

# **CHAPTER I**

## **INTRODUCTION**

The first chapter discusses about the introduction of the study. It consist of some parts, namely background of the study, research problem, research objective, hypothesis, scope and limitation, the significance of the study and definition of key terms.

### **A. Background of The Study**

Listening is one of the essential skills in language learning. Andriani, Kurniati & Maila (2023) said that listening was a reflective skill as it involved students in captured and understanding the input of English. Listening skills must be taught to the students as often as possible to familiarise them. Furthermore, listening was one of the elements of learning and teaching activities because learners should listen to what the teacher say in order to be involved in the learning and teaching process. According to Afriyuninda and Oktaviani (2021), listening is also the most important language skill and a part of communication, from listening, we can share our ideas with other people. By listening, we understand others and can respond appropriately. This allows us to share ideas, build trust and strengthen relationship. Good listening skills are essential for creating effective communication and open dialog.

Listening skills play a big role in understanding and communicating effectively. In the process of learning English, listening skills are considered the main key to understanding language structure, vocabulary and correct pronunciation. Listening skills have an important role in daily communication and the learning process. Brown (2000) defines listening as an active process

of taking in, analyzing, and comprehending information communicated by sound. Listening is more than just hearing the sounds that enter the ear; it is a complex cognitive procedure that includes several stages, including sound signal receipt to extensive comprehension. Listening training also aims to enable students to filter important information, make logical inferences, and understand the speaker's intent in a variety of communication situations, so increasing overall listening competency in academic and everyday settings.

Teaching listening is a learning process that aims to develop students' ability to understand messages conveyed orally (Rost, 2016). In other words, teaching listening can also be interpreted as a process that aims to help students discover important details, develop inferences from context, and understand potential meaning. Wang (2009) said that the goal of teaching listening skills in a school is to help students improve their ability to understand what they hear. This requires improving one's understanding of spoken language, including sound, intonation, and word meaning. According to Vandergrift (2017), teachers can employ many kinds of strategies, including comprehension exercises, detail recognition, and key message remember it. As a result, students may not only passively capture information, but also successfully respond and interact in real- world communication settings.

Learning the act of listening is a considerable challenge for those who are in the process of acquiring knowledge or skills. Andriani, Kurniati & Maila (2023) said that many learners experience difficulties in understanding listening material. Several problems were identified in some educational institutions with the teaching and learning of English listening skills. The

students showed a lack of familiarity with the act of listening, as well as a lack of exposure to listening to native English speakers. According to Wulandari et al (2022), The difficulty that students have that it difficult to interpret English words, phrases, and sentences spoken by native and non-native speakers who have fluent pronunciation. Based on the results of interviews conducted by researchers at SMAN 1 Purwoasri some students did not understand English much, especially when the teacher played an audio, students are unfamiliar with the native speaker said.

According to Ismail and Abdul Aziz (2020), another difficulty is that students are concerned about their understanding when replying to teacher-posed questions. Some students are concerned that if they give a wrong answer, they may feel embarrassed in front of other students. Based on the previously discussed obstacles and variety, it can be argued that teachers, as important agents in education, must apply and use the necessary strategies. According to Daud, Dar, and Rokan Hilir (2020), interactive and engaging learning media are critical for retention among learners and motivation. Teachers can provide a more interesting and successful learning experience for students' listening skills by including a variety of materials such as videos, podcasts, and interactive applications.

Another problem in teaching listening is the use of monotonous learning media, such as audio recordings without visual aids, can quickly bore students and cause them to lose interest in learning. In addition, the lack of vocabulary known and understood by students has a negative impact on their knowledge and understanding of how to pronounce each word they hear.

Therefore, teachers have an important role in determining students' success by educating and guiding them. Cao and Lin (2020) stated that teachers have an important role in the learning process in the classroom. Teachers not only deliver materials, but also guide, facilitate and create a supportive learning environment. They help students understand concepts and motivate them to achieve learning goals.

Podcasts as a teaching medium provide an alternative approach to teaching listening that is especially helpful in today's digital world. It enables students to listen to the subject matter whenever and wherever they want, allowing them to access the knowledge based on their needs and preferences. This not only facilitates the learning process, but also boosts students' motivation to learn. When student can chose what they listen to, they are more engaged and enthusiasm about learning. According to Sansinadi et al (2021) students can better absorb the context and intonation of spoken language by using podcasts effectively. Students are exposed to a range of dialects, speech styles, and sentences when they listen to various podcasts, which helps them build all-around listening abilities. Furthermore, podcasts frequently address curious and relevant topics, allowing students to more easily perceive the hidden meaning behind the words. Students' listening abilities can increase greatly using this strategy, as well as their ability to notice nuances in discussions, which is a crucial component of effective communication. Overall, podcasts are an enjoyable and participatory approach to learn to listen, which helps students' language development.

Based on previous study have investigated the effect of using english podcast for students. Rahayuningsih et al (2021) has studies this Teaching Listening Ability Through Podcast uses a qualitative descriptive research method which used samples from grade 8 as 25 students. Research indicates that podcasts, namely the Android-based Anchor App, can help students in improving their English listening skills. Fatika et al. (2021) conducted qualitative research on the phenomena of learning in the new normal period, involving 15 high school students. Observations and discussions with students indicate that using podcasts while learning in the new normal period can improve their listening skills.

Salsabila et al. (2021) conducted a mixed-methods analysis of Spotify media from Georgona's podcast, finding positive results for students in asking and providing instruction. The research has benefits for both teachers and students. Students can enhance their listening abilities by using the podcast, while teachers can use it as an alternate learning tool. Gumilang (2020) conducted qualitative research. This study was conducted on first-semester students using BBC News audio podcasts. Implementing radio podcasts as audio material in listening classes has given rise to positive motivation among students.

Previous research have shown that podcasts can increase students' listening skills in learning the English language. This study found that using Podcasts can improve listening abilities for class 10 students at SMAN 1 Purwoasri. The app allows for flexible learning opportunities. This study examines the effectiveness of podcasts for improving listening abilities among

students with intermediate level proficiency. This study aims to demonstrate that using English Podcasts to improve listening skills outperforms other media.

Based on the description above, this research aims to investigate the effectiveness among using podcast media and teaching listening skill. This research entitled “The effectiveness of using video podcast media in teaching listening for the tenth grade students at SMAN 1 Purwoasri”

## **B. Research Problem**

Based on the research background above, this research raises research problems which is formulated as follow : “is using podcast effective in teaching listening skill for the tenth grade at SMAN 1 Purwoasri?”

## **C. Research Objectives**

Based on the research problem, the objective of the research is: to find out whether or not the use a podcast is effective in teaching listening skill for the tenth grade at SMAN 1 Purwoasri.

## **D. Hypothesis**

Based on the background of the study, the following hypotheses can be formulated:

1. Null Hypothesis ( $H_0$ ): There is no significant difference on listening skills between the students taught by using video podcast and the students taught by using animated video.
2. Alternative Hypothesis ( $H_a$ ): There is a significant difference on listening skills between the students taught by using video podcast and the students taught by using animatd video.

## **E. Scope and Limitation**

This research will focus on investigate the effctiveness of using video podcast media in teaching listening for the tenth grade students at SMAN 1 Purwoasri. This research will also compare the effectiveness of using video podcast media in teaching listening skills with traditional methods (Animated video). The subject of this research will focus on class 10 at SMAN 1 Purwoasri. Measuring effectiveness will include improvements in listening comprehension, comprehension skills, and students' ability to respond to information obtained from podcasts. In this research, the researcher using podcast media technology to teaching listening skill by using a person's experience Podcasts.

## **F. Significance of Study**

### **1. For Students**

This study is expected to have direct benefits for students, particularly in terms of increasing English listening abilities through the usage of podcast media. Listening to podcasts allows students to become familiar with various accents and language variances, expand their vocabulary, and increase their comprehension in real-world conversational situations. This encourages students to participate more actively in listening lessons and better prepares them for English conversation.

### **2. For Teacher**

For teachers, this study may be useful as a resource for employing podcast media as an alternate method of teaching listening. The findings of

this study can help and inspire teachers to use podcast media in the classroom, making the learning process more exciting and relevant to real-life situations. This strategy allows teachers to create a more interesting classroom and help students develop their listening skills more efficiently.

### **3. For Further Research**

This research is expected to be the basis and reference for further research in the field of listening learning media in English. This study's findings can help to develop new tactics and approaches to teaching listening, particularly through the use of digital technologies such as podcasts. Further research may expand the scope, for example, by investigating the influence of podcasts on other English language abilities or educational levels, thereby improving understanding of the impact of technology on language learning.

## **G. Definition of Key Term**

To maintain a strategic distance from misunderstanding the wordings used in this consider, the researcher gives the taking after definitions.

### **1. Listening Skill**

Listening skills are a person's ability to understand and interpret information conveyed verbally. Listening skills involve the ability to pay close attention and understand the meaning of what is heard.

### **2. Teaching Listening**

Teaching listening is an instructional method that aims to assist students acquire excellent listening skills in spoken languages. This process consists of a number of strategies, procedures, and exercises



designed to improve students abilities to comprehend, analyze, and respond to the information they hear.

### **3. Podcast**

Podcasts are content delivered via the internet and can be downloaded or played by streaming. Podcasts can be in the form of stories, discussions, learning or other entertainment. This research uses a type of video podcast story telling. Is a type of podcast that focuses on telling stories, both fiction and non- fiction, in an engaging narrative style. These podcasts aim to build atmosphere and emotion through stories delivered orally, often with the help of background sounds or sound effects to enrich the listener's experience. This type of podcast helps listeners hone their listening skills, expand their imagination, and introduce them to different language styles and story structures. The following are the characteristics of the podcast used by researchers in this study:

#### **a. Clear Narration**

To be easily understood, the story must be clear and well-structured. This indicates that the story has a clear beginning, middle and end, making it easier for the listener to follow the storyline. In addition, the characters and setting of the story are clearly defined at the beginning, so that the listener can form a clear mental picture of the environment and individuals in the story.

b. Vocabulary Appropriate for Student Level

The words select must correspond to the student's level of skill in English. The situation may also provide opportunities to acquire some new words.

c. Speech Speed

The narrator talks at an appropriate tempo, neither too fast nor too slowly, allowing students to understand the content.

d. Interesting storytelling style

An excited and passionate narration helps to maintain students' attention and keep them interested.

e. The ideal duration is not too long

Ideally, each episode should run 5-15 minutes so that students do not become bored or mentally exhausted too fast, especially for listening practice.

#### **4. Animated Video**

An animated video is a series of images that play in rapid succession creating the illusion of movement, resulting in a dynamic visual medium. Its purposes range from telling stories, explaining complex concepts, to entertainment. The following are the characteristics of the animated video used by researchers in this study:

a. Content Relevance

b. Clear and Engaging Narrative

c. Modern and Relatable Animation Style