results show that the post shadowing group improved with statistically significant (t [23] = 2.17, p < .05, r = .41), but the preshadowing group shown in (t [31] = 1.26, p > .05, r = .22). The results show that the post-shadowing group improved their listening

comprehension skills.¹⁰ The results show that the post-shadowing group improved their listening comprehension skills. This indicates that the implementation of the Shadowing Method had a measurable impact on the post-shadowing group's performance, suggesting its potential as an effective teaching strategy for enhancing listening skills. Moreover, the lack of significant improvement in the pre-shadowing group highlights the importance of this method in promoting active listening practice.

2. The second study is conducted by Mukminatus Zuhriyah (2016) entitled "Improving Students' Listening Skill Through Shadowing".

This study present a shadowing was applied in the listening class as one of the solutions to make the learners of English listening easy to understand what the speaker says. The design of this research was a collaborative classroom action research. It could be seen in the improvement of mean score, from 74.2 in cycle one to 75 in cycle two.

The percentage of students passing the minimum mastery criteria also improved, from 61% in cycle one to 77.8% in cycle two. Thus, it can be concluded that shadowing could improve students' listening skill. This improvement demonstrates the effectiveness of the Shadowing Method in helping students achieve better listening comprehension, fostering their ability to understand spoken English more accurately. Additionally, the consistent progress across cycles suggests that the

¹⁰ Hamada, Yo. "The effectiveness of pre-and post-shadowing in improving listening comprehension skills." *The Language Teacher* 38.1 (2014): 3-10.

¹¹ Zuhriyah, Mukminatus. "Improving students' listening skill through shadowing." *Register Journal* 9.2 (2016): 124-136.

method not only enhances individual performance but also contributes to overall class achievement.

3. The third study is conducted by Rini Ekayati (2020) entitled "Shadowing Technique on Students' Listening Word Recognition".

The objective of this research was to find out the significant effect of shadowing technique on students' listening in word recognition. The instruments `not only boosts recognition skills but also builds students' confidence in listening comprehension, paving the way for further advancements in their overall listening proficiency.

4. The Fourth study is conducted by Fitri Maini (2020) entitled "Applying Shadowing Technique to Improve Students' Listening Achievement".

The method used was a quasi-experimental that involved two groups, namely the control group and experimental group. The population of this study was all the tenth graders of SMA Negeri 3 Unggulan Kayuagung with a total number of 198 tenth graders. Purposive sampling method was applied to select the sample involved 72 tenth graders. In collecting the data, try out the test was used to get the desirable questions that would be used in the pretest and posttest to both groups in the control and experimental group.

The result of data analysis in an independent sample t-test, there were some findings found. First, the mean score of a posttest (75.56) in the experimental group was higher than the pretest (69.03) in the control group. Secondly, the value of tobtained was 2.77 at the significant

level of p<0.05 in two-tailed testing with df = 70, the critical value of table was 1.99. Since the value of tobtained was higher than ttable, the null hypothesis (Ho) was rejected and the research hypothesis was accepted. In conclusion, it showed that the shadowing method could improve the tenth-grade students' listening achievement at SMA Negeri 3 Unggulan Kayuagung.¹²

5. The fifth study is conducted by Nafisa Raimovna Kobilova (2024) entitled "Usage of the Shadowing Method in Enhancing Listening and Pronunciation".

This research was conducted to investigate the effect of shadowing technique on school students' ability to understand spoken English and to examine the connection between Pronunciation Practice and English Listening Comprehension. This study is being undertaken within the Classroom Action Research, cycle 1 and cycle 2.

The results show a statistically significant correlation between pronunciation and English listening comprehension, implying that more shadowing texts leads to better comprehension. The results reveal a significant correlation between pronunciation skills and English listening comprehension. Engaging with more shadowing texts enhances both pronunciation and auditory processing, leading to better listening

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¹² Maini, Fitri. "Applying shadowing technique to improve students' listening achievement." *Language and*

Education Journal 5.1 (2020): 47-56.1

¹³ Kobilova, Nafisa Raimovna. "USAGE OF SHADOWING METHOD IN ENHANCING LISTENING AND PRONUNCIATION." *Mental Enlightenment Scientific-Methodological Journal* 5.05 (2024): 149-154.

comprehension. This highlights the dual benefits of shadowing in improving pronunciation and understanding spoken English, making it a valuable tool for language proficiency.

Based on the previous studies that the researcher described above. The researcher found that there are similarities and differences between previous studies with the study that conducted by the researcher presented in the table 2.1.

Table 2.1
The Similarities and Differences Between the Previous Studies with the Research Conducted by the Researcher

Author and	Similarities	Differences
Title	FRSITAS ISI /	M NECERI
Yo Hamada	The similarity between the	1. The difference is the previous
(2014): "The	previous research and the	study aims to compare the
Effectiveness of	current research is used	effectiveness of pre-
Pre- and Post-	shadowing method,	shadowing and post-
Shadowing in	focused on listening	shadowing in improving
Improving	comprehension and	listening comprehension
Listening	applied pre-test and post-	skills in Japanese students.
Comprehension	test.	While the current research
Skills"		aims to measure the
		effectiveness of the
		Shadowing Method in
		enhancing listening skills of
		seventh grade students at
		MTsN 7 Jember.
		2. In previous research, the
		research subjects were
		Japanese university students,
		while the current research,
		the research subject are VII
		grade students at MTsN 7
		Jember.
Mukminatus	The similarity between the	The difference between the
Zuhriyah	previous research and the	previous research and the
(2016):	current research is that	current research is that the
"Improving	both used the shadowing	previous research used a

Students'	method and focused to	collaborative classroom action
Listening Skill	improve liste <mark>ning skills. </mark>	research design and collected
Through		data in two cycles, cycle 1 and
Shadowing"		cycle 2. While current research
		used quasi-experimental design,
		collect data in pre-test and post-
		test.
Rini Ekayati	The similarity between the	The difference between the
(2020):	previous research and the	previous research and the
"Shadowing	current research is that	current research is that the
Technique on	both used the shadowing	previous research focused
Students'	method. The researchers	specifically on listening word
Listening Word	apply the tests as the pre-	recognition, involved high
Recognition"	test and post-test to both	school students, while the
	experimental and control	current research focuses on
	groups.	comprehension and vocabulary
		from video text in islamic
		junior high school.
Fitri Maini	The similarity between the	The previous research involved
(2020):	previous research and the	high school students, validated
"Applying	current research is that	questions using a try-out. While
Shadowing	both used the shadowing	the current research validated
Technique to	method, a quasi-	questions using pre-test and
Improve	experimental design, and	post-test.
Students'	pre-test and post-test.	E R
Listening	pre test and post test.	LI
Achievement"		
7 terrie vernent		
Nafisa	The similarity between the	The difference between the
Raimovna	previous research and the	previous research and the
Kobilova	current research is that	current research is that the
(2024): "Usage	both used the shadowing	previous research investigated
of the	technique and focused on	the correlation between
Shadowing	listening skills.	listening comprehension and
Method in	5	pronunciation and previous
Enhancing		research used a classroom
Listening and		action research design., while
Pronunciation"		current research measure how
		effective shadowing method in
		enhance listening skill and use
		quasi-experimental design.
		nd the current recearch share a

The reviewed previous research and the current research share a common focus on the use of shadowing method as a method to enhance listening skills, with most employing pre-test and post-test to measure

improvement. However, there are differences in terms of research design, research subject and research focus. While some previous studies applied classroom action research or compared different types of shadowing and most involved high school or university students, wheareas the present research employs a quasi-experimental design and is specifically conducted among seventh-grade students at MTsN 7 Jember. Besides that, the previous studies often concentrated on aspects such as word recognition or pronunciation, while the current research emphasizes listening comprehension.

This research focuses on the effectiveness of the Shadowing Method in enhancing inferential listening skills among seventh-grade EFL students at MTsN 7 Jember. The novelty of this study is focuses on younger learners in a religious-based Junior High Schooll, where English Islamic video text are integrated as learning materials. This research explores how shadowing supports listening comprehension and vocabulary learning through gap filling activities. It evaluates through pre-tests and post-tests. This creates a research gap, as limited studies have investigated the effectiveness of Shadowing on listening skills among Junior High School students using Islamic content, making this study distinct in both its context and pedagogical contribution.

B. THEORETICAL FRAMEWORK

1. Listening Skill

a. Definition of Listening Skill

Listening is an essential part of humans communication, integral to both personal and professional relationship. 14 Effective listening allows students to understand others' perspectives, fostering empathy and collaboration. In academic settings, strong listening skills contribute to better problem-solving and more meaningful interactions. The mental process of constructing meaning from verbal input is the meaning of listening activities. 15 Since listening skills in language classes are very important, English learners should be more enthusiastic and practice their listening skills. By using video students can practice listening to spoken language. Listening is a process consisting of a conscious attention, reception, perception, and the assignment of meaning and response to the message. 16 It means that listening requires the listener to actively engage in the process of understanding the speaker's message as it is intended. The listener must focus on the sounds, interpret the

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¹⁴ F G'ulomova and Z Xamrayeva, "HOW TO IMPROVE LISTENING SKILL", *INTERNATIONAL* ... (universalconference.us, 2024), https://universalconference.us/universalconference/index.php/icms/article/view/2964

¹⁵ Rost, Michael. (2020). Teaching and Resraching Listening. Edinburgh Gate: Harlow CM20 2JE United Kingdom.

¹⁶ Kim, J. and Kang, M. 2015. *The Effects of Developing English Listening Ability of Middle School Students through English Pop Songs*. Asia-pacific Journal of Multimedia Services Convergent with

meaning of the words and ideas, and connect them to the context of the conversation. This helps ensure that the listener fully comprehends what the speaker wants to convey and can respond appropriately.

In line with this, listening is the ability consisting of identifying and understanding what others are saying which involves understanding accent or pronunciation, grammar, and vocabulary of the speaker, and grasping its meaning. It also requires the listener to pay attention to the situation of the conversation, recognize the speaker's tone and rhythm. Good listening is more than just hearing words; it involves thinking about and making sense of the information to respond properly, making it an important skill for communication and learning languages.

From the explanations above, it can be concluded that listening is more than just hearing sounds. It is an active process that requires full attention, understanding what the speaker means, and responding in the right way. To be a good listener, someone have to needs to pay attention to how words are spoken, understand grammar and vocabulary, and also notice the speaker's tone and the situation. In English learning, especially in the classroom, listening can helps students improve their speaking, understand better, and communicate

more confidently.¹⁷ That's why listening should be practiced often, and using videos or other real-life materials can really help students get used to natural spoken English. The more students listen with focus and interest, the better they will be at using English in real conversations.

b. Listening Strategies

In the process of learning a foreign language, especially English, listening plays a crucial role as one of the core language skills. It is not simply a matter of hearing sounds, but rather an active and complex process that involves attention, understanding, and interpretation. To become effective listeners, students need to use a variety of strategies depending on the context, purpose, and difficulty of the listening task. Listening comprehension is supported by different types of strategies that can be grouped into three main categories: cognitive, metacognitive, and socio-affective strategies. Understanding types can help teachers design better instruction and support students in improving their listening comprehension skills. Here are:¹⁸

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¹⁷Nurjanah, N., Miranti, I., & Dwiastuty, N. (2018). The Correlation Between Students' Habit In Listening Song And Students' English Listening Skill. *Deiksis*, *10*(01), 43-48.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. English Language Teaching, 9(6), 123–133. https://doi.org/10.5539/elt.v9n6p123

1) Cognitive Listening

Cognitive listening refers to how learners process and understand the information they hear. This type of listening involves two main approaches: bottom-up and top-down. Bottom-up processing focuses on understanding individual words, sounds, and sentence structures. In contrast, top-down processing allows learners to use their prior knowledge and experiences to make predictions and guess the meaning of what they hear. These strategies help learners build meaning from both the linguistic input and the context, making it easier for them to grasp the overall message of the spoken text.

2) Metacognitive Listening

Metacognitive listening involves learners' awareness and control over their listening process. It includes planning before listening, monitoring comprehension while listening, and evaluating performance afterward. For example, learners may set goals, decide what to focus on, or choose strategies like taking notes or identifying key points. During the task, they check whether they understand or need to adjust their approach. After listening, they reflect on what went well and what can be improved. This type of listening encourages students to become more independent, strategic, and effective listeners.

3) Socio-Affective Listening

Socio-affective listening is related to learners' social interaction and emotional state during listening activities. This includes working with peers, managing anxiety, and maintaining motivation while listening. Learners might ask classmates for clarification, use non-verbal cues to support understanding, or create a comfortable environment that reduces stress. This approach helps students feel more confident and engaged, which positively affects their overall listening performance. By developing both emotional awareness and social cooperation, learners can better handle challenges in listening comprehension

English, and by utilizing cognitive, metacognitive, and socioaffective strategies, students can significantly improve their
listening comprehension. Cognitive strategies help learners
process language through both bottom-up and top-down
approaches, while metacognitive strategies foster greater
awareness and control over the listening process. Socio-affective
strategies, on the other hand, address emotional and social factors
that influence listening performance. By integrating these
strategies, learners can become more engaged, independent, and
confident listeners, enhancing their ability to understand and
effectively respond to spoken English.

c. Listening Stages

In the classroom, listening helps students understand spoken English, improve their vocabulary, and build stronger communication skills. However, listening can also be challenging, especially when students are not guided through the process. To make listening activities more effective and meaningful, teachers usually divide a listening lesson into three clear stages: pre-listening, while-listening, and post-listening. Each stage has a specific goal and supports students in different ways. These stages help learners stay focused, understand better, and get the most out of every listening task. Here are:¹⁹

KIA 1) Pre-Listening Stage HMAD SIDDIQ

The pre-listening stage happens before the actual listening activity begins. The goal of this stage is to help students get ready and feel prepared for what they're going to hear. At this point, students don't start listening yet instead, they are introduced to the topic or situation to help them activate their background knowledge (schema). This helps them connect the topic to what they already know, so listening becomes easier and more meaningful. Activities in this stage might include:

- a) Talking about the topic of the listening
- b) Predicting what they will hear

¹⁹ Al Bloushi, K. (2024). *The stages and aims of a listening lesson*. English Language Education Department. https://doi.org/10.13140/RG.2.2.23479.04007

- c) Brainstorming ideas or vocabulary
- d) Learning new or difficult words

By doing these things, students feel more confident and interested. This stage also gives them a purpose for listening, so they know what to focus on when the audio starts. Although this stage is short (usually 5–10 minutes), it's very important for student success.

2) While-Listening Stage

The while-listening stage is where students actually listen to the audio or video. This is the main part of the listening lesson, the heart of the process. In this stage, students focus on understanding the message being spoken. They might listen once, or the teacher might replay the audio two or three times to help them catch important information.

During this time, students can:

- a) Listen for the main idea
- b) Listen for specific details
- c) Take notes
- d) Answer questions related to the listening
- e) Pay attention to the speaker's tone

Teachers help by giving clear tasks and questions so students know what to listen for. It's okay if students don't understand every single word the goal is to understand the meaning and complete the tasks. This stage helps improve listening comprehension and builds focus and accuracy.

3) Post-Listening Stage

The post-listening stage happens after the listening is done.

The purpose is to help students reflect on what they heard, share ideas, and connect the listening material to their own thoughts or experiences.

Some common post-listening activities include:

- a) Discussing the answers
- b) Summarizing what they heard
- c) Giving opinions about the topic
- d) Doing a role-play or speaking task based on the listening
- e) Writing a short response or reflection

This stage helps check whether students really understood the audio, and gives them a chance to use what they learned in a meaningful way. It's also great for building communication and confidence.

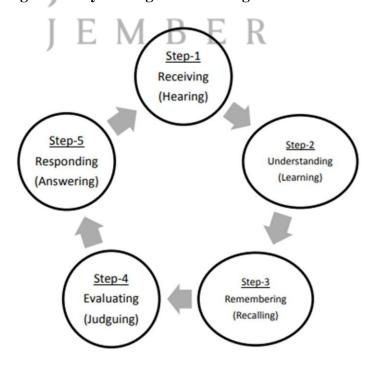
In conclusion, the three stages of listening pre-listening, while-listening, and post-listening each play an important role in helping students become better listeners. Pre-listening prepares students by giving them context and building interest. While-listening helps them focus on understanding the message, and post-listening gives them a chance to reflect, respond, and apply

what they've learned. By following these stages, listening activities in the classroom become more organized, meaningful, and effective.

d. Listening Process

Listening is a complex and active process that involves several process. It is not just hearing sounds, but actively engaging with and interpreting those sounds to understand the message being communicated. For language learners, listening plays a crucial role in developing comprehension skills and improving overall language proficiency. This cycle diagram illustrates the five process of listening.

Figure 2.1 Cycle Diagram Listening Process



The listening process can generally be broken down into five main process:²⁰

- 1. Hearing: This is the physical process of detecting sound waves through your ears. It's a natural response to sound, but hearing alone doesn't mean you're listening. Listening requires attention and focus, which involves selecting certain sounds while ignoring others.
- 2. Understanding: After hearing, the next step is to make sense of what you heard. This includes understanding the words, sounds, or symbols (like applause or uniforms) based on their meaning and context. Your past experiences and the situation influence how you understand these symbols.
 - 3. Remembering: This step involves storing the information in your memory. Remembering shows that you not only understood the message but also saved it for later use. However, memory is selective, so what you remember might differ from what you heard.
 - 4. Evaluating: At this stage, active listeners think critically about the message. They separate facts from opinions, look for biases, and decide whether the message is credible. It's important to evaluate after hearing the whole message, or you

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²⁰ Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects. *The Criterion: An International Journal in English*, (12), 1–8. Retrieved from www.the-criterion.com

might miss important details.

5. Responding: This is the final step, where you give feedback to the speaker. Feedback can be verbal (like answering a question) or nonverbal (like nodding). It's essential because it shows the speaker that their message was received and understood

Therefore, the listening process is not just about hearing sounds but involves actively engaging with the message step by step. It starts with focusing on sounds (hearing), understanding their meaning in context (understanding), remembering important parts (remembering), thinking carefully about what is being said (evaluating), and finally giving feedback to show that the message was received (responding). Each step is important to ensure clear and effective communication, making listening a key skill in daily life.

2. Shadowing Method

a. Concept of Shadowing Method

The shadowing method was first introduced by Dr. Alexander Arguelles, a linguist and educator who focused on language teaching. He developed this method in the early 2000s as a method to help language learners improve their listening, pronunciation, and fluency at the same time. This tmethod is explained in various writings and presentations by Dr. Arguelles, but he did not publish a specific book about shadowing. Instead, he popularized this method through video

tutorials and seminars. One of the main sources of information about this method is the videos and learning materials he shared online, such as his explanation in the video "Shadowing Step by Step" which is available on YouTube https://youtu.be/130bOvRpt24?si=llSUR-WCRUL0z-D2. 21

Shadowing is defined as the act of repeating as accurately as possible what one hears at the same time. ²² It works by listening to someone speak and then repeating what they say right away, trying to copy their accent, tone, speed, and pronunciation. This method trains your brain to process and respond to language quickly and naturally. It's a simple way to get used to the flow of a language, like how words are stressed and how sentences are spoken. Shadowing can also help you feel more confident when speaking and make your speech smoother. It's a helpful technique for learning languages, improving focus, and becoming better at listening and speaking clearly.

Shadowing is the act of vocalizing the speech one is listening to as simultaneously as possible.²³ This method allows the listener to hear everything twice or more. It starts with the process of listening to what native speakers say then repeating what they say. This brief

Hamada, Yo. (2017). Teaching EFL Learners Shadowing For Listening: Developing Learners' Bottom-up skills. New York: Routledge research in language education, 6

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²¹ https://www.alexanderarguelles.com/

²³ Hamada, Y., Situating Shadowing in the Framework of Deliberate Practice: A Guide to Using 16 Tecniques, (Akita: RELC Journal, 2022), p. 1

conscious process gives the impression that memory is more attached to the mind in learning something. When just listening, the brain more focuse on the content of the speech that is heard, but when listening and then repeating it, the brain will also remember how it was pronounced correctly.

In conclusion, the Shadowing Method is highly effective in improving students' listening skills because it trains learners to listen actively, focus on details of speech, and process sounds in real time. By repeating what they hear, students develop better comprehension of pronunciation, intonation, and rhythm while becoming more familiar with natural language use. Continuous practice through shadowing enhances auditory memory and helps students understand spoken English more accurately and confidently in various situations.

b. Types of Shadowing Method

There are some types of shadowing method:

- a) Murphey's Types of Shadowing ²⁴
 - Complete shadowing, it refers to listeners shadowing everything that speakers say.
 - 2) Selective shadowing, refers only certain words and phrases that the listeners selecting.

Tim Murphey, "Exploring Conversational Shadowing," Language Teaching Research 5, no. 2 (April 2001): 128–55, https://doi.org/10.1177/136216880100500203.

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- 3) Interactive shadowing, which includes selective shadowing, this type looks more natural because it adds questions and comments from the listener into the conversation so that showing more involvement on the part of the listener.
- b) Kadota and Tamai's Types of Shadowing ²⁵
 - Mumbling, mumbling or speaking in low voice and inarticulately. Listeners shadow by focusing on the incoming sound they are listen not focusing on their own pronunciation.
- 2) Synchronized reading, listeners shadow the audio by reading aloud the script, simulating every sound and intonation. Its purpose to help students understand vocabulary and the meaning.
 - 3) Prosody shadowing, listeners try to shadow as listeners do without relying on script. Prosody shadowing focuses on the rhythm, stress, intonation, speed, and pause of the language.
 - 4) Content shadowing, the listener shadows and focuses on the content of the speech. It means that, when doing shadows, the content and shadows training are both important for learner. For that reason the listener will pay attention and highlight the content of the speech.

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²⁵ Yo Hamada, "An Effective Way to Improve Listening Skills through Shadowing, " The Language Teacher 36, no. 1 (1 Januari 2012): 3, https://doi.org/10.37546/JALTTLT36.1-1.

In this research, the researcher adapted Kadota and Tamai's theory of shadowing because it provides a structured and step-by-step approach suitable for seventh-grade students at MTsN 7 Jember. The students at this level are still developing their basic listening skills. Meanwhile, Murphey's theory emphasizes interaction and engagement between the listener and the audio material, making shadowing a more communicative and meaningful activity rather than mere imitation.

c. The Procedure of using Shadowing Method

According to Hayakawa as cited in Sugiarto (2020), there are steps in the application of the shadowing technique as follows:²⁶

KIA 1. Listening

Listen to the video text without the transcript. The goal is to train your ears to catch the natural sounds.

2. Slash Listening

Listen again while breaking the sentences into smaller chunks, making them easier to follow.

3. Mumbling

Trying to mumbling or shadow the audio with a low voice while listening.

²⁶ Sugiarto, R., Prihantoro, P., & Edy, S. (2020). THE IMPACT OF SHADOWING TECHNIQUE ON TERTIARY STUDENTS'ENGLISH PRONUNCIATION. *Linguists: Journal Of Linguistics and Language Teaching*, *6*(1), 114-125.

4. Parallel Reading

Viewing the script of the audio and learning parts that are not understood yet.

5. Understanding the Meaning

Searching for the meanings of difficult words or phrases in dictionaries. Make sure understand the meaning so shadowing is not only just copying sounds but also comprehending the content.

6. Shadowing

Trying to shadow the audio using all aspects of pronunciation as similarly as possible to the audio without bringing students' accents.

7. Content Shadowing

Shadowing smoothly and understanding the contents of the audio well.

8. Recording

Record your own shadowing practice

9. Listen and Compare

Compare your recording with the original audio o identify differences

10. Review and Reflect

Evaluate the weaknesses and reviewing and making improvements.

According to Hayakawa, as cited in Sugiarto (2020), the researcher outlines a series of steps in applying the shadowing method to improve listening skills. The process begins with actively listening to an video text recording, then understanding, then move on to repeating and correcting. By following this process, they improve their listening skills, pronunciation, and overall understanding of spoken English naturally.

d. The Benefits of using Shadowing Method

In learning English in Indonesia, the use of this technique is less familiar; however, in teaching English in Japan this technique has often been applied. Below are some of the benefits of using the shadowing technique obtained by Japanese:²⁷

- 1. Shadowing assists follow the fast speech.
- 2. Shadowing assists concentrate on listening.
- 3. Shadowing creates more practice opportunities.
- 4. Shadowing motivates learners.

This method helps students follow fast English speech more easily, improves their focus during listening and increases their motivation to learn. These findings suggest that shadowing is a useful method for developing both listening and speaking skills in a more engaging and effective way.

 $^{^{27}}$ Hisaoka Tishio, "On the Use of Shadowing for Improving Listening Ability: Theory and Practice", p. 19-20

e. The Advantages and Disadvantages of Shadowing Method

Shadowing is an active and highly cognitive technique for developing EFL listening skills in which learners track heard speech and vocalize it at the same time. Several studies have shown that it can be an effective way to improve listening. However, Shadowing Technique has advantages and disadvantages.

1. The Advantages of Shadowing Method

As a method in English, shadowing has some advantages.²⁸ First, shadowing has been proven to be especially effective for low-proficiency learners. Students with lower initial listening scores showed significant improvement in high-school level listening comprehension after receiving shadowing-based training. In contrast, intermediate-level students, who already performed well before the training, showed little to no improvement. This confirms the view that shadowing is most beneficial for learners who still struggle with basic phoneme perception and bottom-up listening processes.

Second, shadowing also contributes to increased listening stamina and concentration. The method requires learners to repeat spoken language in real-time, without pause or delay, which engages them cognitively and vocally throughout the task.

²⁸ Hamada, Y. (2016). Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension. *Language Teaching Research*, 20(1), 35-52.

Highlights that because shadowing is an *on-line* process, it keeps learners actively involved and focused, helping them build the mental endurance needed for sustained listening in real-world situations.

Third, shadowing supports incremental improvement in listening fluency, even if learners do not fully understand the meaning at first. Through repeated exposure and practice, learners gradually become more familiar with pronunciation, intonation, and speech patterns. This improved phoneme perception helps learners recognize more words they already know but previously could not catch when heard in spoken form especially function words, which are often reduced or blended in natural speech.

2. The Disadvantages of Shadowing Method

Although the shadowing method has proven to be effective, there are some drawbacks that need to be considered.²⁹ First, shadowing only provides significant results on basic listening questions, such as high school level questions. Meanwhile, on more difficult listening questions or university level, this method did not show significant improvement, either for low or middle ability students.

²⁹ Hamada, Yo. "Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension." *Language Teaching Research* 20.1 (2016): 35-52.

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Second, shadowing is a mentally demanding activity. Because students have to listen and immediately repeat what they hear without pause, a lot of energy and concentration are drained, especially for those who are still beginners.

Third, shadowing is indeed good for practicing basic listening skills, such as recognizing sounds or words, but this method is not enough to hone comprehensive understanding, such as capturing meaning from context.

Therefore, shadowing be supplemented with other exercises that focus on understanding the content as a whole, so that students' listening skills can develop more balanced. Teachers also need to pay attention to students' tiredness and give them enough rest during shadowing activities. By combining shadowing with other methods and giving proper breaks, listening practice can be more effective and comfortable for students.



RESEARCH METHOD

This chapter presents the research approach and design, population and sample, data collection technique and instrument test, and data analysis method.

A. Research Approach and Design

In this research, researcher uses quantitative research. A quantitative research, consistent with the quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.³⁰ The researcher chose quantitative research method because researcher want to get feedback from a small number of participants and also need to present more convincing cases to the audience. So the researcher wanted to collect input from diverse user populations with objective, scientific and focused measurements through pre-test and post-test to measure the effectiveness of shadowing method in enhancing students listening skills.

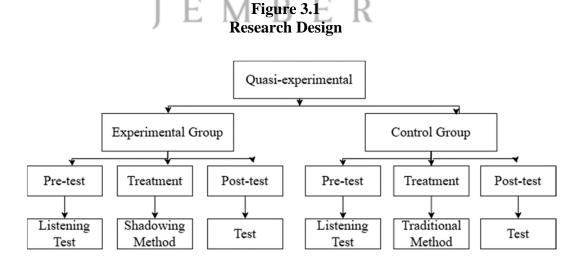
This research use quasi-experimental design. Quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create

³⁰ Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

groups for the experiment.³¹ The researcher chose a quasi-experimental design because it allows the use of pre-existing groups without random assignment, making it practical, ethical, and suitable for real classroom settings.

This research use a quasi-experimental design involving two classes, namely the experimental class and the control class. The both classess are give a pre-test to determine students' ability in understanding listening materials. After that, the experimental group are give treatment using the shadowing method, while the control group are give treatment using the conventional learning method. After the treatment are complete, both groups are give the same post-test to measure the improvement in listening skills.

To make it easier, the researcher visualizes the research flow as follows:



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John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, New Jersey: Pearson Education Ltd., 2008, p. 313

B. Population and Sample



1. Population

The population of this research are the seventh grade students, they are (VII.A, VII.B, VII.C, VII.D, VII.E, VII.F, VII.G and VII.H). The reason of choosing VII grade students for this research object is based on their stage of language development. At this level, students are still in the early stages of acquiring English as a foreign language and developing basic skills such as listening comprehension. Furthermore, the seventh-grade students are in a transitional phase of adjusting to secondary school learning methods, which makes them suitable for implementing the Shadowing Method as an innovative method to enhance their listening skills. The seventh-grade students are not yet preparing for the final examinations like students in higher grades. This makes them more adaptable to experimental teaching method without significant distractions from their regular learning schedule.

The population of this research is shown in the table 3.1 below:

Table 3.1 Research Population

Number	Class	Students
1.	VII A	21
2.	VII B	21
3.	VII C	20
4.	VII D	27
5.	VIIE	32
6.	VIIF	31
7.	VII G	32
8.	VII H	32
Total		216

2. Sample

The sample of this research are the VII A and VII B students which is choose by using purposive sampling. Purposive sampling is a population sampling process in which a researcher selects research participants based on their presence in a population of interest, characteristics, experiences, or other criteria. It means that the researcher make a selection of the best people that can helps understand a phenomenon. This method is choose because it is often use in quantitative research to ensure relevant and specific data. The decision to use VII A and VII B because both classes are "excellent class" and also as a sample allows researchers to obtain direct results about the effectiveness of the shadowing method to enhance students listening skills at MTsN 7 Jember. VII A consists of 21 students, while VII B consists of 21 students, so the total number of research participants is 42 students.

The total number of sample are 42 students as present in the table 3.2 below:

Table 3.2 Research Sample

		escur em sumpre	
Number	Class	Students	Group
1.	VII A	21	Experimental
2.	VII B	21	Control
Total		•	42

³² Ampbell, S, Greenwood, M, Prior, S, et al. Purposeful sampling: complex or simple? Research case examples. J Res Nurs. 2020;25(8):652–661. CrossRefGoogle ScholarPubMed

C. Data Collection Technique and Instrument Test

1. Data Collection Technique

a. Observation

Observation is use for collecting data. The observation was conducted on the seventh-grade students at MTsN 7 Jember. By implementing participant observation, the researcher aimed to understand the students' activities and interactions during the listening lessons. In the preliminary observation, the researcher found that the students' activities were not effective for enhance their listening skills. The learning process was teacher-centered rather than student-centered, which limited opportunities for students to actively contribute in listening practice. Therefore, the researcher will implement the Shadowing Method to enable students to actively participate and enhance their listening skill.

b. Participants

The primary participants of this research are seventh-grade students at MTsN 7 Jember. The sample consists of two classes: VII A (Experimental Group) with 21 students and VII B (Control Group) with 21 students, totaling 42 participants. This students are select using purposive sampling, as they are in the early stages of English language acquisition, focusing on developing foundational skills such as listening comprehension. Their participation involved completing pre-test and post-test.

In addition to the students, the seventh-grade English teacher at MTsN 7 Jember also participa2qwte in this research. The teacher give insights during the preliminary observation about students' difficulties in listening comprehension and support the implementation of the Shadowing Method.

c. Test

In order to collect the data in this research, the researcher use test to measure the effectiveness of the shadowing method in enhancing the listening skills of seventh grade students at MTsN 7

Jember. The first test is pre-test and the second test is post-test.

The activity planning will conduct as follow:

a) Pre-test

The researcher give a pre-test to students before the treatment. In this study, both classes will be given a pre-test to measure the students' listening skills at the beginning and to identify the differences in understanding between class VII A and class VII B before receiving the treatment. The pre-test will be conduct at the beginning of the session, before the teacher provides conventional learning to the control class and applies the treatment to the experimental class. In this case, the pre-test will implement before the teacher explains the shadowing method in experimental class.

b) Treatment

In the treatment, the researcher exclusively give the treatment to the experimental class, while the control class continue to conduct conventional learning process. The shadowing method will be introduce by asking students to listen carefully to video text recordings of native English speakers. Students will be instruct to repeat what they hear, focusing on pronunciation and the meaning of vocabulary. The materials used will include short dialogues or simple stories spoken by native speakers to help enhance the students' listening skills.

c) Post-test

The researcher will administer the post-test to both the experimental and control class after applying the Shadowing Method in the experimental class and after the conventional learning process in the control class. The post-test will be conduct at the end of the session. After collecting the data, the researcher will score and analyze the results of both the pre-test and post-test to evaluate the effectiveness of the Shadowing Method compare to the conventional method in enhancing students' listening skills. This comparison aims to determine whether the Shadowing Method provides significant enhance in listening skill.

2. Instrument Test

Instrument test are tools use to collect data in research. The instruments use in this research include pre-test and post-test. Before applying the research instrument to the research subjects, the researcher first try out in order to examine its validity and reliability. Because a test can be said to be valid if it matches the criteria of validity and reliability.

a. Validity Test

Validity is the degree of accuracy between the actual data that occurs on the object and the data collected by the researcher. The criteria for the validity test are as follows:

a. If 0.05 > T-table, then the questionnaire item is considered valid.

b. If 0.05 < T-table, then the questionnaire item is considered invalid.³³

After explaining the concept and criteria of the validity test, the next step is to present the results of the analysis for the pre-test and post-test instruments. The validity test in this study aimed to determine whether each item in the test instrument was able to accurately measure the students' listening skills, particularly in vocabulary recognition and comprehension of listening skill. The validity test was conducted using the Pearson Product-Moment correlation formula through the SPSS 27 version program. With N=

 $^{^{\}rm 33}$ Sugiyono, S. (2017). Metode Penelitian Kuantitatif, Kualitatif dan R&D, Cet. XXVV; Bandung: Alfabeta.

20 N and a significance level of $\alpha = 0.05 \setminus \text{alpha} = 0.05\alpha = 0.05$, an item is considered valid if the Sig. value is less than 0.05.

Based on the results of the validity test for the pre-test, all 20 items obtained Sig. values below 0.05, indicating that all items were valid and could be used to measure the intended variables. Similarly, the validity test for the post-test showed that all 20 items had Sig. values below 0.05, confirming that the items were valid for use in the post-test as well. Therefore, it can be concluded that the test instruments used in both the pre-test and post-test were valid for assessing students' listening skills in this research.

Table 3.3
Validity Test Pre-Test Result

Question number	Pearson	Sig.	Conclusion
· · · · · · · · · · · · · · · · · · ·	Correlation	6	/
Question 1	0,669	0,001	Valid
Question 2	0,994	0,000	Valid
Question 3	0,994	0,000	Valid
Question 4	0,994	0,000	Valid
Question 5	0,994	0,000	Valid
Question 6	0,548	0,012	Valid
Question 7	0,994	0,000	Valid
Question 8	0,994	0,000	Valid
Question 9	0,994	0,000	Valid
Question 10	0,994	0,000	Valid
Question 11	0,994	0,000	Valid
Question 12	0,994	0,000	Valid
Question 13	0,518	0,019	Valid
Question 14	0,994	0,000	Valid
Question 15	0,994	0,000	Valid
Question 16	0,994	0,000	Valid
Question 17	0,994	0,000	Valid
Question 18	0,994	0,000	Valid
Question 19	0,994	0,000	Valid
Question 20	0,604	0,005	Valid

Based on the results of the validity test for the pre-test, all 20 questions obtained Sig. values less than 0.05. This means that every question in the pre-test declared valid. Thus, the pre-test instrument is appropriate for measuring students' listening skills, particularly in vocabulary recognition and comprehension of video texts, in this study.

Table 3.4
Validity Test Post-Test Result

Question Number	Pearson	Sig.	Conclusion
	Correlation		
Question 1	0,686	0,000	Valid
Question 2	0,764	0,000	Valid
Question 3	0,531	0,016	Valid
Question 4	0,562	0.010	Valid
Question 5	0,661	0,002	Valid
Question 6	0,555	0,011	Valid
Question 7	0,784	0,000	Valid
Question 8	0,921 —	0,000	Valid
Question 9	0,670	0,001	Valid
Question 10	0,466	0,038	Valid
Question 11	0,852	0,000	Valid
Question 12	0,858	0,000	Valid
Question 13	0,921	0,000	Valid
Question 14	0,601	0,005	Valid
Question 15	0,813	0,000	Valid
Question 16	0,784	0,000	Valid
Question 17	0,539	0,014	Valid
Question 18	0,780	0,000	Valid
Question 19	0,620	0,004	Valid
Question 20	0,921	0,000	Valid

Based on the results of the validity test for the post-test, all 20

items obtained Sig. values less than 0.05. This indicates that each question in the post-test declared valid. Thus, the post-test instrument is suitable for measuring students' listening skills,

particularly in vocabulary recognition and comprehension of video text, in this research.

b. Reliability Test

Reliability test refers to investigate whether the research instruments are consistent or stable in measuring what it tends to measure. Louis Cohen (et, al) stated that "reliability concerns the degree of confidence that can be placed in the results and the data, which is often a matter of statistical calculation and subsequent test redesigning". The tests being reliable when it can be used in any different assessment session and various situations with the stable condition and consistent results. Therefore, the reliability of the instrument always gives similar size results. Reliability reflects consistency and replicability over the time. Reliability test function is to ensure that the test is truly reliable and can be used under the same conditions.

To know if the test is reliable or not, researchers used the Cronbach's Alpha method on SPSS 27.0 version. This method ensured that the test instrument is reliable and suitable for use in the study.

 $^{\rm 34}$ Louis, Lawrence & Keith. Research Methods in Education, Routlage, (Canada 2017),

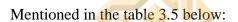


Table 3.5
Reliablity Decision³⁵

Cronbach's Alpha Value	Decision	
$\alpha > 0.60$	Reliable	
$\alpha < 0.60$	Not Reliable	

After the instrument items were tested for validity, the next step was to check the reliability. Reliability is closely related to the accuracy and stability of the results produced by the instrument. In this study, the reliability test was carried out using Cronbach's Alpha to identify how well the items in the test are correlated with one another.

A higher Cronbach's Alpha value indicates a stronger internal consistency among the test items, which means the instrument is more reliable for measuring the intended variables. In this case, students' listening skills in vocabulary recognition and comprehension of video texts through the Shadowing Method.

Table 3.6 Reliability Test Pre-Test Result

Reliability Statistics

Cronbach's
Alpha N of Items
.779 21

³⁵ Ghozali, Imam. 2018. Aplikasi analisis multivariate dengan program IBM SPSS 25 Edisi 9. Semarang: Badan Penerbit Universitas Diponegoro

Based on the results of the reliability test using the SPSS version 27, the Cronbach' Alpha value was obtained at 0.779. Because the value is above 0.60, it can be concluded that the instrument used in this study has a reliability and is suitable for measuring the variables studied.

Table 3.7
Reliability Test Post-Test Result

Reliability Statistics

Cronbach's Alpha N of Items .762 21

Based on the results of the reliability test using the SPSS version 27, the Cronbach's Alpha value was obtained at 0.762.

Because the value is above 0.60, it can be concluded that the instrument test used in this study has a reliability and is suitable for measuring the variables studied.

Based on the results of the reliability test, since both values are greater than 0.60, it can be concluded that the instruments used in this study have a reliability. This indicates that the test items are consistent and stable in measuring students' listening skills, particularly in vocabulary recognition and comprehension of video texts, within the context of the Shadowing Method.

D. Data Analysis

After conducting the experimental research in the classrooms, the researcher analyze the data collected from the research instruments by using IBM SPSS (Statistical Package for the Social Sciences) 27.0 version for windows, known as a software suite used for statistical analysis.

SPSS 27.0 version is use for all tests because it provides reliable tools for statistical analysis and clear results. These additional tests ensure that the statistical methods use are appropriate and that the results are accurate. Together, these steps help the researcher to examine the effectiveness of the Shadowing Method in enhancing the listening skills of seventh-grade students at MTsN 7 Jember.

Advantages and limitations of using SPSS 27.0 version. The advantages are: 36

- 1. SPSS has a very nice interface and keeps their interface consistent, even after 20 years of use.
- 2. Analyzing data is very quick and easy there is no programming required.
- 3. Some coding and saving codes for further analysis saves time.
- 4. Many complex statistical tests are available as a built in feature.
- 5. Interpretation of results is relatively easy.
- 6. Easily and quickly displays data tables can be expanded.

³⁶ Milovanović, Marina, and Jasmina Perišić. "Advantages and limitations of using SPSS in teaching statistics." MEFkon 2020 INNOVATION AS AN INITIATOR OF THE DEVELOPMENT "INNOVATIONS IN THE FUNCTION OF DEVELOPMENT" (2020): 274.

However, the disadvantages of using SPSS 27.0 version as a software package compared to other are:

- 1. SPSS can be expensive to purchase for students.
- 2. Usually involves added training to completely exploit all the available features.
- 3. For those requiring advanced procedures not on SPSS, programmable coding, like in R Statistics, may be more limited and not as robust and use of R or other programs might be needed.
- 4. Default graphics are far from publication quality. Generally, it's better to use other programs for graphics.
- 5. Information about effect size and confidence intervals is missing for many techniques

Researcher use descriptive analysis. This include finding the mean, median, mode, minimum, standard deviation, and maximum. The researcher also use inferential analysis which included Normality test, Homogeneity test, Paired Sample T-Test and Independent sample t-test to measure whether there is a significant effect or not of the Shadowing Method on the listening skills of seventh-grade students at MTsN 7 Jember.

1. Descriptive Analysis

Descriptive analysis is an analysis that involves presenting the results of research conducted through research instruments descriptively. In quantitative research, this analysis aims to describe and summarize data systematically, without conducting statistical inference or making

generalizations to a broader population. Its main objective is to provide a clear overview of the basic characteristics of the research samples.

Inferential Analysis

Inferential analysis aims to make inferences or generalizations from the research sample to a larger population. It involves the use of inferential statistics to make statements or conclusions about population parameters based on data collection from the samples. In this research, the researcher use statistical techniques to test hypotheses using normality test, paired sample t-test, homogeneity test, and independent ttest. NIVERSITAS ISLAM NEGERI Normality Test

Normality test is a statistical test used to determine the normality of the data distribution whether it can be concluded as normal distributed or not. In testing the normality of the data, the researcher used Saphiro-Wilk normality test using IBM SPSS 27.0 version software with the significance value:

- 1) If the significance value (Sig.) is > 0.05 or greater than 0.05, then the distributed data can be interpreted as normal.
- 2) If the significance value (Sig.) is < 0.05 or smaller than 0.05, then the data distribution can not be interpreted as normal.

Paired Sample Test

Paired sample t-test is one of parametric statistical analysis. Paired sample test use to assess the influence of the treatment based on the difference in the score means between the score before the treatment and after the treatment.

In this research, to test the effectiveness of the shadowing method through pre-test and post-test data in the experimental and control classess, researcher used IBM SPSS 27.0 version software with the following provisions:³⁷

- 1) If the Sig value. (2-tailed) < 0.05, then there is a significant effect of the treatment
- 2) If the Sig value. (2-tailed) > 0.05, There is no significant effect of the treatment.

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c. Test of Homogeneity

A homogeneity test is a statistical technique use to determine if two or more populations or subgroups within a population share the same distribution for a single categorical variable. It compares the response proportions across different populations concerning this variable.

The homogeneity test assesses whether the distributions are consistent across the populations. It is conduct after confirming that the data follows a normal distribution through a normality test. In this study, IBM SPSS 27.0 version software is utilize to perform the homogeneity test, with the interpretation value as follows:

³⁷ Duwi Priyatno, Teknik Mudah dan Cepat dalam melakukan Analisis data dengan SPSS. (Yogyakarta: Gava Media, 2010), 129

- 1) If Sig. > 0.05: Variances are homogeneous, and data is normally distributed.
- 2) If Sig. < 0.05: Variances are not homogeneous, and data may not be normally distributed.
- d. Independent Sample T-Test

The Independent Sample t-test aimed to test the mean scores of two populations that are independent.³⁸ It is independent because the two samples are not related and do not affect each other. The independent t-test in this study will test the data from the control class and the experimental class and conclude whether there is a significant difference between the mean score of control class compared to the experimental class.

This study utilized the Independent Samples t-test with the help of IBM SPSS version 27.0 software with a significance value:

- If the Sig value. (2-tailed) < 0.05, then there is a significant difference of mean scores between the experimental class and control class.
- 2) If the Sig value. (2-tailed) > 0.05, then there is no significant difference of mean scores between the experimental class and control class.

Based on the results of the Independent Samples T-Test, it can be concluded that the Sig. (2-tailed) value is less than 0.05.

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³⁸ Rosalina, L., Oktarina, R., Rahmiati, R., & Saputra, 1. Buku Ajar Statistika. Edisi pertama. CV. (Muharika Rumah Ilmiah: 2023)

Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference in the mean scores between the experimental class and the control class. In other words, the treatment given to the experimental class had a statistically significant effect on students' performance compared to the control class.

In the context of hypothesis testing, rejecting H_0 and accepting H_a indicates that the Shadowing Method is more effective than the conventional method in enhancing students' listening skills. The statistical evidence shows that the difference in post-test scores is not due to random chance, but rather to the instructional method used in the experimental class. This finding supports the research hypothesis that the Shadowing Method can significantly improve listening comprehension among seventh-grade students at MTsN 7

Jember.



RESEARCH FINDINGS AND DISCUSSION

This chapter presents the overview of the research object, presentation of data, analysis data, hypothesis testing and discussion.

A. Overview of the Research Object

In this chapter, the researcher provides an overview of the object of research, namely Madrasah Tsanawiyah Negeri (MTsN) 7 Jember. The description is based on several aspects related to the profile, vision and mission, human resources, facilities, and the relevance of this institution to the present study.

MTsN 7 Jember is an Islamic junior secondary school located in Umbulrejo Village, Umbulsari District, Jember Regency, East Java. It is situated on WR. Supratman street No. 55, approximately six kilometers south of Tanggul District and one kilometer from the Semboro Sugar Factory. Initially, the school was founded as a private institution under the Islamic Education Foundation, with only a small number of students. However, due to increasing community support, it was transformed into a state school in 1997 through a decree from the Ministry of Religious Affairs of the Republic of Indonesia.

Since becoming a state school, MTsN 7 Jember has developed significantly in terms of student numbers, facilities, and academic as well as non-academic achievements. The school upholds the vision of "the realization of individuals who are faithful, knowledgeable, and moral," supported by a

mission to instill religious and cultural values, improve learning quality, and develop effective and relevant teaching strategies. Moreover, the madrasah encourages excellence not only in religious studies but also in Arabic and English, sports, and the arts, while fostering a comfortable and conducive learning environment.

Currently, the institution is supported by 42 teachers, consisting of 27 civil servants and 15 non-civil servants, in addition to seven administrative staff. The number of students has reached 757, distributed across 26 study groups from grades VII, VIII, and IX. This relatively large student population reflects the strong trust of the local community toward the madrasah. However, such a condition also highlights the importance of innovative and effective learning methods, particularly in English language teaching, where listening skills remain one of the most challenging aspects for students.

To support the teaching and learning process, MTsN 7 Jember provides adequate facilities and infrastructure. These include 18 classrooms, a library, science laboratories, two computer laboratories, a language laboratory, a school health unit, a prayer room, counseling rooms, and a sports field. These facilities not only serve academic purposes but also provide opportunities for the integration of technology and interactive media in the classroom, especially in English language learning which requires audio and multimedia support.

In addition to academic growth, MTsN 7 Jember actively promotes selfdevelopment through literacy, research, and extracurricular activities. On April 8, 2021, it was officially recognized as both a Literacy Madrasah and a Research Madrasah by the Deputy Regent of Jember and the Head of the Ministry of Religious Affairs of Jember. This designation underlines the institution's commitment to literacy culture, research, and educational innovation. Therefore, investigating the effectiveness of the Shadowing Method in enhancing students' listening skills at MTsN 7 Jember is highly relevant, as it aligns with the madrasah's continuous effort to improve the quality of English learning and maintain the trust of the community.

B. Data Presentation

In this section, the researcher presents the results of the data collection based on the research objectives. The data presentation is organized according to the research variables, namely Shadowing Method and listening. Each variable is reported in a separate sub-section in order to answer the research questions systematically. The presentation includes the description of the treatment process, the students' pre-test and post-test scores, as well as the comparison between the two results. Furthermore, tables and figures are provided to give a clearer understanding of the findings.

1. Description of Treatment (Shadowing Method)

This chapter discusses and describes the results of the effectiveness using Shadowing Method in enhance listening skills among seventh grade students at MTsN 7 Jember. This research was conducted from May 21, 2025 and May 26, 2025. To collect the data in this research, the researcher used tests in the form of a pre-test and post-test. These test aimed to

measured the effectiveness of the shadowing method in enhancing students listening skills of seventh grade at MTsN 7 Jember, particularly in vocabulary and understanding video text recordings.

The pre-test was conducted before the treatment, on May 26, 2025, in the experimental class (VII A). First lesson periods. The test consisted of 20 question in multiple choice. Students were required to understand information from video text and fill in the blanks based on the video text they heard. The time allocated for this test was 60 minutes. This pre-test was intended to assess the students' initial ability in listening before the Shadowing Method was applied.

After conducting the pre-test, the researcher delivered the treatment using the Shadowing Method. The treatment was given on second lesson periods, only to the experimental class. During the treatment, students listened to English video text recordings and were instructed to immediately repeat what they heard. The goal was to involve students in active listening and repetition to enhance their listening skills through the Shadowing Method.

After the treatment was completed, the post-test was conducted to evaluate the students' listening improvement. The post-test was designed in the same format as the pre-test, consisting of 20 questions. This test aimed to measure the students' listening achievement after being taught using the Shadowing Method and to compare the results with the pre-test scores.

In implementing the treatment, the researcher acted as an English teacher who conducted listening learning using the Shadowing Method in the experimental class (VII A). At the beginning of the lesson, the researcher greeted the students and checked the students' attendance list. After that, the researcher conveyed the learning objectives of the day, which were to enhance students' listening skills particularly vocabulary recognition and comprehension through shadowing activities.

The researcher asked students to listen to video text recordings by native speakers. The material used was Islamic material conversations and short story suitable for the students' level. The researcher instructed students to listen attentively and immediately repeat what they heard.

Before starting the shadowing activity, the researcher gave students several tips for successful shadowing:

- Students must focus and listen carefully to the video text without distractions.
- b. Students should try to imitate the pronunciation, words stress, and rhythm of the speaker.
- Students are allowed to view the script after the first repetition to help clarify unfamiliar words.
- d. Students are encouraged to ask questions if they do not understand the meaning or pronunciation of certain parts of the text.

After completing the shadowing activities, the researcher facilitated a short reflection and discussion session to ensure that students understood

the content of the video text and could recall key vocabulary from the listening.

Following the treatment, the researcher conducted the post-test for the experimental class (VII A) on May 26, 2025 on third and fourth lesson period. The post-test was conducted to measure the effectiveness of the shadowing method in enhancing listening skills. The post-test consisted of 20 questions in multiple choice based on listening materials, similar to the pre-test. The students were given a time limit of 60 minutes to complete the task.

Meanwhile, In the control class (VII B), the pre-test was conducted first on May 26, 2025, using the same format and number of questions as the experimental class. After the pre-test, the teacher applied the conventional method, where students listened to the video text while the teacher explained the material and clarified difficult vocabulary without any repetition or shadowing activity. After that, the post-test was administered, to measure students' listening improvement. Both tests consisted of 20 multiple-choice questions aimed at assessing students' listening comprehension and vocabulary understanding.

In addition, the following is an explanation of the data:

2. Tabulation of Students' Pre-Test and Post-Test Scores (Listening Skill)

The following table presents the complete data of all students in the experimental class. All students were present and took both the pre-test

and post-test, so the data below includes the scores of every student without exception.

a. Students' Pre-Test Score Experiment Class

The pre-test was conducted to measure the students' initial listening skill before receiving treatment using the Shadowing Method. The test consisted of 20 multiple-choice questions based on Islamic English video texts. The scores obtained are presented in the following table:

Table 4.1
Pre-test Scores of Experimental Class

No.	Name	Score
UNIVE	RSITAS ALFLAM NEO	GE 75
2.	ANK	80
3.— /	△ (AAS △	70
4.	ASZ	80
5.	I E M DPH E D	70
6.	DEP L	70
7.	FNF	35
8.	FNZ	65
9.	KIO	70
10.	KA	65
11.	MRO	70
12.	MTQ	75
13.	MJA	65
14.	NAN	65
15.	NHU	70
16.	NUL	75
17.	RCA	60
18.	SF	70
19.	SFZ	75
20.	SAN	75
21.	YL	70
	Total	1450
	Mean	69,05

According to the table 4.1 that the average score of students experimental class is 69,05 with the higher score or maximum score is 80 and the lower score or minimum score is 35.

b. Students' Post-test Score Experimental Class

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This section display the result of post-test in the experimental class in which the students were taught by using shadowing method. The data was obtained from the multiple choice contains of 20 question. The result can be seen as follows:

Table 4.2
Post-test Score of Experimental Class

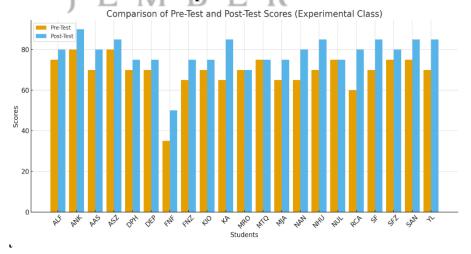
No.	Name	Score
VIVERS	AFA	ER 80
2.	ANK	90
— 3.	\triangle ($-$ AAS \triangle	80
4.	ASZ	85
5. 🏻	F M DPHC D	75
6.	DEP	75
7.	FNF	50
8.	FNZ	75
9.	KIO	75
10.	KA	85
11.	MRO	70
12.	MTQ	75
13.	MJA	75
14.	NAN	80
15.	NHU	85
16.	NUL	75
17.	RCA	80
18.	SF	85
19.	SFZ	80
20.	SAN	85
21.	YL	85
	Total	1645
	Mean	78,33

In the table 4.2 showed that the average score of students experiment class is 78,33. Student maximum score is 90 and student minimum score 50.

c. Graph Comparison of Pre-Test and Post-test Scores Experimental
Class

To make the data presentation clearer and easier to understand, the researcher provides a graphic comparison between the students' pre-test and post-test scores in the experimental class. This graphic, which was created using Canva is presented to visually show the improvement of students' listening achievement after being taught using the Shadowing Method.

Figure 4.1
Graph Comparison of Pre-Test and Post-test Scores
Experimental Class



he graph above, it can be seen that most students achieved higher scores in the post-test compared to the pre-test. This result demonstrates that the implementation of the Shadowing Method was effective in improving students' listening skills. The

improvement is clearly visible, where the lowest score in the pretest 35 increased to 50 in the post-test, while the highest score from 80 to 90. This shows that overall, students experienced significant progress after the treatment.

d. Students Pre-Test Control Class

The pre-test for the control class was conducted to measure the students' listening ability before receiving treatment through conventional methods. Similar to the experimental class, the test consisted of 20 multiple-choice questions based on Islamic English video texts. The purpose of this test was to identify the students' baseline listening skills prior to the implementation of the teaching process. The scores obtained are presented in the following table:

Table 4.3
Pre-test Score of Control Class

No.	Nama	Nilai
1.	AFW	70
2.	ANS	65
3.	AM	70
4.	CVD	65
5.	DB	60
6.	DM	70
7.	DAW	55
8.	FA	80
9.	ITP	50
10.	KAN	50
11.	MAP	70
12.	MAH	50
13.	MIH	75
14.	MWR	75
15.	MN	70
16.	NCM	55
17.	PAL	65

18.	RRN	70
19.	SLN	55
20.	ТАН	55
21.	YW	70
	Total	1345
	Mean	64,04762

According to the table 4.3 that the average score of students control class is 64,05 with the higher score of maximum score is 80 and the lower or mimimum score is 50.

e. Students' Post-Test Control Score

This section displays the result of the post-test in the control class, in which the students were taught by using conventional methods. The data was obtained from a multiple-choice test consisting of 20 questions. The results are presented in the following table:

Table 4.4
Post-Test Scores of Control Class

No.	Name	Score
1.	AFW	85
2.	ANS	70
3.	AM	70
4.	CVD	85
5.	DB	75
6.	DM	80
7.	DAW	80
8.	FA	85
9.	ITP	65
10.	KAN	70
11.	MAP	75
12.	MAH	70
13.	MIH	75
14.	MWR	75

15.	MN	75
16.	NCM	80
17.	PAL	75
18.	RRN	35
19.	SLN	75
20.	TAH	60
21.	YW	70
	Total	1530
	Mean	72,85714

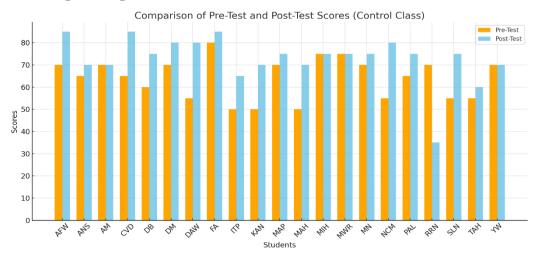
According to the table 4.4 that the average score of students control class is 72,85 with the higher score of maximum score is 85 and the lower or minimum score is 35.

f. Graph Comparison of Pre-Test and Post-test Scores Control Class

To make the data presentation clearer and easier to understand, the researcher provides a graphic comparison between the students' pre-test and post-test scores in the control class. This graphic, which was created using Canva is presented to visually show the improvement of students' listening achievement after being taught using the Conventinal Method.

Figure 4.2

Graph Comparison of Pre-Test and Post-Test Score in Control Class



From the graph above, it can be seen the comparison of pretest and post-test scores in the control class shows an improvement in students' learning outcomes after receiving instruction through conventional methods. The average score increased from 64.05 in the pre-test to 72.86 in the post-test. Most students showed an improvement in their scores, although there was variation in the results, where the highest score to 85 while the lowest score dropped to 35 and there are the same scores. This indicates that conventional methods can generally enhance students' understanding, but their effectiveness is not evenly distributed, as some students still struggled to grasp the material

The results of the study show that the both experimental class, which was taught using the Shadowing Method, and the control class, which was taught using conventional methods, experienced improvement from the pretest to the post-test. In the experimental class, the average score increased from 69.05 to 78.33 (9,28 points), with the lowest score improving from 35 to 50 and the highest score rising from 80 to 90. In the control class, the average score also increased from 64.05 to 72.86 (8,8 points), with the highest score improving to 85 but the lowest score decreasing to 35. Although both classes showed progress, the improvement in the experimental class was greater, indicating that the Shadowing Method was more effective in helping students develop their listening skills compared to the conventional method.

C. Data Analysis and Hypothesis Testing

In this study, the researcher used descriptive and inferential statistics to analyze the data collected from the pre-test and post-test in both the experimental class (VII A) and the control class (VII B). The purpose was to find out whether the Shadowing Method had a significant effect on enhancing students' listening skills compared to the conventional method used in the control class.

The researcher used SPSS version 27 to process the data. The software helped to calculate important values such as the mean (average score), standard deviation (how spread the scores are), and percentage of improvement. These statistics helped describe students' performance before and after the learning process.

In the experimental class, students received treatment using the Shadowing Method. Meanwhile, in the control class, students learned listening through the regular or conventional method without using shadowing.

The results from the pre-test and post-test in both classes were then compared to see whether students in the experimental class showed greater improvement than those in the control class.

Below is a detailed explanation of the test results from both the experimental and control classes, along with the interpretation of whether the Shadowing Method was effective in enhancing students' listening skills:

- 1. The Analysis of the Test
 - a) Descriptive Analysis

This section displays the distribution of mean scores, maximum scores, minimum scores and standard deviation of the pretest and post-test results in the experimental class and control class.

Table 4.5 **Descriptive Statistic Output**

Descriptive Statistics

					Std.
	N	Minimum	Maximum	Mean	Deviation
Pre-Test Experiment	21	35	80	69.05	9.303
Post-Test Experiment	21	50	90	78.33	8.266
Pre-Test Control	21	50	80	64.05	9.168
Post-Test Control	21	35	85	72.86	10.790
Valid N (listwise)	IT A 21	ICIVI	INEC	redi	

As seen in table 4.5, it can be concluded that there is a

significant difference in the mean score or the average value of the pre-test and post-test in the experimental class and control class. Calculation in the experimental class statistics above presented the mean or average results of the test score before treatment is 69.05 with a standard deviation of 9.303 and after treatment is 78,33 with a standard deviation of 8.266. In addition, the lower standard deviation in the post-test suggests that students' scores became more consistent, meaning that most students improved at a relatively similar rate. Based on these results, it can be interpreted that there is an effect of the shadowing method in enhancing students listening skills among seventh grade students at MTsN 7 Jember.

Meanwhile, in the control class, which was taught using conventional methods, the pre-test mean score was 64.05 with a standard deviation of 9.168, and the post-test mean score increased to 72.86 with a standard deviation of 10.790. Although there was also an improvement in the control class, the higher standard deviation in the post-test shows that students' scores was more varied, with some scoring significantly higher or lower than others.

From this interpretation, it can conclude that the study shows that both classes improved in listening skills, but the experimental class with the shadowing method achieved higher and more consistent scores results, as seen from the higher mean score and lower standard deviation. In contrast, the control class also improved, but the higher standard deviation indicates more varied and wider scores performance. Thus, the shadowing method is more effective in enhancing students' listening skills.

b) Normality Test

Before conducting statistical analysis, a normality test was conducted in this study to meet strict requirements. In analyzing the data normality test, researcher used Shapiro-wilk as a normality test technique. The results are shown in the table 4.6:

Table 4.6
The Output Data of Normality Test

Tests of Normality

		Kolmogo	rov-Sm	nirnov ^a	Sha	(
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment (Shadowing Method)	.227	21	.006	.921	21	.093
	Post-Test Experiment (Shadowing Method)	.113	21	.200*	.974	21	.826
	Pre-Test Control (Conventional)	.148	21	.200	.946	21	.289
	Post-Test Control (Conventional)	.124	21	.200*	.958	21	.478

^{*.} This is a lower bound of the true significance.

Since the pre-test significance value for the experimental class was 0.093, it is evident from the Shapiro-Wilk normality test above that the data was normally distributed. Furthermore, the experimental class's post-test, Shapiro-Wilk test yielded a significance score 0.826. While the pre-test control was 0.289 and post-test control 0.478. All Shapiro-Wilk significance values are above 0.05, indicating that the data are normally distributed and

c) Paired Sample T-test

suitable for parametric tests.

There are several parts of parametric statistics and one of them is the one used in this study is the paired sample t-test. Therefore the data used must be normally distributed. After the data is declared normally distributed, it can continue to the paired sample t-test statistical test. Two mean difference tests. The use of paired sample t-test because the data used is 2 data, namely; includes pre-test and

a. Lilliefors Significance Correction

post-test scores from 1 sample. The test was applied to determine whether the Shadowing Method had a significant effect on enhancing students' listening skills.

Table 4.7
The Output Data of Paired Samples T-Test

			Paired S	amples Te	st					
			Paire	d Differences						
					95% Cor	fidence				
					Interval	of the			Sig.	
			Std.	Std. Error	Differ	ence	SI .		(2-	
		Mean	Deviation	Mean	Lower	Upper	T	Df	tailed)	
Pair 1	Pre-Test	-9.286	6.182	1.349	-12.100	-6.472	-6.884	20	.000	
	Experiment -									
	Post-Test									
	Experiment									
Pair 2	Pre-Test	-8.810	13.125	2.864	-14.784	-2.835	-3.076	20	.006	
	Control - Post-									
	Test Control									
	UNIVERSITAS ISLAM NEGERI									

The decision making of the paired sample t-test is that both experimental and control classes experienced significant improvement in listening skills. Based on the interpretation results using SPSS version 27 shows that the sig value (2-tailed) in experimental class is 0.000 and in control class is 0.006, it means less than 0.05. However, the experimental class achieved a greater mean difference and a stronger t-value, which suggests that the shadowing method was more effective in enhancing students' listening skills compared to the conventional method.

d) Homogeneity Test

The homogeneity test was conducted to see whether the posttest data in the experimental class and control class was homogeneous or not. The homogeneity test results can be seen in the following table 4.8:

Table 4.8
The Output Data Test of Homogeneity of Varience

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belaj	ar Based on Mean	.315	1	40	.578
Siswa	Based on Median	.162	1	40	.690
	Based on Median and with	.162	1	36.202	.690
	adjusted df				
	Based on trimmed mean	.203	1	40	.654

As seen in table 4.8, The varience of scores was considered homogeneous if the significance value (p) is higher than 0.05 (p > 0.05). Based on the interpretation results, it shows that the sig. value on Based on Mean is 0.578 > 0.05, so it can be concluded that the variants of the post-test data of the experimental and control classes are the same of homogeneous.

e) Independent Sample T Test

In this study, the Independent Sample T-Test in SPSS version 27 compared the post-test scores of the experimental class (Shadowing Method) and the control class (conventional). It calculated the mean and standard deviation, tested variance with Levene's test. Since Sig. < 0.05, it was concluded that there was a significant difference in post-test scores between the experimental and control classes, indicating the effectiveness of the Shadowing

Method in enhancing students' listening skills. Researcher present in the table 4.9:

Table 4.9
The Output Data of Independent Sample T Test

	Independent Samples T Test									
		Leve	ene's							
			t for							
			lity of			4.4		U.C. of Manage		
		varia	ances			t-tes	t for Equa	lity of Means		
									95% Co	nfidence
							Mean		Interva	
						Sig. (2-	Differe	Std. Error	Differ	ence
		F	Sig.	T	Df	tailed)	nce	Difference	Lower	Upper
Hasil	Equal	.448	.507	15.164	40	.000	10.667	.703	9.245	12.088
Belajar	variances									
Siswa	assumed									
	Equal			15.164	38.99	.000	10.667	.703	9.244	12.089
	variances				7					
	not									
	assumed	N/E	DC	TIT	CI	V ID	AAA	IECEI	I	
	1 1 1 1 1	37 1	1.5			. 31 🖂	13/1 13			

The results of the Levene's Test showed a significance value of 0.507, which is greater than 0.05. This means that the variances of the two classes are considered equal (homogeneous), so the t-test analysis was conducted under the assumption of equal variances assumed. The Independent Samples t-test result showed a Sig. (2-tailed) value of 0.000, which is less than 0.05. This indicates that there is a significant difference between the post-test scores of the experimental class and the control class, and therefore H_a is accepted.

Furthermore, the mean difference between the two classes was 10.667, meaning that students taught using the Shadowing Method scored on average 10.667 points higher than students taught using

conventional methods. The 95% Confidence Interval for this difference ranged from 9.245 to 12.088, which does not include 0. This confirms that the difference is real and statistically significant. These findings prove that the Shadowing Method is effective in enhancing students listening skills compared to conventional teaching methods.

f) Hypothesis Testing

- If the Sig. (2-tailed) value is less than the research alpha (0.05),
 then H₀ is rejected and H_a is accepted. This means that there is
 a significant effect of using the Shadowing Method in enhancing
 listening skills among seventh-grade students at MTsN 7
 Jember.
 - 2. If the Sig. (2-tailed) value is greater than the research alpha (0.05), then H_0 is accepted and H_a is rejected. This means that there is no significant effect of using the Shadowing Method in enhancing listening skills among seventh-grade students at MTsN 7 Jember.

Based on the calculation using the Independent Sample T Test, the obtained Sig. (2-tailed) value was 0.000, which is less than 0.05. This means that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a significant effect of using the Shadowing Method in enhancing listening skills among seventh grade students at MTsN 7 Jember.

D. Discussion

The researcher conducted listening comprehension tests in both the experimental class (VII A) and the control class (VII B), consisting of pre-test and post-test with 20 multiple-choice questions based on Islamic English video texts of similar difficulty. This ensured fairness in comparing the results of both groups. The findings showed that although both classes experienced improvement from pre-test to post-test, the increase in the experimental class, which was taught using the Shadowing Method, was greater than that in the control class, which was taught using conventional methods. Both groups improved because they received listening instruction and repeated practice with similar material, but the experimental class achieved greater and more consistent progress due to the Shadowing Method.

The analysis further revealed that before the treatment, many students struggled to follow spoken passages, missed important details, lacked vocabulary knowledge, and had difficulty with pronunciation patterns. After the Shadowing Method was implemented, students became more active listeners, showed better focus, were able to identify key information, and followed the rhythm of speech more accurately. This method helped students develop the practical listening skills to process and understand spoken English more effectively.

The findings of this study support Hayakawa (2004), who explained that the shadowing procedure of listening, repeating, and reflecting helps students stay focused and active while following spoken texts, which makes

their listening skills improve. This is also in line with Sugiarto, Prihantoro, & Edy (2020), who found that shadowing helps learners catch sounds, rhythm, and intonation more clearly, which are all important parts of listening. This research shows that the Shadowing Method is not only useful for university students but can also be applied successfully to seventh-grade students at MTsN 7 Jember using Islamic video materials, proving that shadowing is an effective way to enhance listening skills at the junior secondary level.

This research followed the steps of quantitative research with a Experimental Design. The subject of the research consisted of 21 seventh-grade students in the experimental class and 21 students in the control class. Data was collected through tests. The average pre-test score in the experimental class was 69.05, and the post-test average increased to 78.33. Meanwhile, in the control class, the average pre-test score was 64.05, and the post-test average was 72.86, but the post-test scores were more varied, as reflected by a higher standard deviation. This means that although conventional methods helped some students improve, their effectiveness was not evenly distributed.

The results of the Paired Sample T-Test confirmed that both groups showed significant progress, with Sig. (2-tailed) values of 0.000 for the experimental class, less than 0.05. However, the Independent Sample T-Test, which compared post-test scores between the two classes, yielded a Sig. (2-tailed) value of 0.000 < 0.05, confirming that the experimental class higher

than the control class significantly. This indicates that the Shadowing Method was more effective than conventional teaching in improving listening skills.

This research contributes theoretically by supporting the theory of listening skills and shadowing method, academically by providing insight for teachers, students and future researchers and realistically by offering practical application of the Shadowing Method in classroom activities, where students become active in listening with learning new vocabulary and understanding the information.

Therefore, the researcher concluded that the Shadowing Method significantly enhance the listening skills among seventh-grade students at MTsN 7 Jember, as shown by the greater improvement in the experimental class compared to the control class. The method improved students' comprehension in listening, increased their confidence, sharpened their pronunciation, and strengthened their focus during listening activities. English teachers at the junior secondary level may use the Shadowing Method as an effective way to improve listening instruction and to create a more engaging and interactive classroom. This study also strengthens previous research on the Shadowing Method by showing its effectiveness with younger learners and in the context of Islamic-based learning materials, suggesting that the method is applicable across different classrooms and educational settings.



CONCLUSION AND SUGGESTION

This chapter is divided into two points. The first point is the conclusion and the second is suggestion of the research.

A. Conclusion

This study examined the effectiveness of the Shadowing Method in enhancing listening skills among seventh-grade students at MTsN 7 Jember. The researcher obtained the research data from the pre-test and post-test in the experimental and control classes. The findings summarize that the Shadowing Method effectively enhances students' listening skills. This is supported by the results of data analysis, hypothesis testing, and discussion in the previous chapter.

The researcher implemented the Shadowing Method in listening activities effectively. The improvement in students' scores shows this effectiveness, as the lowest score in the pre-test increased significantly in the post-test and the average score also rose in the experimental class. The method encouraged active participation, improved students' listening skills, strengthened vocabulary recognition, and enhanced comprehension of video texts.

From the results of the independent samples t-test, the researcher concluded that there is a clear difference in listening achievement between the experimental class using the Shadowing Method and the control class using conventional methods. The Shadowing Method improved students' listening

skills and proved effective for teaching listening at MTsN 7 Jember. In conclusion, this study shows that the Shadowing Method is more effective than conventional methods in enhancing the listening skills of seventh-grade students at MTsN 7 Jember.

B. Suggestion

At the end of this section of the thesis entitled "Shadowing Method Effectiveness in Enhancing Listening Skills among Seventh Grade Students at MTsN 7 Jember". The researcher would like to convey some suggestion to teachers and future researcher as follow:

1. To the English Teachers

The researcher suggests that English teachers routinely incorporate the Shadowing Method into their listening lessons as both a learning method and an evaluation tool. The findings of this study have proven that the Shadowing Method is effective in enhancing students' listening comprehension, particularly in vocabulary recognition and understanding video texts. This method can make the teaching learning process more interactive and engaging, encourage students to actively participate, and provide immediate feedback during listening activities. Teachers are also encouraged to select suitable video materials, including those with appropriate levels of difficulty and relevant topics to maximize the benefits of the Shadowing Method.

2. To the Students

Students are encouraged to be more active in participating during listening activities using the Shadowing Method. They should take the opportunity to ask questions about parts they do not understand, particularly related to vocabulary, pronunciation, or meaning in the video texts. By actively engaging in the shadowing process, students can improve their concentration, pronunciation, and comprehension. It is also recommended that students take notes on unfamiliar words or expressions encountered during the activity so they can review and practice them for better mastery. 3. To the Future Researchers

This study can serve as a reference for future research related to the use of the Shadowing Method in improving listening skills. Future researchers may consider developing improved shadowing activities, including integrating digital media, speech recognition tools, or interactive platforms for practice.



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UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R



RESEARCH MATRIX

TITTLE	VARIABLE	SUB	INDICATORS	DATA	RESEARCH	RESEARCH
		VARIABLE	/	RESOURCES	METHOD	QUESTION
Shadowing	1. Independent	a. Shadowing	1. Able to repeat spoken texts	1. Observation.	1. Research	1. Is there any
Method	Variable (x):	Method	accurately	2. Participants:	Approach:	significant
Effectivene	The		2. Able to follow intonation,	a. Seventh	Quantitative	effect of the
ss in	Shadowing		words stress and	grade	Approach	Shadowing
Enhancing	Method		pronunciation well	studens at	2. Design : Quasi-	Method in
Listening	2. Dependent		3. Able to recognize spoken	MTsN 7	experimental	enhancing
Skills	Variable		vocabulary	Jember	design.	listening
among	(Y):		4. Able to focused while	b. English	3. Data Collecion:	skills among
Seventh	Listening		listening and repeating	teacher of	a. Observation	of seventh
Grade	Skills		1. Able to catch detailed	MTsN 7	b. Participants	grade
Students at			information from the video	Jember	c. Test (Pre-test	students at
MTsN 7			text	3. Test (Pre-test	and Post-test)	MTsN 7
Jember.			2. Able to recognize the	and Post-test).	4. Data Analysis:	Jember?
		b. Listening	meaning of vocabulary in		a. Descriptive	
		Skills	context		Statistics	
	Y 15 117 117 1	OTT A O TO	3. Able to complete in the		b. Normality Test	
	UNIVER	(SITAS I	missing sentences from the		c. Paired Sample	
			spoken text		Test	
	[AI HA]	$\Pi \Delta CH$	MAD SIDDI		d. Homogeneity	
1/			IVITID GIDDI	~	Test	
	1				e. Independent	
		E M	B E K		Sample T-Test	

DECLARATION OF AUTHORSHIP

Undersigned below:

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SRN : 212101060010

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Institution : UIN Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled "Shadowing Method Effectiveness in Enhancing Listening Skills among Seventh Grade Students at MTsN Jember" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, October 09th 2025





KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Perihal: Permohonan Ijin Penelitian

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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM

212101060010

LATIFAH

Semester

Semester delapan

Program Studi

TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai ;Shadowing Method Effectiveness in Enhancing Listening Skills Among Seventh Grade Students at MTs Negeri 7 Jember, selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak DEDI EPENDI, S. Ag., M.MPd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Mei 2025

KHOTIBUL UMAM

kan Bidaha Akademik.

Dekan





KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTRIAN AGAMA KOTA JEMBER MADRASAH TSANAWIYAH NEGERI 7 JEMBER JL. WR. Supratman No. 55 Umbulrejo Umbulsari Jember



MTSN 7 JEMBER

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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini, Kepala Sekolah Madrasah Tsanawiyah Negeri 7 Jember Kecamatan Umbulsari Kabupaten Jember, menerangkan bahwa :

Nama : LATIFAH

NIM : 212101060010

Jurusan : Tadris Bahasa Inggris

: Jl. Ahmad Yani No.42 Umbulsari

Instansi : Universitas Islam Negeri Kyai Haji Achmad Siddiq Jember

Benar yang bersangkutan telah melakukan penelitian pada tanggal 26 Mei 2025 di kelas VII A dan VII B MTsN 7 Jember dengan judul "Shadowing Method Effectiveness in Enhancing Listening Skills Among Seventh Grade Students at MTsN 7 Jember".

Demikian surat keterangan ini disampaikan, agar dapat digunakan sebagaimana mestinya.

Mengetahui
Kepala Sekofah MTsN 7 Jember

Ded Ependi,S.Ag.,M.MPd



Research Journal

Shadowing Method Effectiveness in Enhancing Listening Skills Among

Seventh Grade Students at MTsN 7 Jember

2024/2025 Academic Year

	No.	Day/Date	Activity	Signature
KI	1.	13 th - 14 th of	The researcher conduct an observation as a pre-	
		December	research activity	O Salve
		2024		4.7
	2.	20th of Mei	The researcher confirm the research permission	Quenu
		2025		Lugar
	3.	21th of Mei	The researcher give the non-subject students to	1
	1	2025	measure the validity and reliability of the test	Distin
	4.	26th of Mei	The researcher conduct pre-test in the experimental	Doing
		2025	class	Main
	5.	26th of Mei	The researcher conduct pre-test in the control class	N 9.W
	\cup	2025 V LIV	OTTAO IOLAIVI INLU	Daring
	6.	26 th of Mei	The researcher give the treatment (shadowing method)	0 25
	Λ I	2025	to the experimental class	Donor
	7	26 th of Mei	The researcher give the treatment (coventional	Dajum
		2025	method) to the control class	1
	8.	26 th of Mei	The researcher conduct post-test in the experimental	Daning
		2025	class IVI D L IV	Tion
	9.	26 th of Mei	The researcher conduct post-test in the control class	1/25
		2025		Disting
	10	26th of Mei	The researcher ask a permission letter	
		2025		Dann

Researcher,

Latifah

tan

Principle of MTsN 7 Jember,

Dedl Ependi, S.Ag., M.MPd

LESSON PLAN EXPERIMENTAL CLASS

Lesson Plan

A. INFORMASI UMUM

1. IDENTITAS MODUL (EXPERIMENTAL CLASS)

Nama	Latifah
Institusi / Sekolah	MTsN 7 Jember
Jenjang	MTS
Kelas	VII
Materi Pokok	Listening Skill Using Shadowing
	Method
Fase	D
Alokasi Waktu	2×40 menit
Jumlah Pertemuan	1

2. KOMPETENSI AWAL

Sebelum memulai kegiatan pembelajaran dalam modul ini, peserta didik sudah terbiasa mendengarkan kalimat sederhana dalam Bahasa Inggris. Peserta didik juga sudah memiliki pemahaman dasar dalam menirukan kata atau kalimat pendek yang diucapkan oleh guru atau dari rekaman audio atau video text secara perlahan. Kemampuan ini akan membantu mereka dalam mengikuti kegiatan *shadowing* untuk melatih keterampilan menyimak dengan lebih baik.

3. PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Berkebhinekaan global
- Gotong royong
- Mandiri
- Bernalar kritis
- Kreatif

4. MEDIA, SARANA DAN PRASARANA

Media : English video text

Sarana : LCD, Proyektor, Headset Prasarana : Soal Pre-test dan Post-test

5. TARGET PESERTA DIDIK

Target peserta didik kelas VII A

6. MODEL PEMBELAJARAN

Pembelajaran : Tatap Muka

Model Pembelajaran : Scientific Approach
Metode : Shadowing Method

B. KOMPONEN INTI

1. Fase D

2. Elemen dan Capaian Pembelajaran

Elemen	Capaian Belajar
Menyimak – Berbicara	Pada akhir fase D, peserta didik
	membaca dan merespon teks
	familiar dan tidak familiar yang
	mengandung struktur yang telah
	dipelajari dan kosakata yang
	familiar secara mandiri. Mereka
	mencari dan mengevaluasi ide
	utama dan informasi spesifik
UNIVERSITAS ISI	dalam berbagai jenis teks. Teks ini
UNIVERSITAS ISI	dapat berbentuk cetak atau digital,
KIAI HAJI ACHN	termasuk diantaranya teks visual,
KIAI HAJI ACHI	
I E M D	mengidentifikasi tujuan teks dan
J E M B	mulai melakukan inferensi untuk
	memahami informasi tersirat dalam
	sebuah teks.

3. TUJUAN PEMBELAJARAN

- Peserta didik mampu memahami percakapan sederhana dalam bahasa inggris tentang kegiatan sehari-hari, ibadah dan kepercayaan keagamaan
- Peserta didik mampu menggunakan metode shadowing
- Peserta didik mampu menjawab soal pemahaman dan mengisi kalimat dari kata yang rumpang berdasarkan dialog atau cerita pendek yang didengar

4. ASSESMEN

Assesmen Individu

- Tes berupa soal tertulis :
 - Pre-test
 - Post-test

5. PERTANYAAN PEMANTIK

- a. "Have you ever tried to imitate the way people speak in English videos?"
- b. "Do you think listening can help you speak English more fluently?"

6. SUMBER BELAJAR

https://youtu.be/xkIt_w-OBvs?si=RwxK8eBZvk_SyWzp

7. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran

N	Tahap	Langkah Pembelajaran	Waktu
0.			
1.	Kegiatan	Guru memberikan salam	10 Menit
	Awal	Guru membuka pelajaran dengan berdoa bersama	
		Guru memeriksa kehadiran siswa	
		a) Is everybody present?	
		b) Who is absent today?	
JN	IVERS	 Guru menyiapkan fisik dan psikis siswa sebelum memulai pelajaran 	
I	HAJI	Guru menjelaskan tujuan pembelajaran: "Today we will practice listening using an Islamic video	
	T	text material"	
2.	Kegiatan	1. Pre-Test	60 Menit
	Inti	 Guru memutar video teks, siswa 	
		mendengarkan dan menjawab 20 pertanyaan	
		pilihan ganda. https://youtu.be/WsBHTcW-	
		CwU?si=nCaSfE8ysLJVAtdG	
		Guru mengukur kemampuan listening dasar	
		tentang topik Islami sebelum metode	
		shadowing diterapkan.	
		 Siswa mengerjakan dan mengumpulkan pre- 	
		test yang telah disediakan.	
		2. Treatment	
		a. Mengamati (Observing)	
		Guru memutar video teks Islami: The	
		Story of Prophet Muhammad SAW and	
		Abu Lahab.	
		https://youtu.be/GWyqCcp4OyU?si=VO	
		9uHz8LZ04S4CJV	
		Siswa menonton dan mendengarkan	

Guru bertanya: "What did you hear or see in the video?" b. Menanya (Questioning) Siswa diajak bertanya dan berdiskusi: "Who is the last Prophet of Allah?" "Who was Abu Lahab?" "What message did Prophet Muhammad give?" c. Mengumpulkan informasi (Experimenting) Guru memutar ulang video kalimat demi kalimat Siswa memisah kalimat dalam bagian kecil agar mudah diikuti Siswa menirukan dalam suara kecil Siswa membaca dan melihat skrip dari video text Siswa mencari arti dari kata yang sulit dikamus dikamus Siswa melakukan shadowing dengan menirukan ucapan pembicara Siswa memahami isi dari video teks Siswa mendangarkan dan membandingkan ucapannya dengan pembicara Guru memberikan contoh pengucapan dan koreksi atau refleksi. d. Menalar (Associating) Siswa Menganalisis isi bersama guru: Nilai Islam: patience, kindness, truthfulness. Tata bahasa: simple past tense. Kosakata baru: perish, worship, kindness, heart, truth. e. Mengomunikasikan (Communicating) Siswa menyampaikan pesan moral dari video text dan merefleksi menggunakan metode Shadowing. Guru memberikan umpan balik.

tanpa menulis.

		3. Post-test	
		 Guru memutar video teks, siswa 	
		mendengarkan dan menjawab 20 pertanyaan	
		pili <mark>h</mark> an ganda.	
		https://youtu.be/J1My2zU_XxA?si=zFs6myE	
		vCA4 UNGt	
		Guru mengukur peningkatan listening skill	
		setelah pembelajaran menggunakan Metode	
		Shadowing.	
3.	Penutup	Guru memberikan refleksi :	10 Menit
		"Apa yang kalian pelajari hari ini?"	
		"Apa tantangan saat menirukan secara	
		langsung?"	
		Guru memberikan motivasi dan menutup	
		pembelajaran dengan do'a	

8. REFLEKSI SITAS ISLAM NEGERI Refleksi Guru:

- Apakah kegiatan pembelajaran sesuai dengan rencana?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran ini?

Refleksi siswa:

- Bagian mana menurutmu yang paling sulit pada pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

9. KRITERIA UNTUK MENGUKUR KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASSESMENNYA

- Tugas Tertulis (individu) : Pre-test dan Post-test
- Mengerjakan soal pilihan ganda
- Jumlah soal: 20 soal
- Jumlah skor:
 - ➤ 20 soal pilihan ganda = jika jawaban benar, diberi skor 5

Total Skor : $5 \times 20 = 100$

10. KRITERIA PENILAIAN

- Siswa dapat memahami isi percakapan atau cerita pendek yang didengar dan menjawab pertanyaan dengan tepat.
- Siswa dapat melengkapi kalimat yang hilang (isi yang kosong) berdasarkan apa yang didengar dengan kata atau frasa yang tepat.

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Praktikan

Siti Isnaini Murdiningrum, M.Pd. NIP. 196 (05151992032994 <u>Latifah</u> NIM 212101060010

KIAI HAJI ACHMAD SIDDIQ

J E M B E R

LESSON PLAN CONTROL CLASS

Lesson Plan

A. INFORMASI UMUM

1. IDENTITAS MODUL (CONTROL CLASS)

Nama	Latifah
Institusi / Sekolah	MTsN 7 Jember
Jenjang	MTS
Kelas	VII
Materi Pokok	Listening Skill Using Conventional
	Listening Method
Fase	D
Alokasi Waktu	2×40 menit
Jumlah Pertemuan	1

2. KOMPETENSI AWAL

Sebelum memulai kegiatan pembelajaran dalam modul ini, peserta didik sudah terbiasa mendengarkan kalimat sederhana dalam Bahasa Inggris. Peserta didik juga sudah memiliki pemahaman dasar dalam menirukan kata atau kalimat pendek yang diucapkan oleh guru atau dari rekaman audio atau video text secara perlahan. Kemampuan dasar ini membantu mereka mengikuti kegiatan pembelajaran konvensional dan menjadi dasar dalam mengukur kemampuan menyimak sebelum dan sesudah perlakuan.

3. PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Berkebhinekaan global
- Gotong royong
- Mandiri
- Bernalar kritis
- Kreatif

4. MEDIA, SARANA DAN PRASARANA

Media : English video text Sarana : LCD, Proyektor

Prasarana : Soal Pre-test dan Post-test

5. TARGET PESERTA DIDIK

Target peserta didik kelas VII B

6. MODEL PEMBELAJARAN

Pembelajaran : Tatap Muka

Model Pembelajaran : Scientific Approach

Metode : Listening Comprehension (Metode

konvensional)

B. KOMPONEN INTI

10. Fase D

11. Elemen dan Capaian Pembelajaran

Elemen	Capaian Belajar
Menyimak – Berbicara	Pada akhir fase D, peserta didik
	membaca dan merespon teks
	familiar dan tidak familiar yang
	mengandung struktur yang telah
	dipelajari dan kosakata yang
	familiar secara mandiri. Mereka
	mencari dan mengevaluasi ide
UNIVERSITAS ISI	utama dan informasi spesifik
	dalam berbagai jenis teks. Teks ini
KIAI HAJI ACHN	dapat berbentuk cetak atau digital,
	termasuk diantaranya teks visual,
IEMB	multimodal atau interaktif. Mereka
) L IVI D	mengidentifikasi tujuan teks dan
	mulai melakukan inferensi untuk
	memahami informasi tersirat dalam
	sebuah teks.

12. TUJUAN PEMBELAJARAN

- Peserta didik mampu memahami percakapan sederhana dalam bahasa inggris tentang kegiatan sehari-hari, ibadah dan kepercayaan keagamaan
- Peserta didik mampu menjawab soal pemahaman dan mengisi kalimat yang rumpang berdasarkan dialog atau cerita pendek yang didengar

13. ASSESMEN

Assesmen Individu

- Tes berupa soal tertulis:
 - Pre-test
 - Post-test

14. PERTANYAAN PEMANTIK

- "Have you ever listened to a story or dialogue in English?"
- "What do you do to understand conversations in English?"

15. SUMBER BELAJAR

https://youtu.be/xkIt_w-OBvs?si=RwxK8eBZvk_SyWzp

16. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran

No.	Tahap	Langkah Pembelajaran	Waktu
1.	Kegiatan	Guru memberikan salam Guru memberikan salam	10 Menit
	Awal	Guru membuka pelajaran dengan berdoa bersama	
		Guru memeriksa kehadiran siswa	
		a) Is everybody present?	
		b) Who is absent today?	
		Guru menyiapkan fisik dan psikis siswa sebelum	
		memulai pelajaran	
UN	VERS	• Guru memberi tahu tentang materi dan tujuan materi "Today we will practice listening using an Islamic video text material"	
2.	Kegiatan	1. Pre-test	60 Menit
AI.	Inti	Guru memutar video text, siswa	00 Memi
	J]	mendengarkan dan menjawab 20 pertanyaan pilihan ganda. https://youtu.be/WsBHTcW-	
		CwU?si=nCaSfE8ysLJVAtdG	
		Guru mengukur kemampuan listening dasar	
		tentang topik Islami	
		 Siswa mengerjakan dan mengumpulkan pre- 	
		test yang telah disediakan.	
		2. Treatments	
		a. Mengamati (Observing)	
		 Guru memutar video teks Islami: The Story of Prophet Muhammad SAW and Abu Lahab. 	
		https://youtu.be/GWyqCcp4OyU?si=VO 9uHz8LZ04S4CJV	
		 Guru mengarahkan siswa untuk mendengarkan video text 	
		b. Menanya (Questioing)	
		 Siswa diajak bertanya dan berdiskusi 	
		"Who is the last Prophet of Allah?" "Who was Abu Lahab?"	

C. Mengumpulkan informasi (Experimenting) Guru memutar ulang video text, siswa mendengarkan. Siswa mencatat informasi penting, seperti: Nama tokoh, Tempat kejadian dan perilaku Abu Lahab. d. Menalar (Associating) Siswa menganalisis isi bersama guru. e. Mengomunikasikan (Communicating) Meminta beberapa siswa menyampaikan hasil pemahaman mereka secara lisan. Memberikan umpan balik dan koreksi bila diperlukan. Penutup Guru memutar video text, siswa mendengarkan dan menjawab 20 pertanyaan pilihan ganda. https://youtu.be/JIMy2zU_XxA3si=zFs6my_EvCA4_UNGt Guru mengukur peningkatan listening skill setelah pembelajaran menggunakan Metode konvensional Penutup Guru memberikan refleksi: "Apa yang kalian pelajari hari ini?" "Bagaimana cara kalian memahami percakapan dengan lebih mudah?" Guru memberikan motivasi dan menutup nembelajaran dengan do a				-7.L1.	
 Guru mengukur peningkatan listening skill setelah pembelajaran menggunakan Metode konvensional Penutup Guru memberikan refleksi : "Apa yang kalian pelajari hari ini?" "Bagaimana cara kalian memahami percakapan dengan lebih mudah?" Guru memberikan motivasi dan menutup 	Į	JN	IVERS	 Guru memutar ulang video text, siswa mendengarkan. Siswa mencatat informasi penting, seperti: Nama tokoh, Tempat kejadian dan perilaku Abu Lahab. Menalar (Associating) Siswa menganalisis isi bersama guru. Mengomunikasikan (Communicating) Meminta beberapa siswa menyampaikan hasil pemahaman mereka secara lisan. Memberikan umpan balik dan koreksi bila diperlukan. Post-test Guru memutar video text, siswa mendengarkan dan menjawab 20 pertanyaan pilihan ganda. https://youtu.be/J1My2zU_XxA?si=zFs6my 	
Penutup ● Guru memberikan refleksi : ➤ "Apa yang kalian pelajari hari ini?" ➤ "Bagaimana cara kalian memahami percakapan dengan lebih mudah?" ● Guru memberikan motivasi dan menutup	KIA	AI]	HAJI	Guru mengukur peningkatan listening skill setelah pembelajaran menggunakan Metode	
 "Apa yang kalian pelajari hari ini?" "Bagaimana cara kalian memahami percakapan dengan lebih mudah?" Guru memberikan motivasi dan menutup 			n .I]		10 11
 "Bagaimana cara kalian memahami percakapan dengan lebih mudah?" Guru memberikan motivasi dan menutup 			Penutup		10 menit
percakapan dengan lebih mudah?" • Guru memberikan motivasi dan menutup					
Guru memberikan motivasi dan menutup				_	
pernociajaran dengan de a				pembelajaran dengan do'a	

17. REFLEKSI

Refleksi Guru:

- Apakah kegiatan pembelajaran sesuai dengan rencana?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran ini?

Refleksi siswa:

- Bagian mana menurutmu yang paling sulit pada pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

18. KRITERIA UNTUK MENGUKUR KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASSESMENNYA

- Tugas Tertulis (individu) : Pre-test dan Post-test
- Mengerjakan soal pilihan ganda
- Jumlah soal : 20 soal
- Jumlah skor
 - ➤ 20 soal pilihan ganda = jika jawaban benar, diberi skor 5
 - \triangleright Total Skor : $5 \times 20 = 100$

10. KRITERIA PENILAIAN

- · Siswa dapat memahami isi percakapan atau cerita pendek yang didengar dan menjawab pertanyaan dengan tepat.
- Siswa dapat melengkapi kalimat yang hilang (isi yang kosong) berdasarkan apa yang didengar dengan kata atau frasa yang tepat.

ERSITAS ISLAM N

Siti Isnain Murdiningrum, M.Pd.

NIP. 196705151992032994

NIM 212101060010

RESEARCH INSTRUMENT PRE-TEST

The pre-test was conducted to measure students' listening skills before applying the shadowing method. The YouTube link for the listening pre-test is provided below: https://youtu.be/WsBHTcW-CwU?si=nCaSfE8ysLJVAtdG

LISTENING DIAGNOSTIC PRE-TEST

Name : Class :

Absent

Time : 60 minutes

Direction: In this section, you will hear short dialogues and a short story. After each dialogue or story, you will hear a question related to the conversation or short story. Choose the best answer from the four options provided in your test book. On your answer sheet, mark the letter corresponding to the correct answer.

Listen to the dialogue below carefully. Then, answer questions based on the dialogue. Choose the correct answer A, B, C, or D.

- 1. When does Zahra's family give zakat?
 - A. During Hajj
 - B. Every Friday
 - C. Every Ramadan
 - D. After Eid al-Adha
- 2. What does Sarah remind her brother to bring for Friday prayer?
 - A. A cap
 - B. A prayer mat
 - C. A sarong
 - D. A Qur'an
- 3. Where is the Islamic study group held?
 - A. In the school library
 - B. In the mosque
 - C. In the classroom
 - D. At home
- 4. Who is giving the khutbah this Friday?
 - A. Ustadz Ahmad

- B. Ustadzah Fatimah
- C. Mr. Yusuf
- D. Ustadz Karim
- 5. What does Hasan plan to do after Maghrib prayer?
 - A. Go home
 - B. Study tafsir
 - C. Join a Qur'an recitation
 - D. Help his parents
- 6. Why does Lina want to visit the orphanage?
 - A. To donate food
 - B. To teach English
 - C. To give zakat
 - D. To play with children
- 7. What surah is Aisyah memorizing?
 - A. Al-Fatihah
 - B. Al-Ikhlas
 - C. An-Nas
 - D. Al-Bagarah

8. Where will the Islamic camp	A. Charity
be held?	B. Water
A. At the beach	C. Clothes
B. At the mosque	D. Books
C. In the school field	15. After doing good deeds,
D. In the mountains	Ahmad said to thank
9. What Islamic month will start	Allah.
next week?	A. Subhanallah
A. Ramadan	B. Alhamdulillah
B. Muharram	C. Takbir
C. Shawwal	D. Bismillah
D. Rabi'ul Awal	
10. What is the meaning of	Listen and pay attention to the
"Bismillah" according to the	short story below to answer
speaker?	questions 16 through 20.
A. Praise be to Allah	
B. In the name of Allah	16. Aisyah woke up before Fajr
C. Allah is Great	to eat
D. Peace be upon you	A. Suhoor B. Lunch
	D. Lunch
KIALHAILACE	C. Dinner D. Snack
Listen and pay attention to the	17. Aisyah fasted from
short story above to answer	to sunset.
questions 11 through 15.	A. Night
	B. Sunrise
11. Ahmad went to the mosque	C. Maghrib
early on	D. Dhuhr
A. Monday	18. Aisyah broke her fast with
B. Wednesday	and water.
C. Friday	A. Rice
D. Sunday	B. Bread
12. Ahmad helped clean the	C. Dates
mosque by the floor.	D. Fruits
A. Washing	19. Fasting taught Aisyah
B. Sweeping	and thankfulness.
C. Painting	A. Patience
D. Breaking	B. Laziness
13. Ahmad and his friends recited	C. Anger
together.	D. Fear
A. Surah Al-Kahf	20. After Ramadan, Muslims
B. Surah Al-Fatihah	celebratetogether.
C. Surah Al-Ikhlas	A. Eid al-Adha
D. Surah Yasin	B. Maulid Nabi
14. Ahmad also gave to	
poor people near his house.	



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R



The post-test was conducted after the treatment to evaluate the improvement of students' listening skills. The YouTube link for the listening post-test with a similar level of difficulty as the pre-test is provided below:

https://youtu.be/J1My2zU_XxA?si=zFs6myEvCA4_UNGt

LISTENING DIAGNOSTIC POST-TEST

Name			ע ון		
Class					
Absent	<u>:</u>				

Time : 60 minutes

Direction: In this section, you will hear short dialogues and a short story. After each dialogue or story, you will hear a question related to the conversation or short story. Choose the best answer from the four options provided in your test book. On your answer sheet, mark the letter corresponding to the correct answer.

Listen to the dialogue below carefully. Then, answer questions based on the dialogue. Choose the correct answer A, B, C, or D.

- When does Aisyah remind Fatimah to read Surah Al-Kahf?
 - A. Monday
 - B. Thursday
 - C. Friday
 - D. Sunday
- 2. What does Fatimah remind her sister to wear for prayer?
 - A. A hijab
 - B. A new dress
 - C. A necklace
 - D. A bracelet
- 3. Where is the Qur'an reading competition held?
 - A. At the mosque
 - B. At the Islamic center
 - C. In the classroom

- D. At the park
- 4. Who will lead the Islamic study session?
 - A. Ustadz Idris
 - B. Ustadzah Mariam
 - C. Mr. Ali
 - D. Ustadz Khalid
- 5. What does Ali plan to do after Isha prayer?
 - A. Sleep early
 - B. Watch TV
 - C. Join a hadith study
 - D. Visit his friend
- 6. Why does Aisyah want to help at the charity event?
 - A. To earn money
 - B. To gain knowledge
 - C. To share kindness

7.	D. To meet new friends	
7.	2 · 10 most mon minus	C. Pens
	What surah is Hasan trying to	D. Money
	memorize?	13. Bilal and the children
	A. Al-Falaq	recited simple
	B. Al-Kafirun	A. Du'a
	C. Al-Ikhlas	B. Song
	D. Al-Fatihah	C. Poem
8.	Where will the Islamic	D. Story
•	seminar take place?	14. Bilal also taught the
	A. At the mosque	children how to read
	B. In the school hall	A. Bible
	C. At the library	B. Hadith
	D. In the community center	C. Qur'an
9	Which Islamic celebration	D. Book
7.	will be next month?	15. Helping others made Bilal
	A. Eid al-Fitr	feel
	B. Eid al-Adha	A. Sad
	C Isra' Mi'rai	В. Нарру
	D. Maulid Nabi	△ C. Tired
_10	What does "Assalamu"	D. Angry
K	Alaikum" mean?	UDDIS DA
1/	A. Peace be upon you	IND SIDDIQ
	B. Allah is the Greatest	Liston and nov attention to
	C. In the name of Allah	Listen and pay attention to
		the chart stary below to
		the short story below to
	D. All praise be to Allah	answer questions 16
	D. All praise be to Allah	
	D. All praise be to Allah Listen and pay attention to	answer questions 16
	D. All praise be to Allah Listen and pay attention to the short story below to	answer questions 16 through 20.
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11	answer questions 16 through 20. 16. Siti always remembered
	D. All praise be to Allah Listen and pay attention to the short story below to	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15.	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti prayed to ask for
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti prayed to ask for blessings.
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday B. Sunday	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti prayed to ask for blessings. A. Fajr
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday B. Sunday C. Saturday	answer questions 16 through 20. 16. Siti always remembered to start her day by saying ———————————————————————————————————
	Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday B. Sunday C. Saturday D. Monday 12. Bilal brought food, books, and for the	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti prayed to ask for blessings. A. Fajr B. Dhuha C. Dhuhr
	Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday B. Sunday C. Saturday D. Monday 12. Bilal brought food, books, and for the children.	answer questions 16 through 20. 16. Siti always remembered to start her day by saying ———————————————————————————————————
	D. All praise be to Allah Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday B. Sunday C. Saturday D. Monday 12. Bilal brought food, books, and for the children. A. Clothes	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti prayed to ask for blessings. A. Fajr B. Dhuha C. Dhuhr
	Listen and pay attention to the short story below to answer questions 11 through 15. 11. Bilal visited to the orphanage every A. Friday B. Sunday C. Saturday D. Monday 12. Bilal brought food, books, and for the children.	answer questions 16 through 20. 16. Siti always remembered to start her day by saying A. Bismillah B. Alhamdulillah C. Subhanallah D. Takbir 17. In the morning, Siti prayed to ask for blessings. A. Fajr B. Dhuha C. Dhuhr





- 1. C. Every Ramadan
- 2. B. A prayer mat
- 3. B. In the mosque
- 4. A. Ustadz Ahmad
- 5. C. Join a Qur'an recitation
- 6. A. To donate food
- 7. B. Al-Ikhlas
- 8. D. In the mountains
- 9. A. Ramadan19. A. Patience10. B. In the name of Allah20. C. Eid al-Fitr

- 11. C. Friday
- 12. B. Sweeping
- 13. A. Surah Al-Kahf
- 14. A. Charity
- 15. B. Alhamdulillah
- 16. A. Suhoor
- 17. B. Sunrise
- 18. C. Dates

KIAI HAJI ACHMAD SIDDIQ JEMBER

KEY ANSWER POST-TEST

- 1. C. Friday
- 2. A. A hijab
- 3. B. At the islamic center
- 4. A. Ustadz Idris
- 5. C. Join a hadith study
- 6. C. To share kindness
- 7. A. Al-Falaq
- 8. B. In the school hall
- 9. B. Eid Al-Adha
- 10. A. Peace be upon you

- 11. B. Sunday
- 12. B. Toys
- 13. A. Du'a
- 14. C. Qur'an
- 15. B. Happy
- 16. A. Bismillah
- 17. B. Dhuha
- 18. C. Surah Al-Ikhlas
- 19. D. Mother
- 20. C. Alhamdulillah

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INSTRUMENT VALIDITY

No.	Assessment Components			Score		
		1	2	3	4	5
1.	Clarity of each questions item				./	
2.	Clarity of instructions for filling in questions				~	./
3.	Suitability of questions to the level of students					\ \ \
4.	Suitability of questions to the purpose of the listening test					1
5	Clarity of question instructions					1
6.	Clarity of audio recordings	A D 4	NII		TDI	1
7.	The language used does not have double meaning	M	N	LUI	EKI	
8.	The language used is easy to understand	ΔΙ) 9	H	\mathcal{I}	1
9.	The language used is effective	4 34		711		1
10.	Relevance of listening material to the learning context	E	R			\checkmark

Jember, 13 Mei 2025

Dr. Ahmad Ridho Rojabi, M.Pd. NIP.198105242014111002

OUTPUT VALIDITY TEST DAN RELIABILITY TEST

Output Validity of Pre-Test

Correlations

		Soa I_1	Soa I_2	Soa I_3	Soa I_4	Soa I_5	Soa I_6	Soa I_7	Soa I_8	Soa I_9	Soa I_10	Soa I_11	Soa I_12	Soa I_13	Soa I_14	Soa I_15	Soal _16
Soa I_1	Pearson Correlati on	1	.61 2**	.61 2**	.61 2**	.61 2**	.80 2**	.61 2**	.61 2**	.61 2**	.61 2**	.61 2**	.61 2**	.51 4 [*]	.61 2**	.61 2**	.61 2**
	Sig. (2-tailed)		.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00 4	.02	.00	.00 4	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_2	Pearson Correlati on	.61 2**	EF A	1.0 00**	1.0 00 ^{**}	1.0 00 ^{**}	1 1	1.0 00**	1.0 00**	1.0 00 ^{**}	1.0 00**	1.0 00**	1.0 00**	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
	Sig. (2- tailed)	.00	Ĵ	.00	.00	.00	.02	.00	.00		.00	.00	.00	.02 8	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_3	Pearson Correlati on	.61 2 ^{**}	1.0 00**	1	1.0 00**	1.0 00 ^{**}	.49 1 [*]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0*	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00	.00		.00	.00	.02	.00	.00	.00	.00	.00	.00	.02	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_4	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1	1.0 00**	.49 1 [*]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00	.00	.00		.00	.02 8	.00	.00	.00	.00	.00	.00	.02 8	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Soa I_5	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	L	.49 1*	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0*	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00 4	.00	.00	.00		.02 8	.00	.00	.00	.00	.00	.00	.02 8	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_6	Pearson Correlati on	.80 2**	.49 1*	.49 1*	.49 1*	.49 1*	1	.49 1*	.49 1*	.49 1*	.49 1*	.49 1*	.49 1*	.03	.49 1*	.49 1*	.49 1 [*]
	Sig. (2-tailed)	.00	.02	.02	.02 8	.02 8		.02 8	.02	.02	.02	.02 8	.02 8	.89 8	.02 8	.02 8	.02
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_7	Pearson Correlati	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 [3 *]	LA	1.0 00 ^{**}	1.0 00 ^{**}	1.0 00**	1.0 00**	1.0 00 ^{**}	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
K	Sig. (2-tailed)	.00	.00		.00	.00	.02 8	Л / Е	.00	.00 0	.00	.00	.00	.02	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_8	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1 [*]	1.0 00 ^{**}	1	1.0 00**	1.0 00**	1.0 00**	1.0 00 ^{**}	.49 0 [*]	1.0 00 ^{**}	1.0 00 ^{**}	1.0 00 ^{**}
	Sig. (2-tailed)	.00 4	.00	.00	.00	.00	.02 8	.00		.00	.00	.00	.00	.02 8	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_9	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1 [*]	1.0 00**	1.0 00**	1	1.0 00**	1.0 00**	1.0 00**	.49 0*	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.02	.00	.00		.00	.00	.00	.02	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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Soa I_1 0	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1*	1.0 00**	1.0 00**	1.0 00**	1	1.0 00**	1.0 00**	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00 4	.00	.00	.00	.00	.02 8	.00	.00	.00		.00	.00	.02 8	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_1 1	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1 [*]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1	1.0 00**	.49 0*	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.02	.00	.00	.00	.00		.00	.02	.00	.00	.00
	N _	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
I_1	Pearson Correlati	.61 2"	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 [3 *]	1.0 00**	1.0 00 ^{**}	1.0 00**	1.0 00 ^{**}	1.0 00**	1 I	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
K	Sig. (2-tailed)	.00	.00	.00	.00	.00.	.02 8	.00	.00	.00 0	.00	.00	H	.02	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_1 3	Pearson Correlati on	.51 4 [*]	.49 0 [*]	.49 0 [*]	.49 0 [*]	.49 0 [*]	.03	.49 0*	.49 0 [*]	.49 0 [*]	.49 0 [*]	.49 0 [*]	.49 0 [*]	1	.49 0 [*]	.49 0 [*]	.49 0*
	Sig. (2-tailed)	.02	.02 8	.02 8	.02 8	.02 8	.89 8	.02 8	.02 8	.02 8	.02 8	.02 8	.02 8		.02 8	.02 8	.02 8
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_1 4	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1 [*]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0*	1	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.02	.00	.00	.00	.00	.00	.00	.02		.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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Soa I_1 5	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1*	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0 [*]	1.0 00**	1	1.0 00**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.02 8	.00	.00	.00	.00	.00	.00	.02 8	.00		.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_1 6	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1*	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0*	1.0 00**	1.0 00**	1
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.02	.00	.00	.00	.00	.00 0	.00	.02 8	.00	.00	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
I_1	Pearson Correlati	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 [S *]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
K	Sig. (2-tailed)	.00	.00 0	.00	.00	.00	.02 8	.00	.00	.00	.00	.00	.00	.02	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_1 8	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1 [*]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0 [*]	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00 4	.00	.00	.00	.00	.02 8	.00	.00	.00	.00	.00	.00	.02 8	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soa I_1 9	Pearson Correlati on	.61 2**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 1 [*]	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	1.0 00**	.49 0*	1.0 00**	1.0 00**	1.0 00**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.02	.00	.00	.00	.00	.00	.00	.02	.00	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

						5											
Soa	Pearson	.47	.57	.57	.57	.57	.37	.57	.57	.57	.57	.57	.57	.40	.57	.57	.57
I_2	Correlati	1*	7**	7**	7**	7**	8	7**	7**	7**	7**	7**	7**	4	7**	7**	7**
0	on																
	Sig. (2-	.03	.00	.00	.00	.00	.10	.00	.00	.00	.00	.00	.00	.07	.00	.00	.00
	tailed)	6	8	8	8	8	0	8	8	8	8	8	8	7	8	8	8
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Tot	Pearson	.66	.99	.99	.99	.99	.54	.99	.99	.99	.99	.99	.99	.51	.99	.99	.99
al	Correlati	9**	4**	4**	4**	4**	8*	4**	4**	4**	4**	4**	4**	8*	4**	4**	4**
	on																
	Sig. (2-	.00	.00	.00	.00	.00	.01	.00	.00	.00	.00	.00	.00	.01	.00	.00	.00
	tailed)	1	0	0	0	0	2	0	0	0	0	0	0	9	0	0	0
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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KIA	I HAJI A	Soal_17	Soal_18	Soal_19	Soal_20	Total
Soal_1	Pearson Correlation	.612 ^{**}	.612**	.612**	.471 [*]	.669**
	Sig. (2-tailed)	.004	.004	.004	.036	.001
	N	20	20	20	20	20
Soal_2	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_3	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_4	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_5	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**

		27.6				
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_6	Pearson Correlation	.491*	.491*	.491*	.378	.548 [*]
	Sig. (2-tailed)	.028	.028	.028	.100	.012
	N	20	20	20	20	20
Soal_7	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_8	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
ĭ	NINEDSITA	S 1S ²⁰	A M 20	ECE ²⁰	20	20
Soal_9	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
KIA	Sig. (2-tailed)	.000	A L.000	.000	.008	.000
	N I E	20	E R20	20	20	20
Soal_10	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_11	N Pearson Correlation	20 1.000**	20 1.000**	20 1.000**	.577**	.994**
Soal_11						
Soal_11	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
Soal_11 Soal_12	Pearson Correlation Sig. (2-tailed)	1.000**	1.000**	1.000**	.577**	.000
	Pearson Correlation Sig. (2-tailed) N	1.000 ^{**} .000 20	1.000** .000 20	1.000** .000 20	.577** .008	.994**
	Pearson Correlation Sig. (2-tailed) N Pearson Correlation	1.000** .000 20 1.000**	1.000** .000 20 1.000**	1.000** .000 20 1.000**	.577** .008 20 .577**	.994** .000 20 .994**
	Pearson Correlation Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed)	1.000** .000 20 1.000** .000	1.000** .000 20 1.000** .000	1.000** .000 20 1.000** .000	.577** .008 20 .577** .008	.994** .000 20 .994** .000

	N	20	20	20	20	20
Soal_14	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_15	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_16	Pearson Correlation	1.000**	1.000**	1.000**	.577**	.994**
	Sig. (2-tailed)	.000	.000	.000	.008	.000
	N	20	20	20	20	20
Soal_17	Pearson Correlation	S ISI ¹	1.000**	1.000**	.577**	.994**
TZTA	Sig. (2-tailed)		.000	.000	.008	.000
KIA	A HAJI A	CH 20	AD_{20}	$51D_{20}$	20	20
Soal_18	Pearson Correlation	1.000**	E D1	1.000**	.577**	004**
		VITD	$E R^{1}$	1.000	.577	.994**
	Sig. (2-tailed)	.000	EK	.000	.008	.000
		VI D	20			
Soal_19	Sig. (2-tailed)	.000		.000	.008	.000
Soal_19	Sig. (2-tailed)	.000	20	.000	.008	.000
Soal_19	Sig. (2-tailed) N Pearson Correlation	.000 20 1.000**	20 1.000**	.000	.008 20 .577**	.000 20 .994**
Soal_19 Soal_20	Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed)	.000 20 1.000** .000	20 1.000** .000	.000 20 1	.008 20 .577** .008	.000 20 .994** .000
	Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed) N	.000 20 1.000** .000	20 1.000** .000 20	.000 20 1 20	.008 20 .577** .008 20	.000 20 .994** .000 20
	Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed) N Pearson Correlation	.000 20 1.000** .000 20 .577**	20 1.000 ^{**} .000 20 .577 ^{**}	.000 20 1 20 .577**	.008 20 .577** .008 20	.000 20 .994** .000 20 .604**
Soal_20	Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed)	.000 20 1.000 .000 20 .577 .008	20 1.000** .000 20 .577** .008	.000 20 1 20 .577**	.008 20 .577** .008 20	.000 20 .994** .000 20 .604**
	Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed) N Pearson Correlation Sig. (2-tailed) N	.000 20 1.000** .000 20 .577** .008	20 1.000** .000 20 .577** .008	.000 20 1 20 .577** .008	.008 20 .577** .008 20 1	.000 20 .994** .000 20 .604** .005

- **. Correlation is significant at the 0.01 level (2-tailed).
- *. Correlation is significant at the 0.05 level (2-tailed).



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C	O	re	lati	on	S

		So al_ 1	So al_ 2	So al_ 3	So al_ 4	So al_	So al_	So al_	So al_	So al_ 9	So al_ 10	So al_ 11	So al_ 12	So al_ 13	So al_ 14	So al_ 15	So al_ 16
So al_	Pearson Correlati on	1	.50 9*	.68 8**	.10 5	.57 7 ^{**}	.25 0	.40 8	.66 7**	.45 4 [*]	.32	.79 3**	.50 9*	.66 7**	.19 2	.66 7**	.40 8
	Sig. (2-tailed)		.02	.00	.66	.00	.28	.07	.00	.04	.16	.00	.02	.00	.41 6	.00	.07
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 2	Pearson Correlati on	.50 9*	EF A	.35 0	.20 6	.88 2**	.21 8	.35 6	.76 4**	.20 6	.33 6	.64 2**	.52 4 [*]	.76 4**	.88 2**	.49 1*	.35 6
	Sig. (2-tailed)	.02 2	j	.13 0	.38 4	.00 0	.35 5	.12 3		.38 4	.14 7	.00 2	.01 8	.00	.00	.02 8	.12
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_	Pearson Correlati on	.68 8**	.35 0	1	.16 8	.39 7	.45 9*	.28	.45 9*	.31	.54 6*	.54 6 [*]	.35	.45 9*	.39	.45 9*	.28
	Sig. (2-tailed)	.00	.13 0		.47 8	.08	.04	.23	.04	.18	.01	.01 3	.13 0	.04	.08	.04	.23
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 4	Pearson Correlati on	.10 5	.20	.16 8	1	.06	.15 7	.89 9**	.41 9	.78 0**	.01 5	.27 9	.66 3**	.41 9	.06	.41 9	.89 9**
	Sig. (2-tailed)	.66 0	.38 4	.47 8		.80 0	.50 8	.00	.06 6	.00	.95 1	.23 4	.00 1	.06 6	.80 0	.06 6	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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So al_	Pearson Correlati on	.57 7**	.88 2**	.39 7	.06	1	.28	.23 6	.57 7**	.30	.08	.72 8**	.37 8	.57 7**	.73 3**	.57 7**	.23
	Sig. (2-tailed)	.00 8	.00	.08	.80 0		.21 7	.31 7	.00	.19 5	.73 5	.00	.10 0	.00 8	.00	.00 8	.31 7
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 6	Pearson Correlati on	.25	.21 8	.45 9*	.15 7	.28 9	1	.35	.37 5	.41 9	.49 0*	.49 0*	.49 1*	.37 5	.28 9	.68 8**	.35 7
	Sig. (2-tailed)	.28	.35 5	.04	.50 8	.21 7		.12 2	.10	.06	.02	.02 8	.02 8	.10 3	.21 7	.00	.12
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_	Pearson Correlati on	.40 8	.35 6	.28 S1	.89 9**	.23	.35 [37]	_A	.61 2**	.89 9**	.22	.51 _4*	.80 2**	.61 2**	.23	.61 2**	1.0 00**
K	Sig. (2-tailed)	.07	.12	.23 0	.00	.31 7	.12 2	A.F F	.00 4	.00 0	.33 2	.02 0	.00	.00	.31 7	.00	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 8	Pearson Correlati on	.66 7**	.76 4**	.45 9 [*]	.41 9	.57 7**	.37 5	.61 2**	1	.41 9	.49 0*	.84 0**	.76 4**	1.0 00**	.57 7**	.68 8**	.61 2**
	Sig. (2-tailed)	.00 1	.00	.04	.06 6	.00 8	.10 3	.00 4		.06 6	.02 8	.00	.00	.00	.00 8	.00 1	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 9	Pearson Correlati on	.45 4 [*]	.20 6	.31	.78 0**	.30	.41 9	.89 9**	.41 9	1	.01 5	.57 2**	.66 3**	.41 9	.06	.68 1**	.89 9**
	Sig. (2-tailed)	.04	.38	.18 0	.00	.19 5	.06 6	.00	.06 6		.95 1	.00	.00	.06 6	.80	.00 1	.00
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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So al_ 10	Pearson Correlati on	.32 7	.33	.54 6 [*]	.01	.08	.49 0*	.22 9	.49 0*	.01 5	1	.21 6	.33 6	.49 0*	.40 4	.14	.22
	Sig. (2-tailed)	.16 0	.14 7	.01 3	.95 1	.73 5	.02 8	.33 2	.02 8	.95 1		.36 1	.14 7	.02 8	.07 7	.55 6	.33 2
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 11	Pearson Correlati on	.79 3**	.64 2**	.54 6*	.27 9	.72 8**	.49 0*	.51 4*	.84 0**	.57 2**	.21	1	.64 2**	.84 0**	.40 4	.84 0**	.51 4 [*]
	Sig. (2-	.00	.00	.01	.23	.00	.02	.02	.00	.00	.36		.00	.00	.07	.00	.02
	tailed)	0	2	3	4	0	8	0	0	8	1		2	0	7	0	0
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_	Pearson Correlati	.50 9*	.52 4*	.35 0	.66 3**	.37	.49 1*	.80 2**	.76 4**	.66 3**	.33	.64 2**	1 T	.76 4**	.37 8	.76 4**	.80 2**
12	on	113/		L W	INC.		101	u£3i.	IVI	141		Lin	II.	~	0	4	۷
K	Sig. (2-	.02	.01	.13	.00	.10	.02	.00	.00	.00	.14	.00)	.00	.10	.00	.00
	tailed)	2	8	0	ູ 1	0	18	0	0	Q 1	7	2		0	0	0	0
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 13	Pearson Correlati on	.66 7**	.76 4**	.45 9*	.41 9	.57 7**	.37 5	.61 2**	1.0 00**	.41 9	.49 0*	.84 0**	.76 4**	1	.57 7**	.68 8**	.61 2**
	Sig. (2-	.00	.00	.04	.06	.00	.10	.00	.00	.06	.02	.00	.00		.00	.00	.00
	tailed)	1	0	2	6	8	3	4	0	6	8	0	0		8	1	4
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 14	Pearson Correlati on	.19 2	.88 2**	.39 7	.06 1	.73 3**	.28 9	.23	.57 7**	.06 1	.40 4	.40 4	.37 8	.57 7**	1	.28 9	.23
	Sig. (2-tailed)	.41 6	.00	.08	.80	.00	.21 7	.31 7	.00	.80 0	.07 7	.07 7	.10 0	.00 8		.21 7	.31 7
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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So al_ 15	Pearson Correlati on	.66 7**	.49 1*	.45 9*	.41	.57 7**	.68 8**	.61 2**	.68 8**	.68 1**	.14	.84 0**	.76 4**	.68 8**	.28 9	1	.61 2**
	Sig. (2-tailed)	.00 1	.02 8	.04 2	.06 6	.00 8	.00	.00 4	.00 1	.00	.55 6	.00	.00	.00	.21 7		.00 4
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 16	Pearson Correlati on	.40	.35 6	.28	.89 9**	.23 6	.35 7	1.0 00**	.61 2**	.89 9**	.22	.51 4 [*]	.80 2**	.61 2**	.23	.61 2**	1
	Sig. (2-tailed)	.07 4	.12	.23	.00 0	.31 7	.12 2	.00	.00	.00	.33	.02 0	.00	.00 4	.31 7	.00 4	
	N _	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 17	Pearson Correlati on	.79 3**	.33 6	.54 6 [*]	- .01 5	.40	.49 0*	.22 9	.49 0*	.27 9	.60 8**	.60 8**	.33 【 6	.49 0*	.08	.49 0*	.22 9
K	Sig. (2-tailed)	.00	.14 7	.01 3	.95 1	.07 7	.02 8	.33 2	.02 8	.23 4	.00	.00 4	.14 7	.02	.73 5	.02	.33
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 18	Pearson Correlati on	.32 7	.64 2**	.54 6 [*]	.27 9	.40	.49 0 [*]	.51 4 [*]	.84 0**	.27	.60 8**	.60 8**	.64 2**	.84 0**	.72 8**	.49 0 [*]	.51 4 [*]
	Sig. (2-tailed)	.16 0	.00 2	.01 3	.23 4	.07 7	.02 8	.02	.00	.23 4	.00 4	.00 4	.00 2	.00	.00	.02 8	.02
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
So al_ 19	Pearson Correlati on	.25	.76 4**	- .11 5	.41 9	.57 7**	.06	.35 7	.68 7**	.15 7	.14	.49 0*	.49 1*	.68 7**	.57 7**	.37 5	.35 7
	Sig. (2-tailed)	.28 8	.00	.63 0	.06 6	.00	.79 4	.12 2	.00	.50 8	.55 6	.02 8	.02 8	.00	.00	.10	.12
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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So	Pearson	.66	.76	.45	.41	.57	.37	.61	1.0	.41	.49	.84	.76	1.0	.57	.68	.61
al_	Correlati	7**	4**	9*	9	7**	5	2**	00**	9	0*	0**	4**	00**	7**	8**	2**
20	on																
	Sig. (2-	.00	.00	.04	.06	.00	.10	.00	.00	.06	.02	.00	.00	.00	.00	.00	.00
	tailed)	1	0	2	6	8	3	4	0	6	8	0	0	0	8	1	4
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Tot	Pearson	.68	.76	.53	.56	.66	.55	.78	.92	.67	.46	.85	.85	.92	.60	.81	.78
al	Correlati	6**	4**	1*	2**	1**	5 [*]	4**	1**	0**	6*	2**	8**	1**	1**	3**	4**
	on																
	Sig. (2-	.00	.00	.01	.01	.00	.01	.00	.00	.00	.03	.00	.00	.00	.00	.00	.00
	tailed)	1	0	6	0	2	1	0	0	1	8	0	0	0	5	0	0
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

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KIA	I HAJI A	Soal_17	Soal_18	Soal_19	Soal_20	Total
Soal_1	Pearson Correlation	.793**	.327	.250	.667**	.686**
	Sig. (2-tailed)	.000	.160	.288	.001	.001
	N	20	20	20	20	20
Soal_2	Pearson Correlation	.336	.642**	.764**	.764**	.764**
	Sig. (2-tailed)	.147	.002	.000	.000	.000
	N	20	20	20	20	20
Soal_3	Pearson Correlation	.546 [*]	.546 [*]	115	.459 [*]	.531 [*]
	Sig. (2-tailed)	.013	.013	.630	.042	.016
	N	20	20	20	20	20
Soal_4	Pearson Correlation	015	.279	.419	.419	.562**
	Sig. (2-tailed)	.951	.234	.066	.066	.010
	N	20	20	20	20	20
Soal_5	Pearson Correlation	.404	.404	.577**	.577**	.661**

		47.11				
	Sig. (2-tailed)	.077	.077	.008	.008	.002
	N	20	20	20	20	20
Soal_6	Pearson Correlation	.490*	.490 [*]	.062	.375	.555 [*]
	Sig. (2-tailed)	.028	.028	.794	.103	.011
	N	20	20	20	20	20
Soal_7	Pearson Correlation	.229	.514 [*]	.357	.612**	.784**
	Sig. (2-tailed)	.332	.020	.122	.004	.000
	N	20	20	20	20	20
Soal_8	Pearson Correlation	.490 [*]	.840**	.687**	1.000**	.921**
	Sig. (2-tailed)	.028	.000	.001	.000	.000
ĭ	NINEDSITA	S IS ²⁰	20	FCF ²⁰	20	20
Soal_9	Pearson Correlation	.279	.279	.157	.419	.670**
KIA	Sig. (2-tailed)	.234	.234	.508	.066	.001
	N I E	20	E P20	20	20	20
Soal_10	Pearson Correlation	.608**	.608**	.140	.490 [*]	.466 [*]
	Sig. (2-tailed)	.004	.004	.556	.028	.038
	N	20	20	20	20	20
Soal_11	Pearson Correlation	.608 ^{**}	.608**	.490 [*]	.840**	.852**
	Sig. (2-tailed)	.004	.004	.028	.000	.000
	N		20	20	20	20
	IN	20	20			
Soal_12	Pearson Correlation	.336	.642**	.491 [*]	.764**	.858**
Soal_12					.764**	.858**
Soal_12	Pearson Correlation	.336	.642**	.491*		
Soal_12 Soal_13	Pearson Correlation Sig. (2-tailed)	.336	.642**	.491 [*]	.000	.000

	4					
	N	20	20	20	20	20
Soal_14	Pearson Correlation	.081	.728**	.577**	.577**	.601 ^{**}
	Sig. (2-tailed)	.735	.000	.008	.008	.005
	N	20	20	20	20	20
Soal_15	Pearson Correlation	.490 [*]	.490 [*]	.375	.688**	.813**
	Sig. (2-tailed)	.028	.028	.103	.001	.000
	N	20	20	20	20	20
Soal_16	Pearson Correlation	.229	.514 [*]	.357	.612**	.784**
	Sig. (2-tailed)	.332	.020	.122	.004	.000
	N	20	20	20	20	20
Soal_17	Pearson Correlation	e iei	.216	CC-140	.490 [*]	.539 [*]
Y 7 Y A	Sig. (2-tailed)	O IOL	.361	.556	.028	.014
KIA	A HAJI A	20	AD_{20}	20	20	20
Soal_18	Pearson Correlation	.216	E R ¹	.490 [*]	.840**	.780**
	Sig. (2-tailed)	.361		.028	.000	.000
	N	20	20	20	20	20
Soal_19	Pearson Correlation	.140	.490*	1	.687**	.620**
	Sig. (2-tailed)	.556	.028		.001	.004
	N	20	20	20	20	20
Soal_20	Pearson Correlation	.490 [*]	.840**	.687**	1	.921**
	Sig. (2-tailed)	.028	.000	.001		.000
	N	20	20	20	20	20
Total	Pearson Correlation	.539 [*]	.780 ^{**}	.620**	.921**	1
	Sig. (2-tailed)	.014	.000	.004	.000	
	3 (,					

- *. Correlation is significant at the 0.05 level (2-tailed).
- **. Correlation is significant at the 0.01 level (2-tailed).

Output Reliability of Pre-test

Case Processing Summary

		IN	%
Cases	Valid	20	100.0
	Excludeda	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

I E M B E R

Reliability Statistics

Cronbach's Alpha	N of Items
.779	21



Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excludeda	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's
Alpha

Nof Items

Alpha

Alpha

Reliability Statistics SITAS ISLAM NEGERI

Cronbach's
Alpha

ACHMAD SIDDIQ

BE BE R



DESCRIPTIVE STATITSTIC

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	21	35	80	69.05	9.303
Post-Test Experiment	21	50	90	78.33	8.266
Pre-Test Control	21	50	80	64.05	9.168
Post-Test Control	21	35	85	72.86	10.790
Valid N (listwise)	21				

NORMALITY TEST

Tests of Normality

IIII	IVEDCITAC	Kolmo	ogorov-Sm	irnov ^a	TDI	Shapiro-Wil	k
UIN	Kelas	Statistic	Df/	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment (Shadowing Method)	.227	Δ ²¹	.006	.921	21	.093
MAI	Post-Test Experiment (Shadowing Method)	.113	21	.200	.974	21	.826
	Pre-Test Control (Conventional)	.148	21	.200 [*]	.946	21	.289
	Post-Test Control (Conventional)	.124	21	.200 [*]	.958	21	.478

^{*.} This is a lower bound of the true significance.

PAIRED SAMPLE TEST

Paired Samples Test

						Sig. (2-			
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	tailed)
Pair 1	Pre-Test Experiment - Post-Test Experiment	-9.286	6.182	1.349	-12.100	-6.472	-6.884	20	.000
Pair 2	Pre-Test Control - Post-Test Control	-8.810	13.125	2.864	-14.784	-2.835	-3.076	20	.006

b. Lilliefors Significance Correction



Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.315	1	40	.578
	Based on Median	.162	1	40	.690
	Based on Median and with adjusted df	.162	1	36.202	.690
	Based on trimmed mean	.203	1	40	.654

INDEPENDENT SAMPLE T TEST

Independent Samples T Test

Independent Samples 1 Test									
		Levene's							
		Test for							
Equality of									
	t-test for Equality of Means								
UNIVERSITA			212	ΙΔ	MI	FCF	PI	95% Co	nfidence
			010	LA	IVI IN	Mean		Interval of the	
KIVI	HAII		וער	1/	Sig. (2-	Differe	Std. Error	Difference	
MAI	IIU	F Sig.	스타피	df	tailed)	nce	Difference	Lower	Upper
Hasil Belajar	Equal	.448 .507	15.164	40	.000	10.667	.703	9.245	12.088
Siswa	variances) II I	VI I) L	L N				
	assumed								
	Equal		15.164	38.99	.000	10.667	.703	9.244	12.089
	variances			7					
	not								



DOCUMENTATION IN EXPERIMENTAL CLASS



Figure 1. The students do the Pre-test



Figure 2. The researcher do the treatment use Shadowing Method





Figure 3. Students do post-test





Figure 4. The students do Pre-test



Figure 5. Students do Post-test





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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : LATIFAH

NIM : 212101060010

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Shadowing Method Effectiveness in Enhancing Listening Skills

among Seventh Grade Students at MTsN 7 Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (21 %)

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