

CHAPTER I

INTRODUCTION

Chapter 1 explained about research background, research problems, research objective, research significance, and scope of the research.

1.1 Background of the Study

English plays such a big role both in the educational system and national life. As an International language, English is often used in public services such as media, literature, and also in our daily life (Ma'arif, 2021). This causes English to be an important lesson to be learned from kindergarten to the university level as soon as possible (Aqli. J, 2013). Furthermore, it also directs English to be a more important language than other foreign languages in Indonesia. Although English plays an important role in the world of education, there are still some students in Indonesia that cannot master English. In line with this, Aqli (2013) also stated that students in Indonesia who are already finished Junior High School or Senior High School are still unable to English skills. This means that there are some problems in the context of teaching English in Indonesia.

Teachers must provide and motivate students to understand to reach proficiency in all English skills such as, speaking, listening, reading, and writing. There are several ways that the teachers can do to encounter that situation such as focusing on how to manage the class and develop the learning process which will make students enjoy when they are learning. Thus, teachers should give

concerned about their teaching, learning activities, and also learning materials that will be used in class.

The students who learn English as a second language must master Four English language skills. These language skills are listening, speaking, reading, and writing which is usually called “macro-skills. Listening is an English skill that is related to the human auditory system. Listening could be defined as a complex process that allows people to perceive information (Alzamil, 2021). Another English skill that also needs to be mastered by students in Indonesia is reading skill. Learning a language requires a lot of reading because it can increase vocabulary, self-esteem, self-confidence, and also text familiarity (Alshammari, 2021). So, the more we read, the more we will get knowledge about the language that we learn. The next skill of English is speaking skills. Speaking could be defined as how people deliver a message and communication for different purposes (Malhotra, 2019). The last skill is writing skill. Writing is a repetitive method in which students can go back and check the ideas that they put on the paper (Yaser, 2021). Those four skills of English are highly crucial for the students to master since it plays a significant role in their future (Rao, 2016).

Listening could be defined as the use of auditory to receive some information. According to Chou (2021), Learning to listen in English is a vital ability that encourages interaction with others and the acquisition of new knowledge (Chou, 2021). Micro-listening skill is also a part of listening that needs to be mastered by the students in EFL context. Micro listening could be defined as a ability, types and skills in listening (Karakoc, 2019).

A good listening process is a process that can combine bottom up processing and top down processing. Bottom up processing is the ability to pay close attention to input details, while top down processing is a process that demands listeners to draw conclusions and forecasts from received data (Rezaei & Hashim, 2013). Starting from this statement, there are many perspectives on the process of good listening, for the current research, based on the top down and bottom up processing mentioned earlier, the author combines several types of micro-listening skills from the previous two, namely research by (Karakoc, 2019) and (Rezaei & Hashim, 2013). Because it is very impossible for current researchers to name all the listening micro skills that are often used in EFL classes. The types of micro listening skill could be divided as follows:

Table 1.1

The list of common and exclusive micro-listening skills.

<p>Common Micro-skill of Listening Comprehension</p>	<ol style="list-style-type: none"> 1. Comprehending the core idea and background facts. 2. Understanding precise information, facts, and details. 3. Recognizing the attitude and intent of a speaker. 4. Determining a word's meaning based on context. 5. Summing up a message or piece of knowledge. 6. Spotting comparison or cause-and-effect relationships.
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	<ol style="list-style-type: none"> 7. Information rephrasing. 8. Recognizing how words or phrases are used in context. 9. Putting information in the form of images, maps, tables, or diagrams.
<p>Micro-skills exclusive to listening comprehension</p>	<ol style="list-style-type: none"> 1. Recognizing a transcription error. 2. Foreseeing when a message or history will stop being continued. 3. Recognizing distinct sounds. 4. Paying attention to the message and sorting the statements in that order.

A research conducted by (Rezaei & Hashim, 2013) found out that listening is a important skill but it is still not received attention during past years. EFL teachers do not aware about the process of listening and students' problems in listening context. Thus, the teachers in class are more focus on the results of the listening rather than the listening itself. Furthermore, the results also discuss that courses are focus on the listening practice rather than teach the skill even though the meaning of success in listening is the ability to give correct response to the questions. Furthermore, (Alzamil, 2021) conducted a research within 87 students found out that more than a half participants of this research stated that listening is the most challenging skill to learn. In this research, the participants face some obstacles when learning to listen such as speed, speaker's pronunciation, anxiety, lack of vocabularies, and lack of information about the topic.

In English as a Foreign Language (EFL) classes in Indonesia, listening is taught to the students from Elementary School until Senior High School. Previous research found that EFL learners consider Listening to a difficult skill because they lack exercise and are not well supported by appropriate materials for learning to listen (Aruan et al., 2020) .The lack of opportunity to learn the spoken form of English makes it difficult to keep oral communication between the students and teachers and it will affect the students' capability in listening, both in EFL form or listen to the teachers' instruction (Schill & Zimmer, 2006). Based on the research of Muljanto (2012), students in Junior High School often feel nervous and lose their concentration when they listen (Muljanto, 2012). Furthermore, the students also stated that when they do listening activity, they recognize the word but forget the meaning.

Learning activities could not be said to be perfectly done when both teachers and students are not working together to get the outcomes. As stated by Boy Jon et al (2021), In Indonesia, both teachers and students deal with various challenges in language teaching and learning since several students do not have intentions to study English because English is such a difficult subject (Boy Jon et al., 2021). Based on the research of Muljanto (2012), the challenges encountered by the teacher when they teach listening such as they have to motivate students hot to concentrate in class, and they also have to provide information to the students on how to receive information from the audio of the listening material. Teachers also need to prepare the listening material that will be used in class. Thus, developing simple teaching listening material is needed to be developed to

solve the challenges encountered by both teacher and students.

In the teaching and learning process, teachers serve as the primary sources of information, however the majority of teachers solely use textbooks and students' worksheets as their primary sources of teaching materials (Fakhruddin et al., 2020). In line with this, a semi-structured interview was conducted with some English teachers in Junior High School. The results of the interview found that the teachers only used English textbooks for the material. Meanwhile, for the methods, she conducted by giving the students instructions to do it by themselves in the class. On the other hand, according to Fakhruddin et al (2020), the use of textbooks is not effective because many commercial textbooks are not related to students' need.

Preliminary research was also conducted in Junior High School in Denpasar to know which listening material is being used and how the impact of the listening materials on students' scores. A Questionnaire was distributed to the two English teachers who teach 8th-grade students. The results of the questionnaires found that the learning to listen activity is conducted by using laptop and speaker as media, and listening file on the laptop is the material used to conduct listening activity. However, based on the preliminary research, the researcher found that the learning material used is not simple since it needs laptop and speaker to conduct it which means students can only practice it at school with the teacher near them. Furthermore, since the listening practice needs to be accompanied by the teacher, it means that the students cannot practice it at home, so it can be said that the listening practice by using such kind

of material is no flexible. The researcher found that the teachers use more than one listening material such as barcode in the textbook, but they cannot do listening learning activities too often because it depends on the chapter being discussed in class. Based on the completeness, not all chapters in textbook have the barcode so it means the listening practice still lack of materials. According to the teachers, by using learning materials that they already have and using laptops and speakers as the media is not effective for the teaching process because using that kind material is complicated in the use and consume a lot of time, so the teacher cannot do listening activity very often. Thus, the student's ability in listening does not show a significant improvement, especially in mastering micro-listening skills. In order to select the micro-listening skill that students at least lack mastered, an experienced teacher in the related field was asked to give a rating of the type of micro-listening skill mastered by 8th graders in a junior high school in Denpasar. This is evidenced by the results of the need analysis with a need checklist as an instrument, as follows:

Table 1.2
Student's Micro-Listening Skills Mastery

No	Micro-Listening Skill	Mastery	
		Yes	No
1.	Comprehending the core idea and background facts.	✓	
2.	Understanding precise information, facts, and details.		✓

3.	Recognizing the attitude and intent of a speaker.		✓
4.	Determining a word's meaning based on context.		✓
5.	Summing up a message or piece of knowledge.		✓
6.	Spotting comparison or cause-and-effect relationships.		✓
7.	Information rephrasing.	✓	
8.	Recognizing how words or phrases are used in context.		✓
9.	Putting information in the form of images, maps, tables, or diagrams.		✓
10.	Recognizing a transcription error.		✓
11.	Foreseeing when a message or history will stop being continued..		✓
12.	Recognizing distinct sounds.		✓
13.	Paying attention to the message and sorting the statements in that order.		✓

Based on the table 1.2, there are some lists of micro-listening skill that do not mastered well by the students. In line with this case, developing supplementary material is needed in order to help students to master the listening

skill well, so the students' skill in listening will show a significant improvement.

Those supplementary materials needed are mentioned follows:

Table 1.3

Results Of The Need Analysis

No	Micro-Listening Skill	Mastery	
		Yes	No
1.	Comprehending the core idea and background facts.		✓
2.	Understanding precise information, facts, and details.	✓	
3.	Recognizing the attitude and intent of a speaker.	✓	
4.	Determining a word's meaning based on context.	✓	
5.	Summing up a message or piece of knowledge.	✓	
6.	Spotting comparison or cause-and-effect relationships.	✓	
7.	Information rephrasing.		✓
8.	Recognizing how words or phrases are used in context.	✓	
9.	Putting information in the form of images, maps, tables, or diagrams.	✓	
10.	Recognizing a transcription error.	✓	
11.	Foreseeing when a message or history will stop being continued.	✓	
12.	Recognizing distinct sounds.	✓	

13.	Paying attention to the message and sorting the statements in that order.	✓	
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Based on preliminary research that has been carried out using the need checklist as an instrument, it was found that of the 13 types of micro-listening skills that were determined, only 2 of them were mastered by students, namely understanding the main idea and general information and paraphrasing the information. This means that there are 11 other types of micro-lower listening skills that students have not yet mastered as evidenced by the needs checklist above. When viewed from the types of micro-skills that are not mastered by students, it appears that students lack mastery of top-down processing because based on the checklist filled in by the teacher, it appears that students are less fluent in summarizing, digesting, and getting information from an audio.

Based on the listening materials used in the school mentioned above, it can be seen that the materials used are not effective since teachers need to use laptops or any other tools to support the listening practice in class. Furthermore, not every lesson includes a listening activity because not all chapters in the 8th-grade syllabus and 8th- grade textbooks have a listening section that will support students' need. As a matter of fact, listening activity should always be part of every lesson. In another word, the teacher should be capable to present all the skills integratively so that English classes can flow naturally.

A wave of change through the speed of technology appears as a trend in the 21st century, which can be seen from the ease of getting information by

people all over the world (Priyanti et al., 2019). Effective use of technology combined with professional learning will make good collaboration in the world of EFL teaching, so technology can be used to improve education systems for all levels (Solano et al., 2017). Information and communication technologies (ICT) are crucial in the field of education because they may transform the classroom as a learning environment and make it simpler for students to access learning. (Mishra & Koehler, 2006). In teaching listening to the students, there are many technologies can be used both for listening material or listening media, including; interactive white board, multimedia, computer assisted language learning, online recourses for developing listening skill, podcast, and video clip tools (Amir & Kang, 2018).

Podcast can be delivered through many media, such as Spotify. Podcast on Spotify is an audio that delivered and supported by a music platform named Spotify that gives a chance to listen to hear audio sounds about anything everywhere. It can be used by the teacher to create listening materials according to students' language backgrounds. Podcast on Spotify is simpler than any existing teaching materials like barcode and the learning material provided by school and can be accessed by students everywhere since it can be downloaded on their phones (Netti & Irwansyah, 2018). This is supported by a research conducted by (Akib & Ma, 2018), which shows that there is a significant different for students' score after using Spotify as their media to conduct listening practice. This will make it possible for the students to learn to listen whether they are at school or at home. At the moment, no research-based

listening materials have been developed for teaching listening in junior high schools in Bali. For this reason, it is important to support the teacher with supplementary listening material for teaching listening in Junior High School is needed using Podcast on Spotify.

1.2 Problem Identification

In teaching listening, there are some interesting phenomena related to the teaching material for listening in 8th grade Junior High School.

- a. When students do learning activities in class, many students have difficulty in listening activities since they have to catch information in a short period of time. This is because students have limited vocabulary and the class where they conduct listening is very noisy. As a result, students have some problems with listening and one of them is the low motivation to learn to listen. Based on the preliminary research conducted in Denpasar, the listening material used is by using laptop and speaker which the teacher found that it is very complicated. They also do not conduct listening material too often because not all English syllabus and textbook chapters contain listening material in it. As a result, students' ability in listening especially micro-listening does not show a significant improvement.
- b. In the 4.0 era, the Internet is an important role in our life since it makes our work easier and less time-consuming. The internet gives many impacts in many fields, one of them being education. Internet will help students to find amazing conveniences such as help, tutorials, and many

kinds of assisting material to improve their learning (Raja & Nagasubramani, 2018).

- c. Podcast on Spotify is audio-based media delivered by Spotify. Audio-based is a medium to convey messages both verbal and non-verbal (Arief, (2019) as cited in (Al Fatih et al., 2022) . Podcast on Spotify is not just entertainment since it has positive content that can increase the learning abilities of the students. Based on the results of a survey that has been carried out using the google form, the researchers found that 72,5% of the 102 participants of 8th graded students interested in getting to have listening-material using Podcast on Spotify. Thus, developing Podcast on Spotify as supplementary material to support the listening material in school is needed to complete the listening material for students in Denpasar.

1.3 Research Problem

The identification above encourages the researcher to do research about “Developing Spotify’s Podcast as Teaching Material for Teaching Listening in Junior High School 8th grade”. Based on the identification above, the research problem was formulated as follows:

1. What are the needs of listening materials for 8th Junior High School?
2. How the supplementary listening materials are developed using Podcast on Spotify?
3. How the quality of the supplementary listening materials is developed using Podcast on Spotify?

1.4 Research Objectives

In line with the research questions above, there are three objectives of the research:

1. To identify the teaching materials for listening that is needed for the 8th grade Junior High School.
2. To develop the supplementary listening materials needed for the 8th grade Junior High School by using Podcast on Spotify.
3. To analyze the quality of the supplementary materials needed for the 8th grade Junior High School developed using Podcast on Spotify.

1.5 Significances of the Study

Students from the intended level or others are expected to benefit positively and constructively from the research in general. It's crucial to introduce kids to the podcast on Spotify as a novel listening experience because it increases their interest in listening.

1.5.1 Theoretical Significance

This study is expected to contribute in terms of EFL learning material, namely developing Podcast on Spotify materials. Through Podcast on Spotify, students are expected to understand the listening material based on the micro-listening need by the 8th grade Junior High School students.

1.5.2 Practical Significance

- 1) For students

This study is expected to make students easily understand the listening material based on the micro-listening need by the 8th grade Junior High School students by using Podcast on Spotify, so it will be more simple and easy to be accessed.

2) For teachers

This research is expected to be significant learning materials that can be used by the teachers since this research will produce a listening material in form of Podcast on Spotify. In addition, since this learning material is simple and can be accessed everywhere, it would increase students' interest in listening and also develop their listening experience through Podcast on Spotifys.

3) For further research

It is anticipated that this research will be used as a reference by other researchers who wish to look into a related subject.

1.6 Limitation of Study

This research was limited to developing listening material by using Spotify's podcast for 8th grade in Junior High School students in Denpasar, Bali. In addition, there are three methods used in this research. The methods are interview, document analysis, and observation. This research will use Successive Approximation Model (SAM), developed by Michael W. Allen in 2012.