

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research include background of the study, research question, objective of the research, scope and limitation of the research, and definition of key term.

A. Background of Study

English serves as a global language spoken universally, with over one billion individuals using it as a second or foreign language worldwide. Its primary purpose is to facilitate communication and comprehension among speakers of different languages. Engaging in this exchange requires at least one speaker and one listener, emphasizing the significance of English skills, particularly in listening.

According to Hamouda (2012), listening is not merely the passive act of hearing but an active process crucial for effective communication. It involves more than just understanding; it requires interpreting the meaning of conversations. Consequently, mastering the skill of listening becomes paramount for English learners. This proficiency contributes significantly to the development of students learning English as a second language, enabling them to recognize and understand the language's nuances.

In essence, listening is a foundational language skill that enhances learners' comprehension and compatibility with the language. Despite its importance, mastering the art of listening poses a considerable challenge. Yet, it remains a critical aspect of language learning, as it plays a pivotal role in internalizing linguistic information necessary for language

production. Therefore, the significance of listening comprehension in language learning should not be underestimated. Teaching has been emphasized over and over again, many English students do not pay enough attention to its importance in their classrooms.

In general, various factors impact students' auditory comprehension. Initially, students encounter challenges in mastering vocabulary. Additionally, the limited time allocated for learning English contributes to the issue, exacerbated by the quality of the cassette or diskette. Outdated recordings may result in poor sound quality, and inadequate equipment poses a hindrance to students' listening experience. To address this, students are encouraged to use the laboratory room for listening, offering better results due to the elimination of external noise. Upgrading to a high-quality cassette recorder or CD player can enhance the experience compared to using outdated equipment. Moreover, the frequency of listening instruction by the teacher is limited to once a month. Lastly, students often experience boredom and a lack of motivation, leading to inattentiveness during material explanations by the teacher.

In this modern era, refining English listening skills has become accessible at any moment and in any location, thanks to various resources. Platforms like Spotify, digital music, podcasts, and video streaming offer a plethora of songs and content from global artists, providing opportunities for individuals to practice English listening. Learners can opt for an English learning podcast, utilizing it to enhance their knowledge while honing their listening abilities. However, it is important to recognize that learners may

not universally grasp the content in the same way. Some may comprehend the entire podcast in a single play, while others might understand only a portion or none at all.

Podcast media has the potential to boost teachers' confidence and enhance the enjoyability of learning. The podcast files commonly come in MP3 and MP4 formats, compatible with both iOS and Android devices for playback and download. The inaugural podcast was introduced in the early months of 2005, and discovering podcasts is a straightforward process. Numerous platforms, including YouTube and Spotify, offer podcasts, solidifying their presence as a versatile medium in the educational sector. These audio or video files are shared on the internet and have evolved into a prominent educational tool. Furthermore, podcasts offer a diverse range of educational materials, with the convenience of uploading video or audio files to platforms for people to download and listen to at their convenience.

According to Kavaliauskiene (2019), educators acquire vocabulary and instructional language from podcast media. Furthermore, (Rosell-Aguilar, 2007) indicated that podcasts bear similarities to public libraries, as they deliver numerous materials or references directly to users' devices. Importantly, these resources can be freely downloaded without requiring registration or incurring any fees. Users are afforded the flexibility to choose from a diverse array of discussion topics that have been made available.

In addition to enhancing skills in listening to podcasts, a podcast can also broaden the technological expertise of both students and teachers. According to Muliasari (2020), employing podcast media as a learning

technique for teaching listening involves technology, given that a podcast is a digital audio file accessible for download on a computer, laptop, or mobile phone. Consequently, teachers can easily integrate it into their listening instruction. Moreover, teachers have the flexibility to choose and utilize particular audio files tailored to their students' needs. Utilizing podcasts as a tool for teaching listening proves to be an effective strategy, contributing to an enhanced quality of learning.

A widely utilized podcast platform is Spotify, as highlighted by Salsabila et al (2021). Spotify serves as an application encompassing digital music, podcasts, and a video streaming service, granting users access to a vast array of songs and content from global artists. The convenience of the app lies in its ability to facilitate flexible listening to streaming music, podcasts, and digital videos, which can be easily downloaded via smartphones. This feature positions Spotify as an interactive learning tool for students aiming to enhance their listening skills. The platform offers a diverse range of story themes and captivating digital English stories for users to engage with. Moreover, Spotify provides intriguing functionalities accessible through the web, applications, smartphones, TV, and car radios using the Spotify Connect feature (Andriani et al., 2018).

Three previous studies have investigated the effect of using English podcast Spotify for students. Nisa et al (2022) has studied this to assess the efficacy of podcasts in enhancing students' listening skills. The research employs a quantitative method with a pre-experimental design. Both pre-tests and post-tests serve as data collection instruments. The sample consists

of one class from the seventh grade of SMP Muhammadiyah 35 Jakarta. The analysis indicates that using podcasts proves to be an effective tool for improving students' listening skills, as concluded from the study's results.

Secondly, Izzah et al (2022) this study aims to determine whether there is an improvement in students' listening skills by using the Listening Time podcast on Spotify. This study used a pre experimental method with a one group pretest post-test design. The podcast used on spotify is Listening Time which Conner created. This podcast is made into several episodes, this podcast will air three times a week, namely on Monday, Wednesday, and Friday with one day airing one episode with a duration of about 25 minutes per episode.

The last previous study by Putri (2023) This research aimed to determine whether eleventh grade students at SMA Negeri 3 Kediri might enhance their English listening comprehension by using podcasts, specifically Spotify. The research employed a quasi-experimental design and a quantitative methodology. Students from SMA Negeri 3 Kediri class XI served as the research subjects. Additionally, a variety of podcast applications are available for use as English listening lessons.

Moreover, preceding research that utilized podcasts as educational tools to enhance students' listening proficiency has consistently suggested the benefits of podcasts in the context of English language learning. Nevertheless, this current study distinguishes itself by demonstrating the effectiveness of podcasts, specifically through the Spotify application, for 10th-grade students at SMK PGRI 2 Kediri in augmenting their listening

skills. The utilization of the Spotify application offers flexibility to students, enabling them to learn at their own pace. Furthermore, the study focuses on students with an intermediate level of proficiency to assess the efficacy of using Spotify podcasts as a means to enhance listening skills. The primary aim of this research is to substantiate and explore the proposition that employing podcasts in English as a tool for improving listening skills surpasses the effectiveness of other media.

B. Problem of the Research

Based on the background of the research above, this current research state the problem of the research. Therefore, it is the research interest to focus on : Is there any significant effect of using podcast in Spotify application on class X students listening comprehension at SMK PGRI 2 Kediri?

C. The Objective of the Research

Based on the research problem, to find the results of the research questions, the researcher concludes that the objectives of the research are: To find out and investigate whether there is a good influence in learning English by using English podcast Spotify on students' listening comprehension for class X students at SMK PGRI 2 Kediri.

D. Hypotheses

In this study, there are two hypotheses stated as follows:

- Alternative Hypotheses (H_a) : There is significant difference on listening skill between students taught using a podcast (Spotify) and students taught by using audiobook.

- Null Hypotheses (H₀) : There is no significant difference on listening skill between students taught using a podcast (Spotify) and students taught by using audiobook.

E. Scope and Limitation

This research centers on assessing how podcasts contribute to enhancing students' listening comprehension. The subjects of this study is for class X students at SMK PGRI 2 Kediri. By incorporating podcasts into the learning process, the aim is to facilitate improved understanding of English materials among the students.

F. Significance of the Research

The importance of research is supposed to bring knowledge and some benefits. Some possible ways are presented below:

1. For the Teacher

The researcher hopes that this study can provide valuable assistance to teachers in the instruction of listening skills. As educators, it is essential for teachers to establish a more engaging learning atmosphere. The incorporation of podcast media enables an assessment of students' comprehension in a non-intimidating manner.

2. For the Student

The researcher aims for this study to enhance students' listening comprehension by utilizing podcasts, which offer the opportunity to review material and enhance students' understanding.

3. For the Researcher

This research can serve as a point of reference for upcoming studies, providing valuable feedback and insights into the potential improvement of students' listening skills through the use of podcast media.

G. Definition of the Key Terms

1. Listening comprehension

Listening comprehension is the ability to understand and interpret spoken language, demonstrating the capacity to grasp and make sense of information conveyed through auditory means.

2. Podcast

A podcast is a digital media format consisting of audio files that can be downloaded or streamed online. It typically features a series of episodes covering various topics such as news, education, entertainment, or informal conversations.

3. Spotify

Spotify is a digital music streaming service application that allows users to listen to an extensive library of songs, podcasts and other audio content online.

4. Audiobook

Audiobook is a recording of a text being read aloud and. It can be a dramatized version with multiple voice actors, or anything in between. Audiobooks are available in various formats, including CDs, downloadable digital files (MP3), and streaming services.