

# CHAPTER I

## INTRODUCTION

This chapter discusses the research background, the research problem, the research objectives, the research hypothesis, the significance of the study, the scope and limitations of the study, and the definition of key terms.

### A. Background of The Research

English is taught as a second language in Indonesia. It is part of the national curriculum and is taught in schools nationwide. Four skills must be mastered during learning English in order to become proficient in the language, namely listening, speaking, reading, and writing. *Listening* is a fundamental language skill that should be prioritized above the other three (Hamouda, 2013). Listening is a popular method for learning English as a foreign or second language. According to the definition, Brown (2001) states that listening is the most important component in language learning and teaching because students spend more time listening in the classroom than speaking. So, listening is one of the abilities for recognizing and understanding what the speakers are saying and a comprehensive activity for assisting students in understanding what the speakers say.

Listening skills are critical to master by students, especially in learning English as foreign language. Students should be exposed to authentic listening materials and engage in continuous listening practices to achieve listening

fluency. However, Camelia, Aditya, and Ridwan (2021) found that multiple problems have been identified in teaching English and teaching listening. First of all, students are unfamiliar with the act of listening. It is only done on occasion, not regularly. Second, students have difficulty spelling words. It means that students can speak fluently yet struggle to spell words correctly. Lastly, the teacher did not provide ideal listening input. The researcher also found similar problems in students of SMA Negeri 1 Gondang. As a result, eleventh-grade students at the school still have difficulty understanding the words they hear. This is due to the rarity of teaching listening given in schools.

In real situations, the teacher only focuses on listening activities that listen and answer listening questions. Barella and Linarsih (2020) state that most listening lessons in schools are only teacher-centered, and using conventional method. That causes students to have few choices to choose the topic they want to listen to. Hamouda (2013) states that students struggled to learn listening skills. Students need help understanding listening materials because they are anxious, have bad pronunciation, vocabulary, speech speed, speaker accent, lack concentration, weak grammatical proficiency, and poor recording quality. As was the case at SMA Negeri 1 Gondang, the eleventh-grade students were given listening lessons through a tape recorder, whose voice was sometimes not clear because of the limited sound range from the tape recorder. As a result, they need help understanding the words spoken by the speaker. Thus, students should be given more opportunities to learn in and outside of school with media that suit their needs.

Mayora (2017) revealed that widespread internet access provides teachers with various listening learning resources. One source of learning to listen is through Podcasts. A podcast is an audio internet publication that may be downloaded and listened to on any mobile device, such as a smartphone or laptop (Abdulrahman et al., 2018). Podcasts can improve language skills, especially listening to vocabulary in a new language. It also provides an unusual listening experience, exposes to native speakers, and offers a variety of difficulty levels. Several applications provide podcast services, and one of them is an application called Anchor. Anchor is a platform for quickly creating and sharing podcasts with a Smartphone. This application can be downloaded for free through the Play Store (Android) and the Apple Store (iOS). The Anchor application facilitates its users to produce podcasts that can be used as learning media. Thus, this application can be used as a listening learning resource that can help students practice their listening skills.

Research so far has revealed that teaching listening is a skill that plays an important role in learning a language, and mastering it requires interesting methods and media. Previous research has revealed two significant points. The first is listening studies, which are reinforced through the use of specific media (Dwishiera et al., 2021; ;Dung, 2021; Agustin & Ayu, 2021), and strategies to improve listening skills (Ramli, 2018; Wah, 2019). The second is the study of the use of podcasts as a medium for teaching listening, such as its effectiveness in increasing student scores before and after using it, as was done by (Wulandari et al., 2021; Nugrahini & Rahmadhani, 2021; Damanik et al., 2022). It was

found that using podcasts to teach listening helps students enhance their listening skills. In addition, the use of specific applications as media for listening to podcasts makes it easier for them to study independently outside of class. However, a study on using podcasts from the Anchor application and its effectiveness on students' listening skills in Senior High Schools is currently under research.

Previous research explains the effectiveness of research. Effectiveness can be tied to relationships in specific contexts, sometimes explicitly. The term "effectiveness" relates to how well something accomplishes its intended goal or produces the expected result. Several factors, including individual skills, knowledge, and external circumstances, also influence effectiveness. For example, a learning method can be said to be effective based on the available resources and the skills of each individual (J. W. Creswell, 2014; Saleh & Khader, 2016; Magableh & Abdullah, 2020). Therefore, effectiveness can be defined as the degree of performance to a planned purpose. It emphasizes an action's actual impact or outcome rather than the efforts or inputs. Effectiveness can be judged using a variety of metrics, including quantitative data and qualitative evaluation. In other words, effectiveness indicates how far results are achieved concerning the aims established.

This study aims to investigate whether using podcasts from the Anchor application is effective in students' listening skills, especially in Senior High School level. This application is a platform that provides various podcasts that can be used to practice students' listening skills. In addition, there are many

studies on using podcast in teaching listening. However, the studies about Podcasts using the Anchor application are still limited. Therefore, the researcher conducted a study investigating the effectiveness of using the Podcast from Anchor application to teach listening. In this study, the researcher conducted research at SMA Negeri 1 Gondang because many students need help mastering listening in this school, especially in the eleventh grade. In this school, teachers still use the conventional method. In addition, SMAN 1 Gondang has not applied the method of teaching listening through podcast from Anchor application in learning. The researcher conducted research entitled “**The Effectiveness of Using Podcast from Anchor Application on Students’ Listening Skills of The Eleventh Grade at SMAN 1 Gondang.**”

## **B. Research Problem**

The formulation of the problem from this research is “Is there any significant difference in scores between students taught before and after using podcast from the Anchor application?”

## **C. Objectives of the Research**

Based on the research focus, the objectives of this research are to find out the significant differences in scores between students taught before and after using podcasts from the Anchor application.

#### **D. Research Hypotheses**

The hypothesis is a temporary result of a problem that still needs to be proven true (J. W. Creswell, 2014). In this study, there are two hypotheses as follows:

1.  $H_0$  (Null hypotheses): There is no significant difference in scores between students taught before and after using the podcast from the Anchor application.
2.  $H_a$  (Alternative hypotheses): There is significant difference in scores between students taught before and after using the podcast from the Anchor application.

#### **E. Significance of The Research**

The researcher hopes this study can give contribution to:

1. For teachers; as a means of improving their teaching methods to achieve better results in students' listening skills.
2. For students; as a means of introducing this media in the learning process to improve students' listening skills after learning to use podcast from the Anchor application.
3. For researchers; as a means of improving good teaching skills as prospective teachers. For other researchers, this research is a reference for conducting further research.

## **F. Scope and Limitation of the Research**

The focus of this study is the mastery of listening skills using podcasts from the Anchor application. The subjects of this study were the eleventh-grade students of SMAN 1 Gondang, while the object was limited to students' listening scores from the pre-test and post-test results using Podcasts and non-podcasts. The limitation of this research is the research was only conducted on eleventh-grade students of SMAN 1 Gondang for the 2022/2023 academic year.

## **G. Definition of Key Terms**

### **1. Listening Skills**

Listening skills is the capacity to comprehend the meaning of the sound captured by the ear, which is essential in language learning (Ramli & Kurniawan, 2018).

### **2. Podcast**

Podcast is a series of audio and video digital uploaded to website, and can be assessed and downloaded from Internet via mobile device or computer (Hasan & Hoon, 2013).

### **3. Anchor application**

Anchor application is a platform that provides podcast listening and creation services (Ruchliyadi et al., 2022).