

# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of the research study which covers background of the study, identification of the Study, limitation of the Study, statements of the Problem, purpose of the Study and significant of the study.

### 1.1 Background of The study

In the mastery of the English language, there are four language skills that must be mastered by language learners, namely, listening, reading, speaking, and writing. Those skills are used to assess the level of someone's ability in using in any language, especially English (A'yun, 2018). The four language skills are classified into receptive skill which consist of listening and reading and productive skill consist of speaking and writing. In language learning, listening plays an important role in communication. However, those skills are integrated into an activity, such as when students doing the dialog activity, the students not only speak but also listen. If the students cannot understand the input, the learning process cannot begin (Rost, N.D. ,1994 in Juni Bayu Saputra 2014). Furthermore, listening is a receptive skill, but listening requires the listener to actively process the information obtained and respond to the information appropriately.

Listening is the first skill that students must acquire because listening is a purposeful process to build an understanding of what we listen (Helgesen, 2003). Listening is the most important of the five respects of learning the English language because listening needs more concentration and attention to comprehend the sound or listening material. Furthermore, listening becomes a complex, active process of interpretation that listeners match the word from the speakers and what

they already have known. In addition, in classroom activity listening is much more used than other skills (Rankin, 1928). This proved that in the classroom there is a high frequency of using listening. According to Hadley (1951), listening was used far more than any other language skill on average, with 9 percent of in writing, 16 percent in reading, 30 percent in speaking, and 45 percent in listening. This statement proved that in the classroom listening has the high frequency to be used. Therefore, the students must master listening comprehensions which becomes the important thing in supporting their learning.

Regardless, one of the main missions in teaching English as a foreign language (TEFL) is teaching listening comprehension (Ur, 1989). Although according to Lindsay & Knight (2008) listening is a receptive skill, in the process of deciphering messages of what people says, the hardest of all the four language skills is listening comprehension especially, to English foreign language (EFL) learners. According to Si (2019) EFL are the learners whom their first language are not English. In consequent, listening comprehension for the EFL learners is very important. In addition Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. To increase students' listening outputs and make them acknowledge of the important of listening comprehension, the teachers need to investigate the procedure of listening comprehension and study the theories and also listening comprehension methodology

Furthermore, listening is one of the keys to effective communication. When students do a listening process, they are trying to receive the messages that they hear on their minds. The students will have good communication skill when they can receive well the messages they listen. Although several researchers have

revealed that listening has an essential role in learning, needs to be taught, many students still lack listening (Funk, 1989). Based on the researcher's observations, some students in senior high schools feel that it is challenging to listen to or hear the sounds and memorize them. It implies that the students have some difficulties while doing listening.

The researcher found five problems after doing the observation. First, the students find difficulties in interpreting spoken English words, phrases, and sentences. Furness (1952) stated that understanding a spoken language is different the written form of a language. Furthermore, these difficulties are a huge barrier for students in listening that need to be solved. Second, the students do not have any prior knowledge of audio content in English. However, students need to be acquainted to the prior knowledge of audio content in English, which is listened to support their comprehension. Thus, the teacher needs to help the students by giving the students English audio knowledge. In direct instruction, face-to-face listening situations include which occurring in direction, conversation, and discussion (Woodward, 1965). Moreover, the students intended to seeking out direction and sharing experiences about the audio from the teacher in this situation. However, the students intended more lean to listen effectively, if they know why they are listening (Campbell, 2011).

Third, the students find troubles in identifying the accents. Many varieties of accent can also make the students difficult in understanding the meaning. In foreign learners, English is not become the prominent language, which they have minimal chances to hear or listen from the native speakers (Gebre & Tadesse, 2015). Fourth, the students explained that they find difficulties to identify the high

speed of spoken English. It occurs because as the speech is way too fast, there were so many elisions of sounds. Because of that, the students cannot receive and get the meaning well. According to Woodward (1965), children have a different way of responding the sounds. The last, the students are less motivated. Many students assume that listening is a tedious thing. On the other hand, Hadley (1951) stated the students should be comfortable in listening activity. The teacher needs to build their students' interest in doing the listening activity. So, the students listening skill and knowledge will increase.

Alignment with the matters above, the researcher faced the same troubles occurring at SMA N 4 Singaraja, which became his research place. Regarding the researcher's observation and interview with the students of SMA N 4 Singaraha, while doing PPL REAL, it was known that most of the students of SMA N 4 Singaraja considered that listening is difficult. In addition, SMA N 4 Singaraja applied Emergency Curriculum during the Covid-19 Period which stated that the application is flexible and based on the school condition (Kemdikbud, 2020). According to Sumarbini. & Hasanah (2021) the application of emergency curriculum was done by subtraction the basic competence for every subject. It makes the researcher conduct the study by using online platform. Most of them cannot evolve their listening comprehension because of those matters above. For this reason, their English mastery does not escalate. Furthermore, in SMA N 4 Singaraja, the listening media is limited, and the teachers also lack techniques in teaching listening. This indicates that in SMA N 4 Singaraja, the techniques and media used in teaching listening was not promote the students' development in listening comprehensions well.

Based on the problems mentioned, several possible causes may be affected by the problems. The first is vocabulary mastery deficiency. The students must have lots of vocabulary that has to be prepared, before they start to understanding the message of the spoken language. A recent study showed that students' vocabulary knowledge could influence their listening comprehension (Mehrpour & Rahimi, 2010). The second is the listening instruction deficiency. Lately, listening is seldom taught in school because the teachers are aware that other skills don't get much time in classroom if teachers focus on teaching listening (Devine, 1967). Brent & Anderson (1993) stated that some teachers have assumption in listening; listening is basic and a simple skill. The students must require to do something in responding to what they listen which showing their comprehension that was provided in the listening lesson.

The third is the listening activities deficiency. The effective way for the students to overcome the listening comprehension is by engaging them in listening activities. In addition Erben, Ban, & Castaneda (2009) stated listening activities are very useful through the first step of language development. The students encourage to accustomed to listening a native speaker it was done by persuading the students more in listening activities. The result is, they urge to be familiar with the accents differences also more accustomed to the listening pace. The fourth is the listening material or media that the teacher has already damaged, some parts missing from the audio. Besides, there is a disturbance from the outside, which makes the students unable to hear the audio. Moreover, the school facilities such as language laboratory, speakers, headphones, etc. that not very good also one of the reasons students do not like listening activity. The teacher or

the prospective teacher must be able to use the appropriate media to be used in teaching listening. The fact is some teachers are still deficiency of knowledge about the media in teaching listening comprehension. The media that used by them was already old and broke. These minds make listening activities more monotonous, the students need motivation while in listening and also condition that support the activities. Therefore, the students' physical condition is the first concern for the teacher and students must prepare a few things before listening, while listening, and after listening.

Fortunately, a few researchers have been established studies to solve those matters and their causes above. First is Fitria, Vianty, & Petrus (2006) use podcast to investigate English listening and speaking achievements. The participation of their research was 60 students who are divided in to two classes. The result was showed that podcast is very efficient in enhancing the students' listening and speaking achievements. The second Syofianis (2008) trying to prove that in the higher education level there is an effect of using podcast, especially in English study programs. Quasi-experimental design was used with an experimental and a controlled group. The study results point-out the usefulness of podcast by granting the students to listen to the certain topic they did not comprehend then they highly relish listening using podcast. The third, Rahmatollahi (2017) from Islamic Azad University, Iran, who have tried in their research to describe the effects of the use of podcast on listening comprehension, then the result point-out that the podcast is effectual in being the course positive component.

In order to reflect the previous studies and the listening issues above, the researcher decided examining the use of podcast toward students listening

comprehension. In this era of technology, it is more appropriate for teachers to take benefit of instructional listening technologies than the boring old things. Most of the students in high school already bring their smartphones to school as media to help them. So the teacher can adapt the teaching technique and utilize students' smartphones to search and share the material. The teacher can use one of the media in teaching listening which is podcast. One of the techniques which involve technologies is by using podcast in listening instruction. "Podcast," come from combining a word iPod and broadcast, is a medium that merges the audio collection or video files to which individual freely subscribe via the internet (Notes, 2005). Podcasting has become famous as a provider that provides high-quality content in the form of radio-type that can be listened wherever, whenever, and as many times as the listener wants ((Stanley, 2006 in (Lio, 2019)). The podcast can be a form of audio and video, which is the radio type content with high-quality audio. As the listener, we can listen to it wherever and whenever we want without afraid of losing the content because it is still on the internet. Using podcast, the teacher had better options to teach listening, which also helped the students improve their oral presentation skills.

The podcast was chosen by the researcher because he assures that the appropriate E-tool that can improve learners' listening comprehensions is podcast. Based on the description, condition and situation that already described this research conducted with the title ***"THE IMPACT OF USING PODCAST MEDIA TOWARDS STUDENTS LISTENING COMPREHENSION."***

## **1.2 Problem Identification**

Regarding to the background of the study, there are some problems which



are identified by the researcher as follows:

1. Students tend to not paying attention and ignoring the material in the form of audio given by the teacher.
2. Students seem that listening is a tedious activity.
3. Students vocabulary deficiency makes them cannot interpret the meaning of spoken English.
4. Student's language cultural knowledge because of them is deficient of listening lessons.
5. The students are lack of listening activities which make them cannot identify the accent and the sound at high speed.
6. Listening has hardly got the attention of education in teaching and learning English as a second language or as a foreign language. School final examination, university entrance examination, and other examinations rarely include listening as one of the components to be tested.
7. Listening comprehensions did not get priority in language teaching. Language teaching is more stressed on the written form. Students are given exposure to a written form with little regard to listening. Teaching listening and speaking opportunities have been limited because educators have traditionally used reading and writing performance to measure students' achievement.

### **1.3 Research Limitation**

The researcher limits those problems and focus on the problem discussed in the research. The problems are limited to:



1. The effect of using podcast media on students listening comprehension in the English language at SMA N 4 Singaraja grade XI.
2. The student's opinion of using podcast media on students listening comprehension in the English language at SMA N 4 Singaraja.

#### **1.4 Research Questions**

Based on what has been stated in the background of the study, the problem of the study can be formed as follows:

1. Is there any significant difference in students' listening comprehension between the Experimental group that have podcast and Control group that do not have a podcast in the process of teaching and learning English as a foreign language?
2. What are the students' opinions about the use of podcast in learning listening in English as a foreign language?

## 1.5 Research Objectives

The purposes of this study based on the research problem above are as follows:

1. To find out whether there is any significant effect on students listening comprehension in using podcast media or not.
2. To find out the students' opinion about the use of podcast in teaching listening in teaching English as a foreign language at the eleventh grade of SMA N 4 Singaraja.

## 1.6 Significances of the Research

After conducting this study, the researcher hopes that the result of this study can give benefit to:

1. Students
  - a. It can encourage students to improve their listening comprehension when they found it was not that hard. Their progresses in listening comprehension also help them master English language well. As a result, it enriches their knowledge in listening comprehension.
  - b. It can provide student enjoyment in the learning process without ignoring the learning process. By this condition, the student can improve their motivation, attention, activeness, and other aspects.
  - c. It can encourage the term of the podcast as a media stream that combines audio and video and PDF files on the internet, which is

usually uploaded regularly in the interval, so the student gets used to this media.

## 2. Teacher

- a. The other teacher can get a lot of knowledge about this podcast media for teaching listening comprehension. The result of this study can be a valuable adoption in the English teaching-learning process, especially for improving listening comprehension.
- b. The content of podcast can be an excellent solution to overcome the Curriculum 2013 demand that teachers need to use original materials in teaching and learning process. Podcast offers authentic material for the students. The originality and materials type in podcast can bridge the gap among formal English and informal language effectively, which suitable for extensive listening and makes students interested in listening to English whether it is inside or outside the classroom.
- c. The podcast is cheap and easy or even free media that every teacher can access. However, not all teachers can take the advantage of this media. Therefore, this research can be the guidance for other teachers to take advantage of this media to improve their teaching technique and increase students' listening comprehension.
- d. The results of this research can inform the teachers about the importance of teaching listening comprehension and learning listening comprehension for the students; therefore, the teacher can

give more attention to listening comprehension in language teaching. It is because we do measurably more listening than reading, writing, or speaking, whether in the school, workplace, or home context.

### 3. School

- a. The result of this research can promote the notion of proper internet connection in the school. Podcast requires an internet connection to download or stream it from the web. With the advantages over the podcast and positive results provided in this research, the school can build a proper internet connection. Furthermore, internet connection can also be used for other teachers.
- b. This research can tell the school that gadget is a necessary tool to bring to the class. With a good internet connection, students can be motivated to search for more podcast with their gadgets.

## 1.7 Definition of Key Terms

There are two definition of key terms based on the background of the study as follows:

### 1. Listening Comprehension

#### a. Conceptual Definition

According to (Nunan, 2002) listening is an active process of reconstructing the original meaning of speakers using sound as clues. Nunan (2002) also adds that listening is a process of

deciphering the meaning of a sound heard from the smallest unit of a sound to complete text.

b. Operational Definition

Listening comprehension is an active, complex process of receiving information from the speaker, interpreting these expressions and combining them with the initial information that we already know, and then responding according to context. In this research, listening comprehension was tested using post-test and measured using descriptive statistic analysis and inferential statistic analysis. The test was assigned to the experimental group to find out the podcast impact on the students listening comprehension.

2. Podcast

a. Conceptual Definition

According to Sze (2006), podcast are programs consist of audio sometimes video on the web that are updated regularly with gaps.

b. Operational Definition

Podcast is the compound of the words iPod and broadcast, which produces high definition audio or video in the form of radio type content that listeners can listen to with their device. In this research, the podcast was used as the teaching media to teach the students listening comprehension, especially the students in experimental group.