

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the research, research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Study

Firstly, I chose SPMIT Al Asror Tulungagung because it is part of the Al Asror Tulungagung foundation, which has various school branches including PAUD, TKIT, SDIT, and SMPIT Al Asror. Initially, all of these schools were in the same location in the village of Ringinpitu Tulungagung. However, due to the need for more classrooms in SDIT, SMPIT was eventually moved to the village of Sumbergempol Tulungagung. Despite having very few students, I chose this school as research material for its progress. I hope that by studying this school, future researchers and people will become aware of it. Ultimately, I hope that more students will be able to attend SMPIT Al Asror Tulungagung and the school will gain greater recognition.

In learning a language, listening is one skill that should be acquired at an early stage before other skills such as reading, writing and speaking. After listening someone will learn to speak a sentence or words that he or she heard. In learning a foreign language, learning listening does not only study the

utterances or words that we heard but learners should learn the utterances that happened in real context or situational. To build their ability in listening can use exercises that can draw the learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language.

Listening is the major component in language learning and teaching because in the classroom listen more than speak. It can be concluded that

listening is essential in carrying out daily activities. So, listening first is the right way to make interpreting much easier when we interpret a meaning.

According to Richard & Renadya (2022) stated that listening have the crucial role in communicating because it is impossible to speak first rather that listen.

The study of listening comprehension in the field of education is based on several theories and research studies that have been conducted over the years. These theories provide a theoretical background for the study of listening comprehension and can be used to guide the design and implementation of listening instruction for students.

The Interactive Model of Listening Comprehension is one of the most widely accepted theories in the field of education and it suggests that students should engage both top-down and bottom-up processing in order to improve their listening comprehension skills. This model emphasizes the importance of using prior knowledge, schemas, and expectations to make predictions about the content of the speech and to fill in any gaps in understanding, but also encourages the use of the sounds and words heard to confirm or disconfirm

predictions.

Another important theory that informs the study of listening comprehension in education is the Input Hypothesis, which states that students learn a language best when they are exposed to language that is just slightly beyond their current level of comprehension. This theory suggests that teachers should provide students with listening materials that are slightly challenging, but still understandable, in order to help students advance their listening skills.

According to Brown (2004), there are five forms of listening; Intensive, Listening for the perception of a longer stretch of language's components (phonemes, words, intonation, discourse markers, etc). Responsive; Listening to a brief of language (a greeting, query, directive, check for understanding, etc). Selective; it is possible to "Scan" for detailed information by listening to periods of talk are several minutes long. The goal of this performance not only requires comprehension of longer stretches of spoken language (such as classroom instructions from a teacher, television or radio), but it also requires the ability to comprehend specific information (such as the content of an article) in context. This ability is required to fulfil the requirements of this performance. Students might be instructed to listen for specific names, numbers, grammatical categories, or instruction as part of a selective listening exam.

In addition to these theories, research on listening comprehension in education has also shown that students benefit from practice with authentic

listening materials and from opportunities to engage in interactive listening activities. This research also highlights the importance of providing support and feedback to students as they listen, and of helping students to reflect on their own listening process in order to become more aware of their own listening strategies and how to improve them.

Overall, these theories and research studies provide a strong theoretical background for the study of listening comprehension in education and can be used to guide the design and implementation of listening instruction for students.

Listening is important in the language classroom because it can provide contribution for the learners. If the learners cannot understand the process of listening at the right level, the simple learner cannot begin well, because listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is one of the achievements of language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

Based on the explanation above, it can be concluded that listening is one of English language skills considered important in our life. So, in that sense, it

is important for the teacher to use a lot of media in the teaching listening to help the students to be more active in the learning process. There are many sources that can be a media in teaching listening. One of them is using podcasts. The term 'podcast' was first coined in 2004. The audio recording can be downloaded or streamed from several websites and it is portable for MP3 players of any type, or on a personal computer. Different from other audios, podcasts are delivered online automatically via website. Those offer language teachers and students a wide range of possibilities of extra listening practices both inside and outside of the classroom.

The background of this study is rooted in the theory of teaching listening comprehension and the use of technology in education, as outlined in the book "Teaching Listening: From Theory to Practice" by Richards and Renandya. Specifically, we will be examining the effectiveness of using podcasts as a support tool for teaching listening comprehension, as described in the book. The main theory that we will be verifying is the multimedia principle, which states that people learn better when information is presented in multiple formats (text, audio, visual) rather than in just one format, as described in the book. In this study, we will be using podcasts as a supplementary tool for teaching listening comprehension, and measuring the impact of this method on students' listening abilities in order to verify the effectiveness of the multimedia principle in the classroom setting, as stated in the book. Additionally, we will also be exploring the use of podcast-based activities in the classroom, such as

listening tasks and discussions, as a way to enhance students' listening comprehension skills, as suggested in the book.

In teaching listening many things must be prepared such as material that is easily understood and consider the ease of accessing the material because teaching listening in the classroom requires learning media that really must be adapted to the material to be taught and the results can be measured with clear standards. In the digital era nowadays, many things can be used by teachers in teaching listening, one example is using Podcasts, podcasts have many advantages including ease of accessing and a lot of podcast topics is available and easily adapted to the material to be taught at class, therefore the researcher beliefs that Podcast is needed to make learning process success.

Podcast media can help teachers in growing confidence and make learning more enjoyable. The type of the podcast are generally MP3 and MP4 that can be played and downloaded on the iPhone or windows. The first podcast was released in early 2005. To find the existence of a podcast is certainly not complicated. Many platforms provide podcasts, such as youtube, Spotify, and others. Podcasts are video or audio files uploaded to the internet, becoming developed as one media in the academic. Podcasts also provide a variety of learning materials and video/audio file can be uploaded to a platform for people to download and hear at all times.

Fortunately, the research in podcasting for language teaching and learning English has been investigated by many researchers. According to

Kavaliauskiene (2008) investigated the use of podcasts as listening tools outside the class, used by 27 students of psychology and law at Mykolas Romeris University, Lithuania. The study showed that most of the participants respond to podcasts as a good tool for enhancing their listening achievement. The second one, Hasan and Hoon (2013) have reviewed twenty journal articles regarding the research of podcasting in a late few years. The findings from the review underlined two things; first, podcasts greatly supported the students in improving their English achievements and other aspects such as grammar, vocabulary and pronunciations. 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.

Related to the explanation above, the researcher intended to find out the students' effectiveness on the use of podcast in listening activity. The researcher intended to find out the effectiveness of using podcasts in improving students' listening skills authentic learning experience for the students, allowing them to communicate regarding topics discussed in their English as a Foreign Language (EFL) classes.

Additionally, students found extensive listening practice with podcasts highly effective in helping them improve as second language listeners. The study aimed to investigate whether there were significant differences in English listening and speaking achievements between students who used podcasts and those who did not.

Is there any significant different score of the second year graders' Listening Comprehention taught using and without using podcast. Therefore, the researcher is interested in conducting research entitled "*The Effectiveness of Podcast on the second year graders' Listening Comprehention student of junior high school at SMPIT Al Asror Tulungagung*".

B. Research Problem

Based on the background of the research, the writer formulates the research problem in the following question:

1. How is the students' achievement in Listening Comprehention before using podcast?

2. How is the students' achievement in Listening Comprehension after using podcast?
3. Is there any significant different score of the second year graders' Listening Comprehension taught using and without using podcast?

C. Objectives of the Research

Based on the problem above, the purpose of the study in this research is as follow:

1. Find out the the students' achievement in Listening Comprehension before using podcast
2. Find out the the students' achievement in Listening Comprehension after using podcast
3. Find out if there is any significant different achievemebt of the second year graders' Listening Comprehension taught using and without using podcast

D. Research Hypothesis

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 hypothesis): There is no significant difference in scores between students taught before and after using the podcast

2. Ha (Alternative hypothesis): There is significant difference in scores between students taught before and after using the podcast.

E. Significance of the Study

This research gives some useful information about teaching reading and the use of Podcast media. This research also presents the significant using Podcast the teaching of listening achievement to the second grade students in SMPIT Al Asror Tulungagung.

Hopefully, the result of this research is useful for the writer, the students, the teacher, another researcher and all the readers. The significance of the research are:

1. The teachers

The result of this research is expected to help teachers improve their teaching learning process in listening subjects by using podcast as optimally as possible. The result of the study will be used as a consideration to raise teachers' awareness in developing and applying the suitable media that would make easier for teaching learning process.

2. For students

The students can use the result of this study to know the benefit of using podcast in their learning process. So, they would be interested in the learning process in their class.

3. Future researcher

This research is expected to be reference for another researcher that wants to research the same topic and the same object.

F. Scope and Limitation of the Problem

This research just focused on podcast as a media that is used to stimulate the students' listening achievement in the classroom. The writer will choose students of the second year students of SMPIT Al Asror Tulungagung year 2022/2023, while the object was limited to students' listening scores from pre-test and post-test result using podcast and non podcast.

G. Definition of Key terms

From the research problems stated, this research focused on students' perception of using Podcast on students' listening achievement of the second year students of SMPIT Al Asror Tulungagung. In order to avoid misunderstanding and misinterpretation, the key terms of the research are defined as follow :

1. Teaching Listening

Listening comprehension is the ability to understand spoken language and interpret its meaning. It involves processing spoken language in real-time, considering context and tone. Skills include passive listening, discriminative listening, informational listening, and strategic listening.

Phonological, syntactic, semantic, and pragmatic knowledge are utilized to understand spoken messages. Podcasts can be helpful in developing listening comprehension skills, and passive listening is the most common approach. Using transcripts or subtitles can improve listening comprehension, and techniques such as pausing, rewinding, and repeating words and phrases can aid understanding. Additionally, practicing pronunciation and applying knowledge of phonology, syntax, semantics, and pragmatics can enhance listening comprehension skills. In summary, podcast listening comprehension entails understanding and deriving meaning from spoken words and sounds, and it can be improved through various strategies and techniques.

2. Podcast

Podcasts are digital audio files that can be downloaded or streamed from the internet. They cover various topics and can be accessed on different devices. Subscribing to podcasts allows listeners to automatically receive new episodes. Podcasts are convenient and flexible, letting listeners access content at their own pace. In the context of education, podcasts are used to provide authentic and engaging listening material for students. They consist of spoken language in natural contexts and help learners improve their listening skills by exposing them to different accents and situations. Podcasts can be used as supplementary material in the classroom to provide a more realistic and engaging listening experience for students.