

CHAPTER I

INTRODUCTION

This chapter encompasses the background of study, the research problem, the objective of study, the significance of study, the scope and limitation, and the definition of key terms.

A. Background of Study

English has four basic components. Each component is a skill had by pupils. This is because encouraging students to enhance all skill is the effective way conquering language. Francis Green stated that skill is a focus for analytical research and as a core object for policy interventions in the modern global high-technology era. However, Skill itself influences pupils' mindset in learning process. It is important to us as aducators to help them. This aims to make them aware and more focus in learning process. However, Having skill in learning process is essential. Therefor, educators need to give a drill to improve pupils' skill. While, english has four basic skills. Focusing in one skill will be helpful in giving drill, for instance listening skill only.

Listening plays significant roles in EFL classroom and SLA research¹. This is because listening should be taught as a tool of communication. Howatt and Dakin (1974) stated that listening is an ability and understanding to identify speaker's accent and pronunciation,

¹ Hamouda Arafat, An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*.2(2.) 2013, P. 114

speaker's grammar and vocabulary, and speaker's comprehension of meaning². The importance of listening learning process needs to give more attention due to the fact that listening is often neglected by educators. The neglect of the listening skill was accompanied with an ongoing debate about which of the four language skills (speaking, listening, reading, and writing) is the most crucial for the learning and acquisition of a second language. However, past research has thus far revealed that a large proportion of the L2 research findings indicates that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Rost 2002), and it develops faster than the three other language skills, which in turn suggests that it can facilitate the emergence of the other language skills (Oxford, 1990). Overall, listening keeps existing the most essential English skill. It seems that listening takes up 40-50%, speaking 25-30%, reading 11-16%, writing 9% in all aspect of communication³. One of causes the difficulty of developing students' listening is the old technique use.

Technique is a media transferring knowledge. In fact technique use is not appropriate with students' need. This is because educators are not aware of the important media. It seems that some schools use manual media in teaching listening. They are attend to use teacher as a media. Unawareness, this causes crucial problems to the pupils especially in the pronunciation, intonation, and speed used. Therefor, using appropriate

² Ibid, 115

³ Ibid, 114

media is essential. Moreover, the educators could utilize current technology.

The use of such technologies has increased over the years and students now have an expectation of technology use⁴. Recognising new technology to the students facilitate them in learning activities. The latest technology published in the web is podcast. Podcast itself is video series published in the web for users to download via internet⁵. Podcasting was originally for conveying information and entertainment. But soon educators saw the huge potential, it has for pedagogical purposes. Sharples (2000) revealed that Podcasting empowers students to manage their own time⁶. This is because podcast could be downloaded in every time. Therefore, podcast is appropriate media and convenient technology used to enhance students' language proficiency. This is because podcasting enables educators and students to make connections⁷. Some researches argue the effectiveness of using podcast in higher education. However, this paper investigates **“the effectiveness of using podcast to improve listening skill in the second grade of MAN KRECEK”**.

⁴Catherine Sutton-Brady, Karen M. Scott, Lucy Taylor, Giuseppe Carabettaa and Steve Clark, The Value of Using Short-Format Podcasts to Enhance Learning and Teaching. *Research in Learning Technology*. 17(3).SydneyUniversity of Sydney. 2009.P. 219.

⁵ Ibid, 220

⁶ Ibid, 221

⁷ Ibid, 220

B. Research Problem

Based on the background of study, it could be said that listening learning process in a classroom is to be second. However, listening itself is the most difficult one for students. The important one is to make them more enthusiasm in learning activity. So that the problem of the study could be described as follows;

“Do the students who were taught by podcast have better achievement than the students were taught without podcast?”

C. Objective of Study

Based on the problem of the study, the purposes of this study is to investigate the effectiveness of podcast in teaching listening wheather the students taugt by podcast have better listening from the students taught by non podcast.

D. The Hypothesis

Based on the research, the writer builds the hypothesis to make the purpose of this study clear. The writer's hypotheses are:

Null Hypothesis(H_0) = There is no significant differences between teaching listening using podcast and teaching listening without using podcast.

Hypothesis Alternative(H_a) = There is no significant differences between teaching listening using podcast and teaching listening without using podcast.

E. Basic Assumption

The researcher's assumptions of this study are:

1. The second grade students of MAN KRECEK especially in the experimental class and control class have the same characteristic. They have the same listening capability.
2. They do not get English learning activity during the experiment except from the researcher.
3. They never get listening activity using podcast media before.
4. They are honest and serious doing the test given by the researcher.

F. Scope and Limitation

To minimize the possible misunderstanding from the reader, the writer gives scope and limitation to this study. The scope of this study is to know students' listening skill by using podcast could improve or not.

In order to be able to limit the problem of the study, the researcher focuses on the second grade students of MAN KRECEK. The second grade students of sains class are appropriate to be the subject of this study. These will be class A and class B. These classes are intended to have problem in listening activity.

Besides, this paper limits the weakness of the study such as this method is kind of one way learnig. In other word, the students could not give feed back to the learning process.

G. Significance of Study

This study is supposed to be able to give positive contribution for students, teachers, and the next researcher. So they can use it as guidance to be better in teaching learning process :

For students:

The researcher expected that the result of this study could give spirit for the students to learn English especially listening. This is because new appropriate method in teaching learning could give fascinating impact to the students. With the spirit, the students also are supposed to get great score. By the great score, students could get satisfaction. Of course, all enhance the quality of both learning process and the students of second grade of MAN KRECEK.

For teachers:

The result of this study is expected to help English teachers in teaching listening. This also could give new view point and new innovation in teaching learning listening process. Not only that but also it could help English teachers to make variety in teaching-learning of listening. This is because this functions as linkers to link the listening material and students' capability. In other word, this method could make easy in teaching listening. So the teachers do not need to use the old method.

For next researcher:

The result of this study hopefully will be useful for further research. This study is also supposed to be a reference and a supporting

material in development of study. Moreover this could give new insight for next researcher.

H. Definition of Keyterm

Defining the key term will be helpful to know what is the key term exactly. In other word it can avoid misunderstanding defining it.

1. Effectiveness

Effectiveness is an output of specific review or analysis that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements (UNESCO,2004). Then Erlendsson(2002) stated that effectiveness is the extent to which objectives are met(doen the right thing).

2. Listening skill:

Listening is the ability to identify and understand what others are saying⁸. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

⁸ Arif Saricoban, *The Teaching of Listening*. <http://iteslj.org/> (Accessed on Desember, 09th 2015)

3. Podcast:

A *podcast*, a portmanteau of *iPod* (Apple's mobile device) and *broadcast* (Chan, Lee, and McLoughlin 2006; Lim 2006), is a *series* of multimedia files *pushed* to users for *download* via the internet⁹. Therefore the researcher argues that podcast is a video series having many functions, for instance, for entertainment and for enhancing skills.

⁹Catherine Sutton-Brady, Karen M. Scott, Lucy Taylor, Giuseppe Carabettaa & Steve Clark. The Value of Using Short-Format Podcasts to Enhance Learning and Teaching. *Research in Learning Technology*. 17(3). Sydney University of Sydney. 2009. P. 219.