CHAPTER I

INTRODUCTION

This chapter contains background of the study, formulation of research problem, research objectives, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

English is designated as a foreign language in Indonesia, and its implementation is carried out by teaching English subjects at all levels of education. The purpose of learning English, in the National Curriculum is that students can build the ability to communicate and interact with others using English and manifest it in spoken and written form Abdurrahman et al. (2017). Apart from that, there are some important components or several skills in English that should be mastered. This follows the opinion of Rost in Widodo & Gunawan (2018, p. 107) who says there are four language skills: listening, speaking, reading, and writing. However, this research will focus only on listening skills. Listening skills play a big role in language learning. According to Rahman et al. (2018) in language learning, as much as 40% of the time is spent listening.

From time to time, the ability to listen effectively has become a major issue that needs attention because listening serves as the basis for language acquisition to communicate well. In general, people communicate in various ways. Some argue, criticize, give advice, judge, interrupt, and others respond to the above. According to Arifudin (2020), listening comprehension is an intensive listening activity in which a person must capture, understand, and decide the main meaning of the material presented. Students must maintain concentration and focus on keywords or phrases throughout the procedure in order to understand the implicit meaning. Unfortunately, it is natural for students to struggle with listening since listening to English is not the same as listening to the language that is frequently used especially when English is not the student's mother tongue. As concluded by Wilson (2009) categorizes difficulties into four categories: characteristic of the message, speaker, listener, and physical context. Listening to audio message will be more difficult than reading the same message in textual form for message contained in listening materials. According to Yilmaz & Yavuz (2015), there are several difficulties in listening comprehension that teachers can

help students with: difficulty remembering what they listened to, understanding the speaker's accent or rate of speed and limited listener vocabulary. Listeners are frequently unable to predict what the speaker will say, whether it is from the news on television or from regular conversation. Also, the voice messages cannot be heard at a slower speed, making it impossible for listeners to adjust to their capacity to capture information from what they hear. Background noise and ambient noise can also distract listeners from the content of the message being received. It signifies that students are having difficulties understanding what the speaker is saying. As a result, the students have listening impairments, and the majority of them are unmotivated to learn to listen. As we all know, listening is one of the English skills that must be mastered.

Listening has been described as an active skill that includes several processes. According to Solak and et al. (2015) in Prospective EFL Teachers' Perceptions of Listening Comprehension Problems in Turkey assumed that Listening Skill difficult after speaking learning, and listening comprehension is a more complex problem-solving activity that can be broken down into distinct factors like process, listener, input, task, affect and context. It means, Listening is one of the skills that have some complex problems when listening to a song on the radio, audio, or someone or a native speaker speaking caused by a process in listening in running well or we cannot hear clearly what they say. Another aspect also that listening skill is one of skill that little bit difficult because of the researcher country, English is a foreign language. It means, that society is not familiar with the English language because of societies' habitual and less knowledge about English itself. Kavaliauskiene (2008) investigated the case regarding the use of podcasts, and the results of his study were podcasts as a technology for self-evaluation of their own performance in listening practice and podcasts as a blended learning technique where in addition to studying in class, the rest can also combine it with listening to podcasts. Hasan and Hoon also carried out a similar study in Darwis (2016) they have reviewed 20 journal articles about podcasting, and they got two important points, the first is podcasts really support students in improving their English skills. Second, most students feel and show very good attitudes and perceptions towards podcasts in learning English, especially to improve listening skills.

Based on preliminary data, it finds problems with listening ability in English. It turned out that some students also experienced the same difficulties because they were still not used to it and had not practiced it before. There are more than half of the class or around thirty people facing the same difficulties. With this problem and several

difficulties that often occur, communication using English is hampered because they can't understand what native speakers talk about in English clearly, which can cause misunderstanding in some pronunciations. As stated by Shelton (2008), students have difficulty identifying specific sounds and word boundaries in the stream of speech. Students may not be able to distinguish between distinct sounds in English, such as words like "there," "their," and "they're". As a result, they are unable to appropriately understand the sound. The second difficulty is interfering with the listening text. Students are unaware that simply listening is insufficient since they must think about what they hear as they hear it. The third difficulty is the students' limited vocabulary.

As a source of relaxation, music is also source of inspiration and radio is theatre in the mind, because when you listen to radio, you imagine the characters, the locations, the action, etc., from the speaker you are listening to, then podcast is an exploration of the human cognitive system. Anyone with the required technology may make and consume speech media nowadays. As technology continues to develop, young people nowadays love these music platforms. Based on podcast statistics by Demandsage, with a 33.7% share, Spotify is the leader in podcast streaming. Spotify also has the biggest podcast library in the world, and anyone can add their podcast to Spotify in a few easy steps. Apple podcast has a handsome 27.6% share as many people around the globe use an iOS device and use Apple podcast to tune into their favorite shows, making it the second biggest player in podcast streaming. Although many researchers have researched using podcasts as media technology in learning listening. But research like this will continue to reveal the possibilities of podcasts in language learning, especially in terms of listening skills, Darwis (2016).

Podcasts are usually in the form of audio or video files, and they have significant role to improve learners listening skills. Podcasting has huge potential in improving learners' listening and speaking skills (SZE, 2006, p. 121). In process of learning English, especially to improve listening skills, nowadays there are many media that can be used, one of which is by utilizing technology. In the field of language teaching, listening applications are becoming increasingly popular, and 'podcasts' are especially attractive to language learners, and of the many technologies that can help language learning to improve students' listening skills, one of them is the Spotify application.

Spotify is one of famous application in the world. Based on Spotify Revenue and Usage Statistics (2024), Spotify is the world's biggest music streaming platform by number of subscribers. Users of the service simply need to register to have access to

one of the largest collections of music in history, plus podcasts and other audio content. Spotify is one of digital music, podcast, and video streaming service that gives the listener access to millions of songs and other content from artists all over the world. Spotify application launch on 7 October 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006. Spotify application have some features like digital music, podcast and video streaming. In digital music, users can play their favourite song in that application. In addition, Spotify application can be used on both Android and iPhone. So, anyone can get and access it easily as long as there is an internet quota. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. According to Constantine in Harselina (2019), a podcast is a kind of audio publication that can be downloaded and listened to on portable electronic devices including laptops, tablets, and smartphones. One of the free audio learning options available today via the internet and other technologies like Spotify is the podcast. A podcast could be helpful for EFL students, especially when it comes to developing their listening skills because it offers a variety of topic discussions that allow students to access materials or topics that interest them while also becoming more familiar with the language. According to Rahman et al. (2018), podcasts, which were only accessible in audio format, have experienced an evolution and are now offering scripts and worksheets. This update might help EFL students in improving their listening comprehension. Several research projects on the subject were conducted. According to research by Harselina (2019), podcasts are a great tool for improving students' listening skills. Rahman et al. conducted a research that was comparable in 2018. It looked at how podcasts affected EFL students' listening comprehension and found that students were interested in applying podcasts as a teaching instrument.

Based on those features from Spotify and some previous studies about podcast, the researcher decided to choose Spotify application as the way to improve students' ability in listening. Since the researcher feel that Spotify application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily. Podcasts are considered a useful technological medium for improving listening skills.

From several features on Spotify and the explanation above, the researcher decided to choose podcasts in use of the Spotify application to see the effectiveness of increasing students' listening skills through podcast will have different results. According to the previous studies, some researchers discuss about multimedia

application or podcast, they don't use podcast to do this research, and the research subject most of them are school students. Here researchers have compared. The difference or gap here is that the use of Georgina's podcast on Spotify in learning uses the subject of students majoring in English. Considering the problems above, it is necessary to conduct research on "The Effectiveness and Students' Interest of Using Podcast of Spotify Application in EFL Listening Class at the First Semester Students of UIN Sayyid Ali Rahmatullah Tulungagung".

B. Formulation of Research Problem

1. Is there any difference in students' listening skills before and after listening using Georgiana's Podcast on the Spotify application?
2. How interested are students in using Georgiana's podcast on Spotify in the listening class to improve their listening skills?

C. Research Objectives

Based on the formulation of the research questions, this research aims:

1. To find out if there is a difference in students' listening skills before and after using Georgiana's podcast on the Spotify application in listening class for 1st semester English students.
2. To find out the students' interest in learning listening comprehension by using Georgiana's podcast on Spotify application.

D. Significance of the Study

The results of this study are expected to provide significance for the following studies:

1. Lecturer

   Lecturers at Sayyid Ali Rahmatullah State Islamic University of Tulungagung can get benefit from this research. They can use the application applied in the research process to improve students' listening skills.

2. Students majoring in English

   Students can realize that listening is a very important skill in English, students who have difficulty listening to English words can learn practically so that it is easy for them to learn to listen.

3. Researcher

   For researchers, this will be an experience of how to conduct research teaching. And the researcher hopes that this research can be used by other students from the English Department of Sayyid Ali Rahmatullah State Islamic University of

Tulungagung, especially those who are interested in the same field by taking the results.

E. Scope and Limitations

In order the research carried out is more directed and focused. Then the limitations of the problem in this research are as follows:

1. Listening ability focused on the listen in detail information by using Georgiana podcast on the Spotify application, which is a type of one-way listening.
2. Only for the 1st semester English Department of Sayyid Ali Rahmatullah Tulungagung State Islamic University because this podcast is included mini-stories and point of view technique.
3. The material specifically taken from Georgiana podcast from Spotify application.

F. Definition of the Key Terms

1. Listening Skill

   Listening skill in the term of this context is define as basic skill in language learning, and listening is a receptive ability where a person hears new words from what is heard so that it will affect the production of language.

2. Spotify

   Spotify is a music, podcast, and video service application that gives you access to millions of songs and other content from creators around the world.

3. Podcast

   Podcasts are digital audio files available on the internet for download to computers or mobile devices, usually available as a series, of which new instalments may be received by subscribers automatically.