

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, the hypothesis of the research, the significance of the research, scope and limitation, definition of key terms, and theoretical framework.

A. Background of the research

Listening skill in the use of language is necessary to learn. It includes the skill of understanding other people through sound and audio and psychological involvement among some or many people who are talking. Listening is one of the important aspects of human communication. It is always used in everyday life to communicate and interact with others. Listening skill requires an intention, concentration, and energy to understand what the speaker says. Moreover, listening to a foreign language requires cognition of the elements of the foreign language. Therefore, foreign language acquisition and teaching, including teaching listening, need to be paid attention to.

Listening may be very crucial in language mastering as it affords to comprehend for learners and it is additionally a crucial function withinside the improvement of learners' language knowledge. It also allows the listeners to apprehend the sector around us and one of the vital components in a successful conversation. Communication will now no longer be walking properly and can be a trouble in receiving the data if the listener has lack in listening¹.

Teaching helps other people learn to do something, guide in studying something, and obtain knowledge for the learners². In Indonesia, English has become a compulsory subject at the secondary school level. Teaching English in Indonesia (as a foreign language) also begin to be concerned, both in formal institutions and informal institutions (such as courses and tutoring agencies).

¹ Ahmadi, S. M. The Importance of Listening Comprehension in Language Learning. *IJREE: International Journal of Research in English Education*. Vol. 1 No. 1 (2016). P. 7

² Tryanti Abdulrahman et al, The impact of podcasts on EFL students' listening comprehension. *International Journal of language education*. Vol.2 (2). 2017. P. 24

However, teaching listening is rarely taught in the classroom³. There are only a few schools that give practices in listening skill. Moreover, not all schools have language laboratory. Meanwhile, other schools that have language laboratory do not use the laboratory properly and maximally⁴.

Teaching listening is not an easy activity. There are several aspects that become problems in teaching listening. The problems may come from students, teachers, or strategies. Students commonly face problems in listening due to quickly forgetting what is heard, not recognizing the words, understanding the message but not the intended message, unable to form a mental representation from words heard, losing concentrate, missing the beginning, and neglecting the next part while thinking about meaning⁵. While teachers may face the problem due to insufficient time, resources, and material⁶.

To improve listening skill there are some key issues for guide. First, effective listening requires a lot of listening. Second, listening is an active skill. Third, listening involves skilled and orchestrated use of bottom-up and top-down sources of information. Fourth, it is engaging the role of metacognition in successful listening. Listening involves a person-related dimension. Sixth, listening pedagogy needs to focus on listening as a process. Seventh, the learners listen in different ways depending on contextual features.⁷

In teaching listening, the teacher can use many strategies to make the learners mastering the lesson easily, which includes media. Using media as alternative manner can help teaching and learning process⁸. Nowadays, we live in the information and communication technology (ICT) era, where all people can easily

³ Prasetyo, Mifta Danu, and Machdalena Vianty. Using podcast to improve students' listening comprehension on descriptive text. *Jele: The Journal of English Literacy Education*. 2014.

⁴ Ibid.

⁵ Yilmaz, H. et al., "The problems young learners encounter during listening skills. *Procedia: Sosial and behavioral science*." 2015, doi: 10.1016/j.sbspro.2015.07.570. p. 2047.

⁶ Slamet Utomo, et al. The challenge and difficulties in teaching listening: An exploratory research in a Junior High School in Kudus. *Language Circle: Journal of Language and Literature*. 14 (1) 2019. P. 35.

⁷ Suzanne Graham and Denise Santos, *Strategies for Second Language Listening, Strategies for Second Language Listening*, 2015, <https://doi.org/10.1057/9781137410528>

⁸ Adawiyah, A. *The Effectiveness of Popular Songs in Improving Students' Listening Skill* (Bachelor's thesis, UIN Syarif Hidayatullah Jakarta). 2017

learn everything. Because its easy, people can learn everything wherever and whenever they want. It is appropriate with the concept of lifelong learning that people can learn everything wherever and whenever they want. It means that the learning and educating process can be done from cradle to the grave.

There are many alternative ICT tools for teaching media. One of them is Podcast. Podcast is an audio recording that is uploaded to online platforms to be shared with others. It can be accessed from the consumers' media devices, such as music players, computers, and smartphones⁹. It is easy to access podcast due to it is easier than radio broadcast, which is not playable anytime and anyplace. It is also can be downloaded so it can be listened to when the listener is in offline mode.

Podcasts provide listeners with a convenient way to choose and listen to their preferred program. Podcasts, according to Constantine, are a type of web audio publishing that may be downloaded and listened to on a mobile device such as a smartphone, tablet, laptop, or other device¹⁰. Moreover, Podcasts has unique characteristic and different from other audios in terms of its content. The audio content gives authentic listening sources whose listeners may take advantage of it.

Teaching and learning media will be more effective and precise when it is used appropriately for each learner's learning style. Learning style is defined as how a person approaches, processes, and gains new and difficult materials¹¹. Thus, every learner has his own tendencies in his learning process¹². It may be understood that learning style affects the learning process that additionally affects the learners' outcomes. Learning style may be utilized by learners to learn languages, including English. They can pick out a learning style that is appropriate for them to examine and exercise English by themselves. So, the

⁹ Christopher Drew, "Edutaining Audio: An Exploration of Education Podcast Design Possibilities," *Educational Media International* 54, no. 1 (2017) p. 50, <https://doi.org/10.1080/09523987.2017.1324360>.

¹⁰ Constantine, P. "Podcasts: another source for listening input". *The Internet TESL Journal*. 13 (1). <http://iteslj.org/Techniques/Constantine-PodcastListening.html>. (2007) p.

¹¹ Bolander and Bostrom. *Larstilar och lasning*, Brain Books, Jonkoping, 2008, quoted in Elin Olsson. *Learning styles and reading*. Hogskolan I Gavle. 2009. P. 6

¹² E-book: Wilfrid Laurier University, Understanding Your Learning style, (Study skill and supplemental Instruction centre, 2008) p.2

learners will examine at their best by a technique or strategy that is suitable for the learners' learning style.

Every student has their own learning style. In the learning process, They build their knowledge and abilities by utilizing their learning style. They learn by observing, listening to, or doing. They participate in classroom activities that align with their learning styles, such as leading a group discussion, forming conversation groups, and watching films or movies. In this case, teachers can use students' learning styles to help them develop in the classroom activities. The teacher can enhance a comfortable learning environment; challenging and interesting for the learners, including the technique, strategy, or learning style for processing learning materials to overcome students' different learning styles in English learning process.

Based on the explanation above, this research will investigate the significant effect of English Podcast in teaching listening for students with different learning styles in 11th grade. There are some researchers who have investigated podcast media in teaching listening. Tryanti Abdulrahman et al investigated the impact of podcast on EFL students' listening comprehension¹³. 60 high school students in Indonesia are taken as sample for this research with distribution of 30 students in experimental class and the other 30 students are in the control class. Prasetyo et al investigated the use podcast in improving students' listening comprehension on descriptive text¹⁴.

B. Research Problem

Based on the explanation above, the research problem can be formulated as follows:

1. Is the students' listening skill taught by using English Podcast higher than students' who are not taught by using English Podcast?

¹³ Abdulrahman et al., The impact of podcasts on efl students' listening. *IJoLE: International Journal of Language Education*. (2018). DOI : 10.26858/ijole.v2i2.5878

¹⁴ Mifta Danu Prasetyo et al, "Using podcast to improve students' listening" (2011)

2. Is there any significant effect of English Podcast in teaching listening for students with different learning styles?
3. What is the most benefited student from the use English Podcast in teaching listening?

C. Objectives of research

From the the explanation above, the objective of the research are

1. To investigate the difference effect of students' who are taught by using English Podcast and students' who are not taught by using English Podcast
2. To reveal the significant effect of English podcast in teaching listening for the students with different learning style.
3. To reveal the most benefited student from the use English Podcast in teaching listening.

D. Hypothesis of the Research

From the explanation above, the researcher proposes the theoretical hypothesizes which are:

Ho: (Null hypothesis)

1. There is no difference (average) in students' listening skill taught by using English Podcast and students' who are not taught by using English podcast.
2. There is no significant effect of English podcast in teaching listening for the students with different learning style.

Ha: (Alternative hypothesis)

1. There is difference (average) in students' listening skill taught by using English Podcast and students' who are not taught by using English podcast.
2. There is significant effect of English podcast in teaching listening for the students with different learning style.

E. Significance of the Research

This research is expected to contribute as much as possible to foreign language learning, especially in listening skill. Moreover, this research is expected to be useful for the following:

1. For the students

This research is expected to help the students of MA Unggulan K.H. Abdul Wahab Hasbulloh (MAUWH) Jombang to improve their ability in listening skill which is helped by English podcast as learning media. They also will be easy to understand the lesson and hopefully they will learn English more enjoyable.

2. For the teachers

The outcome of this research will be useful for the teachers to apply the suitable media in teaching listening especially in developing and improving the students' ability in listening comprehension by using English podcast.

3. For further researchers

The researcher hopes that this research can help the next researcher in providing and developing new ideas in teaching listening.

F. Scope and Limitation of the Research

The researcher has limited the research on the effect of listening English Podcast in teaching listening for students with different learning style. The participants of the research are the eleventh-grade students of MA Unggulan K.H. Abdul Wahab Hasbulloh Jombang.

G. Definition of Key Terms

These sub-chapter shows the key points of the research.

1. **Listening**

Listening is receiving language through the ears. The process of listening involves recognizing speech sounds and turning them into words and sentences. Listening is a receptive skill, which means that language learners learn new words as a result of what they have heard or listened to. The capacity to receive has an impact on the capacity to produce.

2. **Teaching Listening**

Teaching listening is an attempt to train students to improve their listening skills in a foreign language.

3. Podcast

Podcast is an innovative mobile technology consists of series video and digital audio broadcast that is uploaded to online platforms and could be downloaded and played on mobile devices.

4. Animated Video

Animated videos are videos that are created with unique designs, graphics, illustrations or computer-generated effects that have been made to move in an interesting way using artistic styles. Animated video is one of the teaching ways in improving the students' listening skill.

5. Learning style

Learning style is the way how human prefer to learn something. Technically, someone's learning style refers to the preferential way they absorb, process, comprehend, and retain information. Learning style is generally categorized into three major categories, visual style, auditory style, and kinesthetic style.

H. Theoretical Framework

The theoretical framework is a concept in this thesis about how theories can be related to the factors which are identified as important problem. This research has three variables, Independent Variable, Dependent Variable and Moderator Variable. Independent Variable is Teaching Listening, Dependent variable is student's skill and Moderator Variable is students' learning styles. Moreover, this research is conducted to investigate the significant effect of English podcast in teaching listening for the students having different learning style.

1.1 Table of theoretical framework

