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Learning Model Course *Choukai* through Shadowing Technique

Najma Chalida Zia, Rita Agustina Karnawati*

Japanese Language Education, Faculty of Education,
Universitas Muhammadiyah Prof. Dr. Hamka

***Corresponding author email: ritaagustina2015@gmail.com**

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Abstract

Shadowing is considered an effective way to improve listening, speaking and reading skills. This paper aims to develop a learning model *choukai* with shadowing techniques and to determine the effectiveness of using shadowing techniques on listening ability in *choukai* courses. Therefore, experimental research and data collection techniques using pre and post-tests were applied to the same group, consisting of 28 students. Then, the t-test was used to analyze the data. As a result, there was a significant difference between the pre-test and the post-test result, indicating that the Sig. (2-tailed) of 0.000 <0.05, and a difference between the average student results before and after using shadowing techniques after treatmeant. In conclusion, developing of the learning model *choukai* using shadowing techniques on level IV students of the Japanese language education study program FKIP UHAMKA was feasible to be used by students in learning courses *choukai.*

Keywords: Learning Model Development; Choukai;* Shadowing *Technique

INTRODUCTION

Listening skills are one of the most fundamental parts of language learning and teaching. Mastering listening skills will affect other language skills (Qudus & Yusri, 2017). While it is not easy for foreign language learners due to some difficulties. In listening, studentsmust understand what is being said and select important and relevant pieces of information to be compiled quickly in oral and written form and as notes to be understood in the future (Nurhidayati, 2009). Therefore, using a technique to support the listening learning process is necessary.

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Based on a need analysis questionnaire distributed on April 11, 2020 to 28 third-level students to find out what they needed in the learning process *choukai*, 8 students stated that the techniques used today were effective in learning *choukai*, but all students wanted appropriate and supportive techniques in distance or online learning during a pandemic to master listening skills. Referring to these problems, the authors tried to offer a technique shadowing. Therefore, it is necessary to develop alternative techniques to support the earning process, *choukai,* especially for Japanese language education program students. At the current pandemic, it is necessary to apply an appropriate learning model as a teacher. (Karnawati, 2020) stated that learning is based on e-learning, using variations of existing platforms. Appropriate learning models are expected to improve Japanese listening skills (*choukai).* Learning techniques for mastering foreign languages have also been developed to adapt to the industrial revolution and accommodate 21st- century learning (Desyandri et al. 2019). Referring to the development above, it takes an appropriate technique and can balance.

One possible technique is shadowing (Wardhana, 2018). Previously, the shadowing technique was used to measure the achievement of EFL students in the English Department of Medan State University (UNIMED) in listening skills by (Sumarsih, 2017). There were significant differences and effects before and after using the shadowing technique, which this technique had a positive impact on student achievement in listening skills. In research by (Saito et al., 2011) , the shadowing technique had been used to improve listening skills using Tamai's theory (Tamai, 2005) which presents a shadowing class activity for high school students usinga a movie, *Charlie and the Chocolate Factory*. The research showed that shadowing could help motivate students and using film for shadowing and cooperative could produce positive learning experiences. Many think that the shadowing technique is similar to the repetition technique, but the two are different. (Hamada 2016) studied to distinguish the two techniques. The shadowing technique focused more on improving listening skills while repetition improved reading skills. Using repetition with the aim of improving listening skills and reading skills may not improve both because there is too much cognitive load on the learner's language processing. For non-advanced learners in listening, Hamada (2016) encouraged students to use shadowing to focus on improving their phoneme perception process first, then using repetition to maintain their phoneme perception skills, increase their retention capacity, and speed up their information processing.

Based identifying state of the art above, there have not been many articles or research discussing shadowing techniques to improve listening skills in Japanese. Therefore, the novelty of this research is that researchers will develop a learning model using shadowing techniques for students of the Japanese language education study program at UHAMKA.

Shadowing is gaining increasing attention as a potentially effective technique for developing listening and speaking skills among JFL students (Japanese as a foreign language) (Mori, 2011). Shadowing is defined as the activity of using headphones to listen and repeat a sound as a parrot does. The teaching technique for listening skills known as 'shadowing' is becoming popular in Japan. Shadowing was

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originally used to train novice translators who needed to learn to listen and speak simultaneously in their target language before interpreting from one language to another. This technique is effective for students to use for the initial level and is ineffective when used at an advanced level (Hamada, 2015). Therefore, the authors want to make fourth-semester Japanese language education students the research subjects because these fourth-semester students have already advanced in learning *choukai*. The authors wanted to use the same technique as a novelty in this study. The authors were interested in examining the application of Shadowing in Japanese language learning to determine students listening skills.

METHOD

The purpose of this study was to develop a *Choukai* learning model through shadowing techniques and see the feasibility of using shadowing techniques for *choukai* learning for fourth-semester students of Japanese language education FKIP UHAMKA in 2020/2021. This study used 28 students as research samples. Fourth-semester students were chosen because they were considered to have reached an advanced level, which was not difficult to follow in *choukai* learning using this shadowing technique. Technique shadowing, previously known as shadowing speech was first introduced by the Leningrad Group led by Ludmilla Chistovich and Valerij Kozhevnikov in the late 1950s in their research published by The Journal of the Acoustical Society of America (Marslen-Wilson, 1985), Chistovich and his colleagues used shadowing speech to study the mechanism of direct speech processing, which was later developed by Alvin Liberman and Franklin S. Cooper in further research (Massaro & Chen, 2008). This technique has been widely used in various studies, such as research (Harbinson Jr., Porter Jr., & Tobey, 1989) research (Spence & Read, 2003) and is also used in language learning research, by (Luo et al., 2008) and foreign language learning, shadowing is a kind of "repeat after me", but rather than waiting until the end of the phrase is heard, students are asked to reproduce it almost at the same time. As stated by (Marslen-Wilson, 1985) that the subject listens to the spoken message, and his task is to immediately repeat it, word for word, when he hears it. The system's output is approximately equal to its input and provides an effective continuous reading of its transfer function, as it transduces speech input into speech output.

According to (Hamada, 2015), a teaching technique for listening skills known as 'shadowing' is becoming popular in Japan. Shadowing was originally used to train novice translators who needed to learn to listen and speak simultaneously in their target language before interpreting from one language to another. The benefit of shadowing is that shadowing is improves learners' phoneme perception and basic listening skills up to a certain level (Hamada, 2015). Shadowing is an effective way to improve listening, speaking, and reading (Saito et al., 2011). In short, the shadowing technique has been used in Japan in foreign language teaching., (Murphey, 2001), (Tamai, 2005), and (Takizawa, 2002) described research with shadowing in teaching EFL (English Foreign Language). Following the instructions recommended in Tamai

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(2005) the procedure effectively improves students' listening comprehension skills (Hamada 2012). Thus, based on Hamada's words, the researcher wanted to follow the instructions recommended by Tamai with some modifications the researcher has adapted. Instructions or shadowing steps by Tamai are described in table 1.

Table 1. Steps of Shadowing

Steps of the Cloze	Procedure
Dictation	Filling in the blanks of the written manuscript.
Mumbled	Quietly imagining the voice that comes in without a script.
Parallel Reading	Imagining while reading passages of the script.
Checking Comprehension	Checking with the script written in English and Indonesian for three minutes.
Imagining	Imagining three times.
Checking details	Checking with the written script for three minutes for voices that cannot be heard or shadowed, and incomprehensible meanings.
Imagining content	Concentrating on imagining and interpreting the meaning of the passage.
Dictation cloze	Same as stage 1.
Check dictation	Answering and checking answers for Steps 1 and 8.

This study used the ADDIE model as a research design. This design model was developed by Dick and Carey (Dick et al., 2006). The steps of the ADDIE model are as follows: (1) Analysis: This needs analysis is intended to determine what needs are needed to overcome problems encountered in learning activities. In this case, the authors conducted a need analysis using the main instruments of questionnaires and interviews. The results of this needs analysis were used as qualitative data. (2) Design: Arranging the step of techniques shadowing for the learning process. The authors devised the steps to apply the shadowing technique in the classroom. In this study, the authors wanted to develop the technique shadowing by Tamai that had been used by (Saito et al., 2011). (3) Development: Developing test instruments *(*Pretest and Posttest*).* The authors used the book Minna No Nihongo II - *Choukai* Tasuku as the main source in preparing of the instrument. (4) Implementation: Conducting a pretest and posttest and applying techniques shadowing in classroom learning. The shadowing technique was applied to the research sample, namely fourth-semester students of the Japanese language education study program, FKIP UHAMKA. By using online learning methods. (5) Evaluation: Interviewing five students to find out their opinion about the shadowing technique as an evaluation of the researcher during the shadowing technique.

This study used mixed methods with a sequential strategy for researchers to combine the data found from one method with another. This strategy can be done by interviewing first to get qualitative data using a survey (Creswell, 1999). Therefore, quantitative data were obtained from processing student value data, namely pre-test

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and post-test during treatment, and qualitative data came from the results of needs analysis, students, lecturers and leaders of study programs. The two data will be analyzed using two different methods:

Qualitative data

It came from interviews conducted with five students before and after the treatment. Then, data were also taken from several credible people in determining research variables such as the Head of Study Program and Japanese language education lecturers to know what methods or techniques students needed in *Choukai* courses through needs analysis. Qualitative data collection was carried out with in-depth interviews using the zoom platform following the prepared interview guidelines. Interviews were conducted with the five respondents in sequence and within 10 minutes to maximize each question given and complete the required data.

Quantitative data

The data were analyzed using inferential statistics. The analysis of inferential data used in this study was inferential statistics. Quantitative data is used as a data source to look for differences before and after treatment and to get results on whether shadowing techniques are effectively used in learning or not. In this study, the authors used the SPSS Statistics Version 26 application. Inferential statistical data analysis includes: (1) Descriptive Statistics Descriptive, statistics in this study were used to see the results of students' average test scores before and after treatment with the shadowing technique; (2) Validity Test, the authors used the validity test in this study to test the instrument's accuracy whether the question instrument was valid or invalid. The validity test in this study applies to testing the Pre-test and Post-test questions, which later invalid questions will be corrected and then tested again. A validity test is carried out before the instrument is given to students; (3) Reliability Test, the authors used Cronbach's Alpha reliability test to measure the consistency or consistency of the instruments used in this study if the instrument is still used and distributed to students; (4) Normality Test, in this study, the normality test was used to determine whether the data distribution was normal or abnormal and then used to determine what statistics to use, parametric statistics or non-parametric statistics. The authors used the Shapiro-Wilk normality test in this study because the respondents used were less than 50 people; (5) T-Test, the t-test was used to determine the effectiveness of the learning model. Before and after treatment, the students' scores must be normally distributed first to perform the t-test. After that, the two results that were normally distributed were analyzed statistically using the t-test. And the results are obtained. If the analysis results show that the learning model used is effective, the learning model will be suitable for the learning process. If the numbers show ineffectiveness, the learning model with the shadowing technique will not be suitable for the *choukai* learning process.

RESULTS AND DISCUSSION

Analysis Result

This research was conducted on the fourth-semester students of the Faculty of Teacher Training and Education, UHAMKA Japanese Language Education Study

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Program, with 28 students divided into 2 types of respondents: 8 students as respondents for the validity test and 20 students as research respondents in the experimental class. Previously, students studied only using conventional techniques in *choukai* learning. The authors conducted a needs analysis to determine students' needs in choukai learning, and the following results were obtained.

Needs Analysis

Based on a questionnaire distributed on November 4, 2020, to 28 level III students regarding their responses to *choukai* learning, 8 students stated that the technique used today was effective in learning *choukai*, but all students wanted more interesting techniques to increase interest in learning outcomes in *choukai* courses. The researchers conducted in-depth interviews with 5 students, lecturers, and study program managers, not only distributing questionnaires. Then, 5 students were dissatisfied with the techniques used today.

Then, based on previous research (Tamime, 2019), which made the teaching lecturer a source of data or respondents, she also conducted interviews with the teaching lecturer. The results found that the teaching lecturer suggested applying techniques to support the eye learning process *Choukai* lectures with the online method since today's techniques are considered less effective in the *choukai* learning process because the method used during the pandemic is not appropriate, only making the students want a method or technique that supports their learning process.

An interview with the Head of the Japanese Language Education Study Program found that to carry out the learning process during a pandemic using online methods or techniques needed to support synchronous and asynchronous rooms. By only using the synchronous room, students and lecturers only have limited time to discuss and discuss the material. Therefore, lecturers are needed as facilitators who can supervise and supervise the learning activities of their students anytime and anywhere. Finally, the discussion between lecturers and students or fellow students can be continued in the asynchronous room without worrying about the limitations of space and time. Thus, appropriate learning techniques are needed to help achieve the learning objectives in the asynchronous space. As quoted in (Kurniasari, Pribowo, & Putra, 2020), asynchronous space is an independent learning approach that interacts through the Learning Management System (NGO). Maintaining timely feedback and clear communication is important to involve students in learning. Asynchronous learning provides convenience, flexibility, more interaction, and continuing personal and professional life responsibilities.

Based on the needs analysis results above, the authors have implemented a learning model by adjusting to the needs of students, lecturers, and study program leaders, using the shadowing technique. The students were enthusiastic at the beginning of learning by shadowing following what they needed.

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Interview Results

The shadowing technique has recently become quite popular among language learners, especially foreign language learners, because the shadowing technique is an effective technique and easy to implement in language learning (Sumiyoshi and Svetanant 2017), adjusting to the various learning resources used by students.

In the interviews conducted with (AS), (PN) and (AR), the shadowing technique is a good and follows the needs of students, especially those who are learning foreign languages, not because they can improve the four language skills, especially listening skills. On the other hand (TS) and (TR) mentioned that the shadowing technique in *choukai* is more structured and has many benefits.

The shadowing technique is interesting and has many stages, and each has different variations from one another, which makes it different from other techniques. Shadowing techniques have differences from other techniques. Hamada, (2012) provided several different stages of using shadowing in four different design variations. Likewise, there were differences in the shadowing technique in this study with the techniques previously used in *choukai* learning. Based on the interviews that respondents said (TS, 2021) and (TR, 2021), the shadowing technique applied not only listened to the contents of the conversation like the previous technique, but also recited back and imitated what was heard while role-playing and filling in the answers correctly. In addition, the shadowing technique can train the pronunciation of sentence patterns (*bunkei*) to be better, as stated by (AS, 2021).

In applying the shadowing technique in this study, respondents submitted several inputs that conveyed their advantages and disadvantages. Based on the interviews submitted by (AS, 2021) and (PN, 2021), the advantages of the shadowing technique are that the shadowing technique can trigger students' interest in learning, because students can take part directly and be more active in learning, besides that it was also conveyed by (TS, 2021) and (TR, 2021) that the shadowing technique not only trains listening skills but also trains speaking, writing and reading skills. After listening to the conversation, students are also expected to recite back what they heard by imitating the pronunciation of the Japanese conversation. After that, students must fill in the questions according to what they heard. Apart from the advantages, its application has some drawbacks, such as the lack of repetition of audio conversations, causing students difficulty understanding. Besides, the students also feel that there is vocabulary and *kanji* they do not know, so they have difficulty digesting words. Based on the delivery above, to cover these shortcomings, materials and audio are needed to the level of students, so that in the future students will more easily understand and digest the conversations from the audio that is played so that it is no longer necessary to add audio repetition.

Statistical Analysis

Then the authors made the questions according to what they wanted by going through a series of statistical analyzes using inferential statistics, which in this study are as follows:

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Descriptive
Pretest

Table 2. Pretest Result Statistical Analysis

StatisticsStatistics	
PRETEST SCORE	
Mean	66.57
Median	72.00
Minimum	32
Maximum	96

Based on the table 2, the pre-test results or the results before the treatment in the experimental class are the average value (mean) of 62.00 with a median value of 72.00. The minimum value in the pre-test is 12, and the maximum value in the pre-test is 96, so the distance between the minimum maximum values is 84.

Posttest

Table 3. Posttest Result

Statistics	
POSTTEST SCORE	
Mean	78.85
Median	78.00
Minimum	60
Maximum	100

Based on the table 3, the post-test results or after implementing treatment in the experimental class are the averag (mean) of 69.71 with a median value of 68.00. The minimum score for the Post-Test is 32 and the maximum value for the Post-Test is 100, so the distance between the minimum value and the maximum value for the Post-Test is 68.

The pre-treatment value or the Pre-Test value has increased. The mean value has changed, which increases from 62.00 to 69.71 or 7.71. Applying the learning model using the shadowing technique in choukai learning increases choukai learning outcomes.

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Validity

Pre-test

Pre-test validity test with 25 questions with validity test of 9 participants so that the R_{table} is 0.666. The SPSS Statistics Version, 26 validity test results, show 18 valid questions because $R_{count} > R_{table}$ or R_{count} is greater than 0.666.

Post-test

Meanwhile, in the post-test of the validity test, there are 25 questions with the participants of the validity test as many as 9 students, so the R_{table} is 0.666. The SPSS Statistics Version 26 assisted validity test results show that 20 questions are valid because $R_{count} > R_{table}$ or R_{count} is greater than 0.666.

The authors revised the instrument first from the number of invalid questions then distributed them to students.

Reliability Test

Pretest

For this test, the instrument is consistent if the test results from Cronbach's Alpha > the significance level. Based on the table 4, the reliability test data Cronbach's Alpha shows the results of 0.964 with a significance level of 0.60 for Cronbach's Alpha.

Table 4. Reliability Pretest result with Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.964	25

The pre-test item is a consistent or fixed instrument because it shows the results of Cronbach's Alpha 0.964 > a significance level of 0.6.

Posttest

For this test, the instrument is consistent if the test results from Cronbach's Alpha > the significance level. Based on the table 5, the reliability test data Cronbach's Alpha shows the results of 0.885 with a significance level of 0.60 for Cronbach's Alpha.

Table 5. Reliability Posttest result with Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.885	24

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The pre-test item is a consistent or fixed instrument because it shows the results of Cronbach's Alpha 0.885 > a significance level of 0.6.

Normality Test

Based on the description of the table below, the data values are normally distributed, as the data listed in the table 6.

Table 6. Normality Test result with Shapiro-Wilk

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest score	.920	20	.097
Posttest score	.939	20	.230

From the table 6, the score in the Shapiro-Wilk section is 0.097 in the value pre-test and 0.230 in the post-test score. When viewed at the significance level = 5%, because α = 5% = 0.05 < Sig, indicates that the results of the overall test data are normally distributed.

T test

Based on the output pair 1 (described in the table 7), when seen at a significance level of 5% α = obtained value Sig. (2-tailed) of 0.007 <0.05, there is a difference in the average score of students before and after treatment. In conclusion, based on the discussion of output pair 1, the technique shadowing used in this study is effective.

Table 7. Paired sample test result

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	score-pretest posttest score of	-3035	19	.007

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DISCUSSION

Learning *Choukai* has been widely applied in language education, especially Japanese. Various learning models *choukai* according have been applied to the factors that can affect the smooth learning model *choukai*, for example, by using different media or methods in each field of education. So gradually, by adjusting to technological developments, many methods, techniques and media have been developed to suit the needs of the times. One of them is technique shadowing. Techniques Shadowing have been widely used in foreign language learning, such as English by (Ginting 2019), Japanese by (Basri et al. 2020) and other foreign languages. In learning foreign languages, Techniques shadowing can be applied in 4 language skills listening, reading, writing, and speaking. Then, after a lot of development technique shadowing it turned out to be superior only in improving listening or listening and speaking skills.

Based on the above statement, the authors have developed a technique shadowing (Saito et al. 2011) with Tamai model (Tamai, 2005). As previously described, the technique was shadowing carried out following the steps of Tamai (2005) which Saito had previously studied. Previous research found that students did not focus on prosodic elements. Therefore, the researchers developed different learning media and material sources based on inputs and shortcomings, namely prosodic elements and others. By taking into account the input from previous researchers, the authors applied the shadowing technique based on the ADDIE design model with the following results.

Needs Analysis

Background of Dr. University students. Hamka Japanese Language Education Study Program. Lecturer in charge of Chukyu *Choukai* courses, and Head of the Japanese Language Education Study Program. More interesting learning techniques are needed to improve student learning outcomes in *Chukyu Choukai* courses. It takes a technique that can support the learning process of *Choukai* with the online method. Methods or techniques are needed that support both spaces, namely synchronous and asynchronous rooms, to carry out the online learning process during a pandemic. By only using the synchronous room, students and lecturers only have limited time to discuss and discuss the material. Based on the analysis mentioned before, the purpose of instructional design is to offer effective techniques that can adapt to the online learning process during a pandemic. In this study, a shadowing technique has been developed.

Design

The design stage (design) is carried out with a frame of reference as stated by[15] (Tegeh & Kirna, 2013) as follows: (1) Who is learning designed for? (student); (2) What skills would you like to learn? (listening); (3) How can the subject matter or skills be best learned? (learning techniques and learning strategies); (4) How do you determine the level of mastery of the lesson that has been achieved? (evaluation/final test). The question refers to 4 important elements in learning design, students, objectives, methods and evaluation. Based on these questions, designing learning focused on 3 activities, namely the selection of materials

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according to the characteristics of students and the demands of competence, learning strategies, forms and methods of assessment and evaluation.

Development

The third stage is development activities which include the collection of teaching materials, the development of shadowing technique steps to be implemented, which are as follows: (1) Listening: listening to audio without text; (2) Dictation: listening to the audio while filling in gaps in a shared script; (3) Synchronizing reading and understanding meaning: listening to audio while synchronizing with scripts, commonly called parallel reading, by shadowing the text (because the original text/Japanese text is not shown) then students read the script aloud immediately after listening to the word or sentence that is heard. Teacher explanations can be added regarding grammar and others; (4) Imagining Prosodic: examining prosodic characteristics (rhythm and intonation) then doing role-playing. Students are asked to choose a character or role in this activity and shadow their chosen role. Students are expected to reproduce the same sound without a script; (5) Checking weak points: shadowing the script while listening to the audio, checking and correcting difficult pronunciations so that students can confidently do shadowing with confidence; (6) The main part of shadowing: doing role play and shadowing without looking at the script smoothly.

Implementation

The development results are applied to determine learning quality, including effectiveness, attractiveness, and efficiency. During research on applying techniques shadowing in the classroom, students had difficulty imitating or repeating the audio heard when doing role play. Due to the fragments of the questions used being too complex, students have difficulty repeating what they read without a script when asked to repeat it, causing students to have a role play with the existing script in fragments of questions while still paying attention to prosodic elements when playing roles. The students seemed enthusiastic in playing their respective roles by following the intonation and rhythm of the audio.

Evaluation

The final stage is evaluating. This study used a summative evaluation conducted at the end of the program to determine its effect on student learning outcomes and the quality of learning in general. The final test scores showed that students could do the practice questions well to get good grades. Then, the student's final test results became research data to test its effectiveness. The learning model with the technique shadowing applied in this study is one of the effective and feasible techniques in learning choukai while still paying attention to the steps designed and arranged into modules by the authors.

CONCLUSIONS AND RECOMMENDATIONS

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With the implementation of this study, the ability to listen to level IV students in the 2019/2020 academic year was still lacking. Almost all students still did not understand the audio, then only a small number of students were active in practicing their listening skills. However, students' ability in the 2019/2020 academic year has changed after applying the shadowing technique in *choukai* learning. The listening ability of fourth-grade students in imitating the spoken speech and the prosodic aspect has increased due to the technique shadowing. Based on the results, technique shadowing is an effective learning model based on the effectiveness test results with the t-test conducted in this study. Saito said that the technique shadowing designed by Tamai (2005) effectively improves listening skills. Based on this statement, the technique learning model shadowing can be applied in *choukai* learning at the intermediate level.

The authors hope for further researchers to optimize the approach to the shadowing model design itself. It is necessary to pay attention to the implications of the shadowing technique, in which the teacher needs to inform students basic and the principles of the shadowing technique itself to avoid confusion and misunderstanding of the technique. Teachers must give motivation and understanding to students, both of which are very important because shadowing techniques use students' cognitive processes. In addition, the teacher must inform the function and benefits of shadowing techniques. Although the data in this study showed that shadowing techniques improved students' listening skills, the theoretical support for this result should be studied in more depth. Hopefully, the results of this research can provide new insights about shadowing research, and in the future, there will be more students who can maximize the advantages of shadowing techniques.

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