CHAPTER I

INTRODUCTION

In this chapter, the researcher presents Background of the study, Formulation of the research problems, Objective of the research, Significance of the research, Scope and limitation of the research, Formulation of Hypotheses then Definition of the key term.

A. Background of the Study

Education is the process of imparting knowledge or teaching knowledge by facilitating targets or students with the aim of acquiring knowledge. Meanwhile, from the student's perspective, education means a process or action to acquire knowledge. This means that education has two meanings, namely understanding from the point of view of the person providing education and meaning from the point of view of the person being educated. (Purnomo, 2019: 33).

Education in Indonesia has now entered the era of generation Z or post-millennial. Most of this generation has used the internet at a young age. This generation has the characteristics of quickly adapting or using new technology. With the changing characteristics of students, it is expected that teachers can maximize their function as learning facilitators so that they are able to adapt to the shift in student periodization. As explained by Mulyasa (2013) that the teacher's duty is to be a facilitator whose task is to facilitate learning to students, so they can study with fun and enthusiasm. These feelings is the basic capital for students to

grow and develop into human beings who are ready to adapt and face various possibilities, and enter the era of globalization.

Teachers as facilitators are required to prepare the completeness of learning in follow and comply with the challenges and demands of technology of the times so that they can keep pace with technological developments from time to time. According to Sanjaya (2011) The abilities that need to be mastered by teachers to achieve success in the learning process includes learning materials, teaching methods, learning media, learning assessment and classroom management.

The learning process in Indonesia is currently being hit by the COVID-19 pandemic. Due to the current pandemic, sometimes teachers have to do distance learning or so-called online learning. The message or material conveyed by the teacher must still reach the students as a whole even though the learning is carried out remotely. Therefore, teachers must use interesting learning media that can be used for face-to-face classes or online learning. Furthermore, according to Uno (2007: 54) learning is as a process of synergy that occurs between learning participants and teachers that the purpose is carried out to achieve certain learning goals. Furthermore, the learning objectives are explained by Iqbal (2014) that when students can understand the lesson after learning, the learning includes kind of good learning.

The purpose of learning is for students to understand the material that has been studied. As explained by Arzyad (2003) that the use of appropriate learning media can generate motivation in students. Then it can be said that learning media

is a tool that can help teachers to teach in the learning process (Kustandi, 2013). Learning media is a means to improve teaching and learning process activities. According to Csabay (2006:24), one powerful and well-known way to increase student interest in learning is to bring something extraordinary and new into the classroom because motivation is very important in language learning.

Agustin (2015) explained that the position of English in Indonesia was the same as in other languages such as German, Dutch, French and others. Except Indonesian language and regional languages. In their position as foreign languages, English functions as a means of international communication and then as a tool for the development of Indonesian language into a modern. The position of English education in Indonesia includes foreign language education, but English subjects in Indonesia have been taught since kindergarten. Now, most of the information and knowledge obtained from the internet or digital platforms uses English. English will also be useful for students in preparing their careers because in this digital era, there are many companies that give more value to applicants who have English language skills.

Listening is the first skill that needs to be trained and mastered. Listening comprehension has a very important role as the beginning of other skills, as explained by Budiasih (2020) that listening is placed first because before we speak, we need to listen first. We listen to how English words are spoken by native speakers. Then we imitate what we have heard by saying it. After we can hear and speak in English, then we can read various writings in English to get various

knowledges which then we make writing material. Therefore, listening is a skill that must be mastered first in learning English before other skills.

Furthermore, According to Underwood (1990:15) As quoted in Adnan (2012) in his research it has been found that there are several difficulties found in listening skills experienced by English learners, one of the problems which is listeners do not have the opportunity to ask the speaker to repeat or clarify. The next problem revealed Ummah (2012) That another problem that usually becomes an obstacle for students in learning Listening Comprehension is how Native Speaker speak which is considered too fast for them.

Another obstacle put forward by Loren (2017) that as students learning to listen is the most difficult learning in language learning. This is because the audio recording played by the teacher or teacher is not clear because it is caused by other sounds that are not included in the listening material making it difficult for students to concentrate. By looking at the problems above, Teachers are advised to find the right media in teaching listening. Especially the media that can handle the above problems so it will make students are more motivated in listening comprehension.

Learning media that according to the author can overcome the above problems is Podcast learning media. As stated by Susilowati, et.al (2020) that podcasts are audio that has been downloaded and stored on mobile phones/smartphones, and can be played anytime and anywhere, and can also be played back when we do other activities. Podcasts offer students a lucrative opportunity to repeatedly access content for free and can control the speed at which

verbal and visual displays are offered, allowing students to adequately process content before the next information presented is lost. (Stephen, et.al 2010). The use of podcast media can be used to listening class because podcasts provide a wide selection of topics to get a lot of information and knowledge. Also, this media can also be obtained for free via the internet and can be distributed through social media. Podcast as one of learning media is a vehicle for disseminating learning messages and information.

The study about podcasts has been done Asmara (2017), entitled "*UtiIlizing Elt Podcasts To Develop Listening Comprehension*". The results describe that podcasts can be an alternative solution for teachers and students who face common problems of developing listening comprehension. Teachers and students can download various kinds of podcasts on the internet. Podcast can assist teachers in providing interesting new authentic material for listening with the aim of increasing their level of listening comprehension development.

Well-designed learning media can help students digest and understand learning materials (Muhson, 2010). Moreover, according to Lubaba (2014) as in (Fachriza, 2020) Podcasts provide authentic material for listening activities that are accessed via smartphones, then students are motivated to engage in listening activities and are interested in using podcasts in their spare time. Because they want to listen and practice the content of audio podcasts.

The results of research from (Harahap, 2020) show that students agree that podcasts help them in learning English and they are willingness to use podcast as a

media in listening class. They love podcasts, and they have a positive attitude towards using them. It was explained that podcasts also motivate them. So it can be concluded that podcasts have great potential to improve their listening skills.

The previous studies about the effectiveness of podcast for teaching listening have been conducted by three researchers. From The previous studies, researcher can take the results of research that has been done and used as a benchmark for researcher to write this research. The first study was conducted by Saputra (2014) entitled "*The effectiveness of using podcast in teaching listening comprehension viewed from students' listening habit*" the study use factorial design. The differences between this previous study and this study are from dependent variable, research design, place and time. The Second study was conducted by Widodo and Gunawan (2019) entitled "*Investigating The Effect Of Using Podcast On Students Listening Comprehension*" the study use Quasi-experimental method with post-test only control group design. The differences between this previous study and this study are subject, place and time. The third study was conducted by Sari (2021) entitled "*The effectiveness of podcast application in teaching of listening*" The differences between this previous study and this study are from the research design, place and time.

The development of technology also plays a role in the development of a learning media. Technology-based learning media is becoming more interesting and more practical but does not reduce the essence of the material presented by the teacher (Mustaqim 2017). One of the developments of learning media which is still new is podcasts. Learning media is one of the external factors that influence the

success of learning. Therefore, the selection of effective learning media is very important. Based of the explanation above the researcher want to knows whether the podcast is effective or not as media used in teaching listening comprehension. So the researcher is going to conduct research with the title "*THE EFFECT OF PODCAST ON STUDENTS' SCORE IN LISTENING COMPREHENSION*".

B. Research Problem

Based on the background of the research above, the formulation of the research problem of this study:

Is there a significant difference in students' listening comprehension score between students who are taught using podcast learning media and students who are taught without using podcast media?

C. Objective of the Research

Based on the research question, the objectives of the research is: To know that there is a significant difference in students' listening comprehension score between students who are taught using podcast learning media and students who are taught without using podcast media.

D. Formulation of Hypotheses

There are two hypotheses in this study, null hypothesis and alternative hypothesis:

H_0 or Null Hypotheses stated that there is no significant difference scores of students who were taught using podcasts and those who were not taught using podcasts.

H_1 or Alternative Hypotheses that there is significant difference scores of students who were taught using podcasts and those who were not taught using podcasts.

E. Significance of the Research

The researcher hoped that this research would provide benefits to teachers, students, and future researcher as described below:

1) For the teacher

This research or study are expected to help teachers find effective learning media especially in the listening comprehension.

1) For the Students

The results of this study are expected to improve students' listening comprehension skills.

2) For future researchers

This research or study are expected help future research as a reference that will examine the same topic about podcast as the media for teaching listening comprehension.

F. Scope and Limitation

The scope of this research is focused on students listening comprehension. The researcher limits this study on the listening comprehension. The researcher set the limits of this research in teaching listening comprehension through podcasts as the learning media for students on the eight grade in the academic year of 2022/2023 at MTsN 6 Tulungagung.

G. Definition of Key Terms

1) Podcast

The definition of podcast is internet audio that can be publish in a site which these audio recordings are construct to be downloaded and listened to mp3 player or in a computer (Rahman,et al, 2018).

2) Listening Comprehension

Listening comprehension is the process of understanding spoken language such as knowing the sound of speech, understanding the meaning of words spoken by an individual and understanding sentence syntax (Ahmadi,2016).