

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the topics related to the study such as background of study, research question, purposes of the research, the hypothesis, significance of the research, the scope and limitations of the study, and the definition of key terms.

A. Background of Study

Listening is an important part of the activity of obtaining information. In the process of listening, it requires various types of knowledge and processes that interact with each other. Listening is a skill that is both active and receptive. This means that a person must receive and understand the incoming information (input).¹ We are able to listen and understand something more broadly than our ability to re-express that information, because listening is a receptive skill.

In recent years, the teaching of listening has continued to develop through the use of digital technology, interactive media, and the integration of authentic materials. Teachers are increasingly using audio from real-life contexts, such as podcasts, short videos, audio daily conversation, or voice recordings, to help students improve their listening comprehension.

¹ H. Douglas Brown, *Practical English Language Teaching, Language, Principles of Language Learning and Teaching, The Ultimate FE Lecturer's Handbook*, 2006..

Listening skills are closely related to language learning, especially English. Listening is one of the most important skills to be taught and learned in foreign language classes. To develop listening skills, it is important for students to be introduced to various dialects, accents, and varieties of speakers. One of the modern innovative methods to develop students' listening skills is the audio segment method.

The audio segment method is a method that aims to divide a digital audio signal into segments, where each segment contains audio information with a specific acoustic type, such as human voices, music, nonverbal activity sounds, animal vocalizations, environmental sounds, noise, and others.² In its application, this method divides the audio into parts based on their level of importance to make it easier for students to process the information they hear.

However, in classroom practice, the use of audio materials for listening activities can vary depending on the teacher's approach, facilities, and curriculum. Some teachers still apply conventional strategies, such as reading texts and translating them, while others have begun incorporating more authentic listening resources. However, based on informal observations and discussions with English teachers, it appears that audio-based listening activities specially those that use segmented audio are still not widely implemented. This situation provides an opportunity to explore whether the

² Theodoros Theodorou, Iosif Mporas, dan Nikos Fakotakis, "An Overview of Automatic Audio Segmentation," *International Journal of Information Technology and Computer Science* 6, no. 11 (2014): 1–9, <https://doi.org/10.5815/ijitcs.2014.11.01>.

audio segment method could support students in processing listening materials more effectively.

Previous studies have mostly focused on audio-based learning such as podcasts or listening strategies in general. However, specific research on the use of segmented audio specially at the junior high school level is still limited. This represents a research gap that needs to be explored.

Therefore, this is in line with the phenomenon found by researchers at the research location, namely at MTsN 10 Blitar. Researchers observed that students had low listening scores due to several factors, such as difficulty in developing skills and inappropriate listening teaching methods. Based on initial observations at the school, it was found that students often felt confused and unfocused when listening to audio that was too long in learning activities. This strengthens the suspicion that the methods used today have not been able to build listening comprehension to the fullest.

Understanding the effect of implementation audio segments on students' listening skills is important for supporting the development of better teaching practices. By examining the effect of this method on students' listening comprehension, educators can improve learning strategies to better suit the needs of diverse students and improve overall language skills. This is the main basis for researchers in conducting research on the effect of the implementation of the audio segment method on students' listening skills.

B. Research Question

1. Is there a significant difference in students' listening skills before and after the implementation of the audio segment method?
2. Does the implementation of the audio segment method improve students' listening skills?

C. Purposes of the Research

Based on the research question, the research aims to:

1. Examine students' listening skills before the implementation of the audio segment method.
2. Examine students' listening skills after the implementation of the audio segment method.
3. Analyze the effect of the audio segment method on students' listening skills.

D. Hypothesis

There are two hypotheses in this study, namely the null hypothesis (H_0) and the alternative hypothesis (H_a)

1. Null Hypothesis (H_0):

The Implementation Effect of Audio Segment Methods has no significant effect on the listening skill of the seventh grade students at MTsN 10 Blitar.

2. Alternative Hypothesis (H_a):

The Implementation Effect of Audio Segment Methods has significant effect on the listening skill of the seventh grade students at MTsN 10 Blitar.

E. Significance of the Research

The finding of the study are hope to have benefits for teachers, for writers, and for students:

1. For Teachers

This research can assist teachers in creating more engaging language learning experiences by using the audio segment method to improve listening skills. It provides a strategy for better supporting diverse learners and enhancing overall language learning outcomes.

2. For Writers

Conducting this research will provide the author with a deeper understanding of how the audio segment method impacts listening skills, enabling the development of more engaging and effective learning materials tailored to students' needs and preferences.

3. For Students

The findings of this study can benefit students by enhancing their language learning experience. Understanding how the audio segment method improves listening skills can encourage students to incorporate more audio resources into their study routine, thus becoming more proficient and confident language learners.

F. Scope and Limitations

1. Scope:

- a. This study focuses on the seventh grade students at MTsN 10 Blitar.
- b. The learning materials used are restricted to listening materials aligned with the seventh grade curriculum at MTsN 10 Blitar.

- c. This research was conducted for one month considering the limited time of implementation at school.

2. Limitations:

- a. The findings of this study are specific to seventh grade students at MTsN 10 Blitar and may not be applicable to students in other schools or grade levels.
- b. This research was only conducted in a short period of time and with a limited number of samples, so the results cannot reflect the entire population as a whole.

G. Definition of Key Terms

1. **Audio Segment Method:** A teaching method that uses short audio segments to improve students' listening skills. This approach involves playing audio recordings that can be radio programs, online podcasts, which have been divided into smaller sections for easier comprehension and analysis by students. The first step in implementing the audio segment method is to ask students to prepare themselves before listening by thinking about what they might want to learn from the audio content. Once they have written down or shared those ideas, play the audio that has been cut into segments. Let students take notes if they find it helpful. When they feel more confident and familiar, repeat this activity by teaching students to listen without taking notes until the audio is finished.³

³ Khaydarov Erkin, "METHODS OF TEACHING LISTENING," *SO'NGI ILMIY TADQIQOTLAR NAZARIYASI RESPUBLIKA ILMIY-USLUBIY JURNALI*, no. 1983 (2023): 89–94, <https://bestpublication.org/index.php/sit/article/download/2854/2723>.

2. Listening Skills: The ability to understand, interpret, and evaluate information presented through audio media. This includes skills such as identifying specific information, grasping the main idea, recognizing important details, and understanding intonation and emotion in conversation. Listening is also about understanding the speaker's ideas, the speaker's information and instructions.⁴ This study investigates how the implementation of the audio segment method affects these listening skills among eighth grade students at MTsN 10 Blitar.

⁴ Mery Eka Wahyuni dan Nina Inayati, "The Strategies in Learning English Listening Skills Used by The Eighth-Graders," *Journal of Foreign Language Teaching and Learning* 7, no. 2 (2022): 160–77, <https://doi.org/10.18196/ftl.v7i2.14504>.