

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained the background of the study, the statement of the research problem, the objectives of the study, the scope of limitation, the significance of the study, and the definition of the key term.

A. Background of Study

In Indonesia, English is a foreign language. Some of the Indonesian people are not fluent in English. So, that's why the Indonesian government put English in school materials starting from elementary until senior high school. English can increase people's value if the individual can understand English. It is because when people can speak English and are fluent in English, they can have a large opportunity to learn other subjects like science, computer, and many more (Abduh & Rosmaladewi, 2019). It is because communication is impossible without shared knowledge and assumptions between speakers and hearers (Nurhayati & Fitriana, 2018). So, the teacher in Indonesia must accommodate the implementation of both English and Indonesian language to develop student ability in understanding Indonesian language and English.

English has a lot of learning media, according to (Murat Hişmanoğlu, 2005), literature can be one of the learning media for the student. Why can literature be one of the learning media? Because literature has some criteria as a learning media for the student. First, literature can cover a large area of the English language. In literature, there are some elements like vocabulary, grammar, and pronunciation. The teacher can create a way to teach English using literature, for example, the teacher can give students the task to read loud parts of the literature. So, it helps the student to improve their speaking ability, especially in pronunciation. And for other students, it helps them to improve their listening

skills because they listen to what their friends read. Second, literature is an authentic material. The teacher can easily find a lot of new titles of literature to teach their students with different titles of literature for every class. Third, literature can improve students' social skills. Novel in this thesis as podcast material. Why? Because novels can cover the English skills that the student needs to learn. In the novel, there are verbs, grammar, and morphemes. Novels have a lot of linguistic elements (Tsai, 2012). More specifically, the type of novel used in this thesis is narrative text.

In Indonesia, English is foreign language because in Indonesia, Bahasa Indonesia is standard language used by people to communicate among them. Bahasa Indonesia and English have different system including phonological, supra segmental phoneme, stress, intonation, orthography grammatical, and word order (Astuti et al., 2020). So, that's why students in Indonesia must learning English since elementary school. Nowadays, the development of technology can help students to improve their ability in English. They can read a book from an online application to increase their reading skill. Technology can increase student skills in learning English, passive skills, and active skills (Widodo & Gunawan, 2019). The question is what kind of technology can improve students' ability and how that technology can improve students' skills in English? One of the technologies that can be used is the podcast. The podcast was created in 2004. The podcast is an audio record that has some specific content, for example, educational content (Widodo & Gunawan, 2019). The student can listen to the podcast anywhere on their mobile phone. The podcast can improve students' listening skills in English because they can listen to podcasts again and again. So, they can memorize the pronunciation and English sentences because they listen to the podcast continuously (Widodo & Gunawan, 2019).

The podcast not only accommodates listening skills but also speaking skills. How does a podcast accommodate it? The teacher asked the student to create a podcast. So, the student must record their voice by using the podcast applications. After they record it, they can listen to their voice and they can know

their lack of speaking by listening to their voice in the podcast (Bustari et al., 2017).

In this thesis, podcasts are learning media to help students generate their ideas in writing narrative text. The narrative text is a text that tells a story from the writer to the reader (Khotimah, 2021). The genre of the story can be mystery, adventure, horror, folklore, and many more (Khotimah, 2021). The narrative text is an easy text for students to help them improve their English skills because the narrative text has a unique pattern of text. The narrative text has a chronological sequence that helps the student understand how to write it (Khotimah, 2021). So, narrative text is one of the texts that can help students improve their writing skills, especially for students who are learning English as a foreign language.

In this thesis, generating ideas for writing narrative text is an activity that helps the student to develop their creativity in writing, especially narrative text. Generating ideas is a process of writing to outline the idea of what the writer wants to write in their work (John, 2014). In this case, the student generates their idea about a narrative text. The student makes the point that they want to write in the text. It is stated in the previous quantitative study that podcasts can be used as a learning media, especially in listening and speaking skills in Bustari study. Bustari, Samad, and Achmad said that podcast can improve the student's ability in speaking because podcast helps students' to understand pronunciation and grammar (Bustari et al., 2017). The podcast can improve student creativity in writing because podcasts have a million themes. Also, podcasts can improve students' ability in writing because podcasts have a lot of new vocabulary. It can enrich the student's vocabulary in English. Podcasts not only enrich the student vocabulary, but also give them example of how to use grammar correctly for writing (Lauer, 2019). For listening skills, podcast can improve student listening skills because podcasts have a variation of the verb, grammar, and pronunciation (Widodo & Gunawan, 2019). So it is hardly found a study verifying the effectiveness of podcasts on students' writing skills, especially in junior high school. Most studies choose senior high school students as research participants.

Thus, it is significant to carry out a study on this theme. The podcast audio narrative text in this thesis is used to check if podcast audio narrative text is effective to teach student in writing skills or not. This study is significantly carried out for some reasons: if the narrative novel audio podcast is effective for the student in junior high school or not, especially the student in SMPN 2 Sumbergempol grade 9. If podcasts are effective for students generating ideas in writing narrative text, especially in inclusive class. So, from the explanation in this background of the study, the researcher write a research about “The Effectiveness of Podcast Media Towards the Students’ Ability of Generating Ideas To Write Narrative Text In An Inclusive Class.”

B. Statement of Research Problem

Based on the explanation in the background of the study, the research question of this research is:

1. Is a podcast effective to teach student writing skills in SMPN 2 Sumbergempol?

C. The Objective of the Study

Based on the statement of the research problem, the objective of the study is:

1. To find out the effectiveness of podcasts to teach student writing skills in SMPN 2 Sumbergempol.

D. The Scope of Limitation

The scope of this thesis is limited only focusing to find out whether podcasts can improve student writing ability. And the limitation of this study is only for the student in SMPN 2 Sumbergempol grade 9.

E. Hypothesis

The hypothesis of this research is:

H0: Podcasts are not effective to help students generate an idea in writing skills.

H1: Podcasts are effective to help students generate an idea in writing skills.

F. Significance of the Study

Based on the explanation above, the significance of this study is:

1. For Teachers

This research can be one of teachers references to develop the learning materials and learning style. Also, it can help the teacher to understand students' ability in English, and the teacher can improve their students' ability.

2. For Future Researchers

This research can help future researchers as one of the references to develop other research to help the student improve their ability in English.

G. The Definition of Key Terms Used In This Thesis

There are two definitions of key terms, that is:

1. Podcast

The podcast was created in 2004. The podcast is a combination words from a pod that refers to iPod and broadcast. The podcast is an audio/video file that is uploaded on the internet. Internet users can download and save the podcast to listen to it later and continuously (Bustari et al., 2017).

2. Writing

Writing is a creative process to construct the information that the writer gets and share it in sentences. Writing aims to share ideas with people (Komariyah, 2013).

