Shadowing Technique on Students’ Listening Word Recognition

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ABSTRACT

Language learning demands the learners to provide themselves with basic language skills. One of the skills is listening. One aspect of listening skills is word recognition. Related to that issue, the objective of this research was to find out the significant effect of shadowing technique on students’ listening in word recognition. This study followed the Experimental research method. The researcher took SMP Muhammad Syahmatera 02 Pahlawan, Medan, AY 2019/2020 as the study location. The population of this research was the eighth-grade students. Since there were only two classes in the eighth grade, this study took the population as the sample. The researcher used one class as the experimental group and the other class as the control group. Each class consisted of 30 students. The instruments of the data collection were listening tests. The researchers administrated the tests as the pre-test and post-test to both experimental and control groups. Based on the data analysis, the result shows that applying the shadowing technique influences students’ listening ability in word recognition, which was proven by the result of the t-test. The t-score was higher than t-cv (5.2015 > 2.024), at df = 28. In other words, the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected; the effect of shadowing technique on the students’ listening in word recognition was 65.80% and 36.20% from the other factors.

1. INTRODUCTION

Listening as one of the language skills besides writing, speaking, reading must be taught optimally by the teacher to the students. Listening is the most important part of the ability to understand the meaning that other people say. According to Tavil (2010), students to be exposed to the target language so they can respond accurately. The students still find it difficult to master the skills in listening naturally (Yavuz, Degirmenci, Akyuz, Yilmaz, & Celik, Problems and Activities in Listening Skills in EFL Classrooms; from Tradition to a more Comprehensible Input, 2015). The students appeared to have many problems when listening in English. People commonly consider listening as a passive skill (Selamat & Sidhu, 2013). Aside from the problems above, some researchers also note students’ problems in learning. Yavuz, Degirmenci, Akyuz, Yilmaz, & Celik (2015) highlight that speed is one of the major problems, listening from various accents of English can be a problem when students cannot keep up with speed. Students face new terms and vocabulary throughout the listening process, which breaks the decoding process (Idrissova, Smagulova, & Tussupbekova, 2015). Further, Yilmaz & Yavuz (2016) emphasize several other problems that occur in listening. Those problems include: not being able to repeat the listening, interpretation problems, inability to concentrate, and established learning habits.

Besides, people also view listening as an active mental process (BaLatur, 2016). Rost (2011), for example, defined it as the activity in which the processes of receiving what speakers say; construct, and represent meaning; negotiate to mean with the speaker and respond; and create meaning through involvement, imagination, and empathy.

Furthermore, listening plays an important role in daily life and academic contexts, as it is crucial for people to sustain effective communication. It means that listening, as a receptive skill, plays a role in bridging the communication process from receiving information to produce it through active skills like speaking (Gilakjani & Sabouri, The significance of listening comprehension in English language teaching, 2016). Gilakjani & Ahmadi (2011) found that most of the total spent on communication is for listening, which takes 40-50%, speaking 25-30%, reading 11-16%, and writing for about 9%. However, in reality, many students have a problem with listening. Many students are poor at listening. As students, there are several things that they can do; make listening as a fun daily habit, do extensive training in listening (Moradi, 2012), listen and transcribe, search and expose themselves to authentic listening materials (Picard & Velautham, 2016).
To help the students be able to listen, English teachers should be aware of the varieties of available strategies for students (Nair, Koo, & Bakar, 2014). Respectively, teachers should be more creative in finding out the appropriate technique in teaching listening (Saraswaty, 2018). (Al-Nafisah, 2019) also adds that it is important for teachers to give opportunities to their students to a variety of listening materials. There are some effective techniques in teaching listening. One of them is by using the Shadowing technique in listening ability in word recognition. Even though it comes from interpreting technique, but it is useful for learning word recognition through repetition (Hsieh, Dong, & Wang, 2013). According to Renandya and Farrell (2011) understanding the meaning of word

There are many problems in the learning process. Based on the previous observation, the teacher in SMP Muhammadiyah 02 Medan still uses the traditional method in teaching listening to students. Besides, students are difficult to identify English sound variation. The teachers do not give sufficient attention to spoken language, especially in pronunciation. Second, the difficulty is also caused by homophones. Generally, English speakers speak fast and use linking words that make it difficult to follow.

Shadowing is a listening task that requires the learners to listen to a spoken text in the target language, and repeat the words that they hear at the same time as the speaker said (Hamada, Shadowing: what is it? how to use it. where will it go?, 2018). This technique helps the learners to acquire prosodic feature language, which is a basic requirement to improve listening skills. Sumarsih (2017) stated that shadowing is a listening exercise in which the English learners track the hear speech and repeat it as exactly as possible while listening attentively to the incoming information. Besides, it is not merely repetition but also a highly cognitive activity (Hamada, 2011).

Moreover, it also helps the learners to improve their pronunciation and vocabulary. The difference between shadowing and repetition is in their implementation. Learners should think fast in identifying the words. Thus, it needs students to focus on it. The advantages of the Shadowing technique a (2008): it facilitates the attention to language input; helps learners to focus; provides more practice; and motivates the learners (Kwan, 2008). Besides, Hamada (2014) states that shadowing helps learners automatize their perception and increase their working memory capacity. Moreover, Nakanishi & Ueda (2011) explain that this technique is used by translators to train their interpreting skills, but in its development, teachers bring it to the classroom to teach listening to junior high school students. Based on that fact, this study proposed that the shadowing technique enhances students’ listening skills in word recognition.

2. LITERATURE REVIEW

Listening and Listening Skill

Foundation for successful communication in school, at home, and every day. Effective listening happens once a listener overcomes barriers to effective listening, namely physiological, environmental, attitudinal, emotions, and false assumptions (Zaman, Taufiq, & Sidhu, 2013). Hamaguchi (2010) says that listening is an active process of hearing and comprehending what is said, so that is the listening process, and the listener skill gets a place of information of that communication. It is one of the purposes of listening that will affect how we listen and what we select from sounds because the listeners must select information of the spoken language that is relevant to this purpose and reject what is relevant. Marzban & Isazadeh (2012) state that listening is the ability to understand and identify the interlocutors. It includes accent or pronunciation, grammar, and vocabulary, as well as meaning comprehension interactively or noninteractively.

As people listen, they not only process what they hear but also connect it to other information, their ideas, experiences, and the deciphering communication context (Al-Azzemy & Al-Jamil, 2019). Listening is very important to master before students enter speaking skills because it is a thinking process. At the same time, speaking is the production as a result of responding to the thinking process (Abu-Snoubar, 2017).

Some definitions are available to define listening. First, Solak (2016) argues listening is an active and interactional process when a listener identifies the message from spoken words. Tyagi (2013) explains that listening is a process to build meaning and respond to verbal and or non-verbal messages. Al-Qaraghooly & Al-Bermani (2010) further adds it is as mental processes to construct messages from spoken input. Ahmadi (2016) point out that listening is an activity that consists of auditory discrimination, aural grammar, identifying necessary information, remembering it, and connecting it to the process between sound and meaning. Thus, listening is fundamental to oral communication.

Thus, we can understand that listening is very crucial for students in studying English (Yildirim & Yildirim, 2016). Listening is a complex process of language form and cognitive processing skills (Hamouda, 2013). (2008)Kline believes that identifying the difference between hearing and listening is an essential feature for learning and
teaching to listen effectively. The difference is, hearing is the acceptance of the sound while listening is identifying the meaning of spoken expressions. Croom (1998) argues that listening is an important process to help listeners in expressing appropriate responses toward spoken expressions. Listening covers different types of knowledge: linguistic and non-linguistic. Linguistic knowledge includes syntax, lexis, phonology, and semantic structure. On the other hand, the non-linguistic feature consists of strategies, motivation, and enthusiasm to practice listening (Syamsudin, 2016).

**Micro- and Macro- Skills of Listening**

Solak (2016), listed the micro-skills and macro-skills in listening. He identifies five important points of the listening micro-skills. They are:

1) Differentiate the particular sounds of English
2) Maintain different lengths of language in short-term memory
3) Identify patterns of English stress, words, in stressed and unstressed positions, rhythmic structures, international contours, and their role in providing information
4) Identify reduction forms of words
5) Differentiate the limits of words, identify the core of a word, and interpret word order patterns and their significance.

Besides, he also mentioned five points of the macro-skills of listening.

1) Recognize cohesive devices in oral speech.
2) Recognize conversation under related situations, participants, and goals
3) Investigate the situation, participants, goals using real-world knowledge
4) Predict results and also summarize links and relationships between new information, the information provided, generalizations, and examples of events, ideas, etc.
5) Engage face, body language, and other nonverbal cues to describe meanings.

Following those explanations above, we can understand that micro-skills are activities to pay attention to, recognize words, build meaning, make conclusions, and interact. On the other hand, micro-skills in listening ability is the process to recognize words from listeners hear. Besides, Ayuanita (2013) add more specific details on the micro-skills including retain chunks of a language in different lengths, discriminate sounds, recognize stress, reduced forms of words, distinguish word boundaries, process speech at different rates, process speech that contains pauses, error, correction, recognize grammatical word classes, detect sentence constituents, recognize that a particular meaning can be expressed in different grammatical form.

**Teaching Listening**

Teaching listening is considered by many language teachers a challenging task because learners believe that it is a difficult skill to develop during the process of learning any foreign language, as many factors such as stress, pronunciation, accents, and the cultural component which include expressions, jargon, idioms make the language more complex at the moment of understanding it. There has been a widespread investigation within the most appropriate strategies to teach listening to students (Zanjani & Izadpanah, 2016). It confirms that there is no universally agreed strategy to help students learn listening (Bao, 2017).

Kurniaiah (2011) argues teachers should encompass the four skills: speaking, listening, reading, and writing. Moreover, these four skills connect to each other in terms of receptive to productive skills (Sadiku, 2015). Listening skill as the basis for development and speaking plays an important role in communication (Lestary & Seriadi, 2019). The listeners cannot give appropriate responses unless they understand what someone else is saying. Progress in listening will provide a basis for the development of other language skills. By becoming aware of the link to the students, teachers can assist the students in their overall language development. Listening is a receptive skill (Sreena & Ilankumaran, 2018).

The difficulty that the students find in listening to a foreign language begins with the difficulty in identifying words meaning. Furthermore, Yilmaz and Yavus (2016) identify seven other problems in listening: the speaker's speed, difficulty in repeating things, little vocabulary, failure to recognize the signal, difficulty in interpreting incoming data, concentration problems, and study habits.

Table 1 below is the rubric used to score students' listening skills adapted from the ReCampus listening rubric.
<table>
<thead>
<tr>
<th>Aspects</th>
<th>Area of Concern 1 pts</th>
<th>Needs Work 2 pts</th>
<th>Good 3 pts</th>
<th>Very Good 4 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Focus</td>
<td>was easily distracted</td>
<td>found it difficult to concentrate on the listening task but was able to attend occasionally.</td>
<td>mostly attentive and usually able to listen with good concentration.</td>
<td>was able to concentrate fully and listen very attentively.</td>
</tr>
<tr>
<td></td>
<td>and inattentive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Understanding</td>
<td>did not understand enough vocabulary or information to answer the questions.</td>
<td>understand a lot of the vocabulary and information, he/she was able to complete some of the questions.</td>
<td>understanding of the vocabulary and information, with most questions completed.</td>
<td>general understanding of all vocabulary and information, completing all the questions.</td>
</tr>
<tr>
<td>Listening for Details</td>
<td>did not understand specific details when listening and did not include them in the answers.</td>
<td>limited ability to listen for details, specific information was occasionally included.</td>
<td>The student was able to include most of the specific information and details in his/her answers.</td>
<td>The student included all the details in his/her answer.</td>
</tr>
<tr>
<td>Accuracy of Answering</td>
<td>The student's answers were mostly left out or unrelated to the information given.</td>
<td>The student included a small amount of information.</td>
<td>Answers were mostly accurate and related to the information given, with only a few errors.</td>
<td>The content was always accurate and related to the information given.</td>
</tr>
</tbody>
</table>

**Word Recognition**

Perceptions of speech and level of accuracy in speech recognition depending on the various characteristics of the speaker, listener, and speech. Furthermore, Renanda and Farrell (2011) mentioned that recognizing words in listening is the most common problem in listening. Unable to recognize the words will get listeners cannot understand the meaning of things that they hear. Thus, the listeners should be able to recognize the words before they interpret the meaning. States that word recognition become increasingly automatized. Cognitive resources can be allocated for other aspects (Navidinia, Alidoost, Hekmati, & Shirazizadeh, 2016). Consequently, deficits in word recognition lead to skill difficulties (Ribeiro, Rodrigues, Santos, Cadime, & Viana, 2015)

Moreover, Rost (2011) states several factors influence the word recognition, such as words familiarity, the existence of competitors (similar sounds), and the estimation of meaning and context. The other problems in words recognition are:

1. Distinguishing Sound
2. Consonant Sound

There are some difficult final sound words to recognize, such as final sound; /k/, /z/, /t/, in words like quite, quiz, and quick. Besides, beginning sound plays the same role, such as /w/, /s/, /d/ in words seep, deep, and weep.
3. Rewriting

Valentini, Ricketts, Pye, & Houston-Price (2018) explain that the best way to learn is to expose students to both written and oral modality to learn. This means after, given the oral version of the sound, students are expected to rewrite them. However, students often rewrite or note-taking what they hear into written text directly without converting the sound into the correct form (Ahour & Bargool, 2015), such as when they listen to the word car, but they write ‘kar’ in their book.

Rost (2011) shows that the vocabulary recognition of the 3000 family words is needed to understand everyday conversations. To understand the conversation satisfactory, the audience should be familiar and able to recognize about 90% of the content words.

To sum up, recognizing words is a skill that helps listeners enhance their listening comprehension skills in recognizing words they heard (Gilakjani & Sabouri, 2016). The main cause of the listening problem is the disability of listeners to recognize the words in the pace they are spoken. There are three perceptions of difficulties of L2 sound affecting L2 words recognition, such as: (1) The distinction between minimal pairs can confuse the students. (2) Words different onsets are treated as matching in onset when perceptually difficult sounds are involved, and these sometimes cause overlapping led to misinterpretation and might be mistaken for another word that the speaker does not say at all.

There are some models of spoken words that we should recognize, such as speech, intonation, lexical phrases, phonological words, leg or weak strength, syllables, half syllables, phonemes, and features.

Shadowing Technique

Initially, according to Horiyama (2012), shadowing is a practice of interpreting. It is in the current decade that shadowing has attracted language instructors' attention, and they bring it into teaching a foreign language (Hamada, 2012). In interpreting, the translator listens to speech in a foreign language and redefines the message in the target language immediately. The translator's essential skill is the ability to listen and speak at the same time. Because shadowing is a double task to listen to and speak at the same time, shadowing becomes a good translation training program.

In the shadowing phrase, someone repeats what is heard slightly behind the input, while in the phonemic shadow, one repeats each voice simultaneously. Word repeats words. In shadowing the listener, echo the words they hear at the same time as the speaker. Shadowing is a listening task where students seek and hear speech and repeat it as much as possible while listening to the information.

Shadows can be said to be an improved audio-lingual method. In the audio-lingual method, teachers ask students to repeat the words they say. Still, in this activity, the students will be slightly inhibited in listening because when performing the repetition of the audio, the students may lose their attention due to the delay time. The difference

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Shadows can be said to be an improved audio-lingual method. In the audio-lingual method, teachers ask students to repeat the words they say. Still, in this activity, the students will be slightly inhibited in listening because when performing the repetition of the audio, the students may lose their attention due to the delay time. The difference
between repetition and shadowing is repetition technique, to a certain level, can distract the learners from paying attention to reproduction as much attention is diverted by pronunciation memorization both at the word and sentence level and text readings. On the other hand, the shadowing method allows participants to use sentence lines without wasting their effort on short-term memory and reading texts. To sum up, the shadowing technique is an act or a task of listening in which the learner tracks the heard speech and simultaneously echoing and repeats while listening to get information. This technique is good for phonological working memory.

The Advantage of Shadowing Technique

According to Hamada (2018), "Shadowing helps following fast speech, which is one of the problems faced by non-native listeners." Native speakers tend to speak fast and use linking verbs to connect the speech, which makes the non-native listeners difficult to follow. Learners try, follow, and pursue with quick speeches; this can help them to get used to listening to quick speeches. In theory, students eventually become accustomed to this speed, which consequently helps them listening better than before. Additionally, Sumarsih (2017) mentions the benefit of using the shadowing technique, which covers activating bottom-up and top-down processes, and echoic memory is operated to maintain the incoming sound information more precisely.

Rost (2011) said attention is one of the factors needed to successfully listen to a wide variety of acoustic features beyond the linguistic aspect. Students' listening attention can be distracted by internal or external factors. Therefore, listening is different from hearing. In listening, the listeners must pay attention to the speaker to catch what they say. Shadowing makes learners concentrate on listening. Shadowing tasks challenge the listener by echoing every word of spoken utterances and preventing 'hearing' by not paying attention to incoming information. Besides, shadowing can change passive listening to become active listening.

Teaching Listening Using Shadowing Technique

Studies in Japan stated that shadowing techniques could help solve students' hearing problems. Hamada (2014) said that an efficient shadowing technique aims to improve the working memory of the brain and strengthen the training process so that students can store phonological information longer in the phonological loop. Besides, Yuki Saito, Yuko Nagasawa, Shigeko Ishigawa (2004) stated that shadowing was divided into four steps: mumbling, synchronized reading, prosody shadowing, and content shadowing. Every step has a different focus on stimulating every sound and intonation. In this step, students compare the sound of words they hear with their spelling. Prosody shadowing focuses on rhythm, stress, intonation, speed, and pause of the language. The last step on the shadowing technique focuses on trying to understand the meaning of the language.

Moreover, Hamada (2018) said that teaching listening using the shadowing technique is holistically well fitted to a lesson other listening technique such as dictation or dictogloss. Then, it divides the stages of shadowing into three. Firstly, the students do shadowing and learn the content. Secondly, the students learn to connect the phonological of the words with the meaning with the same material. The last stage is for productive activities where the students review what they have learned and internalize the learned items. In conclusion, they start by practicing shadowing, learning new vocabulary, understanding the contents, and practicing the shadowing again. Therefore, in listening to English using the shadowing technique, the students do not have to feel pressure due to the unknown contents.

3. METHODOLOGY

This research was conducted in SMP Muhammadiyah 02 Medan on Jl. Pahlawan No.67, Pahlawan, Kota Medan, Sumatera Utara. The Eight grade students of the academic year 2019/2020 were taken as the population of the research. Using total sampling, 60 students from two classes were chosen and then classified into two groups: the experimental and the other as the control group, so there were 30 students in each class. The pre-test and post-test control group design was applied in this research. The experimental quantitative design was studied with two different groups, experimental and control group. In the treatment process, the experimental group was taught by using the shadowing technique. Meanwhile, the control group was taught by using another technique, in this case, the three-phase technique.

Further, pre-test and post-test were administrated in the next process. These tests were aimed to find out of the score to determine the effect of shadowing technique to students’ listening ability in word recognition. In collecting the data, the instrument used in this research was a test set consisted of 25 items (5 items multiple choice and 20 items fill in the blank). A validity and reliability test was conducted to test the validity of the test. The data obtained, then, was analyzed using the t-test formula (Arikunto, 2002).
4. RESULT AND DISCUSSION

The data obtained in this research was gained from the score of students' pre-test and post-test results. Based on the data obtained, the pre-test result shows that the total score of students was 1688, and the number of students who took the test was 30 students of the experimental group. The mean score of the pre-test was 56.27. Of the 30 students, 29 students got a score under 88 and only one student who got 88. This showed that most of the students' listening ability was low, while the student with the highest score still had their listening to be standard. The data are shown in the diagram below:

![Pre-Test Diagram](image1)

**Figure 1 The Results of Pre-Test of the Experimental Group**

After the pre-test score was collected, the next step was applying the treatment to the experimental group using the shadowing technique. After that, a post-test was given to the students in the experimental group. Based on the result of the post-test, the total score of students was 2444. The post-test mean score was 81.46 from 30 students, only one student got 48, and 29 students got a score higher than 48 (see appendix 5). This showed that there was an improvement in students' listening in word recognition. The data could be seen from the above diagram.

Pre-test and post-test were also conducted for the control group. The result showed that the students' mean score in the pre-test was 70.8, and in the post-test was 71.47. It could be seen that difference between the mean score of the pre-test and post-test of the control group was not significant at 0.67.
Besides, it proved that there were different scores between the pre-test and post-test scores of the experimental group and control group. The post-test score of the experimental group and control group in which the experimental group showed an improvement and got the highest score than the control group. It meant that there was a significant effect of the shadowing technique on students’ listening ability in word recognition.

Validity Test
In gaining a validity test, Microsoft Excel was used. After analyzing the data, the result of the validity test was 0.79. It showed that the validity of the test was very high. Based on Arikunto (2020) stated if the validity result was 0.00 - 0.20, it means that validity is low. Then, if the validity is between 0.21 - 0.40, it means that it is sufficient. If it was 0.41 – 0.70, it means that validity is high, and the last value of validity 0.71 – 1.00 is very high.

Reliability Test
From the data, the reliability test was calculated by using Kuder and Richardson (KR21) in Arikunto (2002) formula. Based on the calculation above, the result of the reliability of the test was 0.93. The reliability test was well if the value was > 0.90. It was considered high if the value is between 0.70 – 0.90. If the value was 0.50 – 0.70, then it is sufficient. Lastly, < 0.50 is regarded as low. If the result was low, then the possibility test in this research was very good.

The last step in analyzing the data used a statistical hypothesis test. It was used to know whether there was a significant effect of applying the shadowing technique on students' listening ability in word recognition or three-phase technique. With the criteria examination, Ha was accepted if t-score > t-cv where t-score was gotten by distribution with df = n – 2, Dk = 30 - 2 = 28 = 5 % = 0.05. To know the statistical hypothesis of this research, the researcher used the t-test formula. The result of the statistical hypothesis shows that there was a difference in output between both classes. Based on the calculation, t-observed (5.2915) was higher than t-cv (2.048) with a degree of freedom (28) at the level of significance (0.05). It also found that the students who were taught using the shadowing technique in listening in word recognition (experimental group) scored higher scores than the students who were taught using a three-phase technique (control group). So, the alternative hypothesis was accepted. It meant that there was a significant effect of the shadowing technique on students' listening ability in word recognition.

Positive results from the findings of the use of shadowing technique upon students listening ability show that this study is line with some similar previous studies. Omar and Umehara (2010) previously found that the shadowing technique is suitable for instructional strategies. They revealed there was a recognizable improvement in their subjects' pronunciation and rhythm. Similarly, Yavari and Shafiee (2019) have proven that mastery in listening is the bridge to master other skills like speaking. They found out that students' abilities improved after continuously being exposed to the strategy. Furthermore, Sumiyoshi (2019) exposed that the shadowing technique has been proven effective in improving students' listening comprehension and dictation at a slow and fast speed, while those who were not treated by shadowing just show improvement on slow speed dictation. Thus, it can be concluded that the shadowing technique has a significant effect on students' listening ability.

5. CONCLUSION
Based on the data analysis, this study concludes that there is a significant effect on using the Shadowing Technique on students' listening ability in words recognition, found that the t-score > t-cv or 5.2915 > 2.048. The result of students' scores who were taught by applying the shadowing technique was higher than those who were taught without shadowing technique and taught listening by applying shadowing technique become more interactive and easier to do the students. Since this study confirms that the use of Shadowing technique is effective to help the students in improving their listening skills, the researcher suggests that other teachers to use this techniques for teaching listening. In addition, other studies that evaluate different teaching techniques for different language skills are also important to be conducted in the future. Especially the ones that integrate information and communication technology, because in this digital era teaching and learning process cannot be separated with current technology (Baharuddin, Hadi, Hamid, Mutalib, & Dalle, 2018).

6. REFERENCES


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