

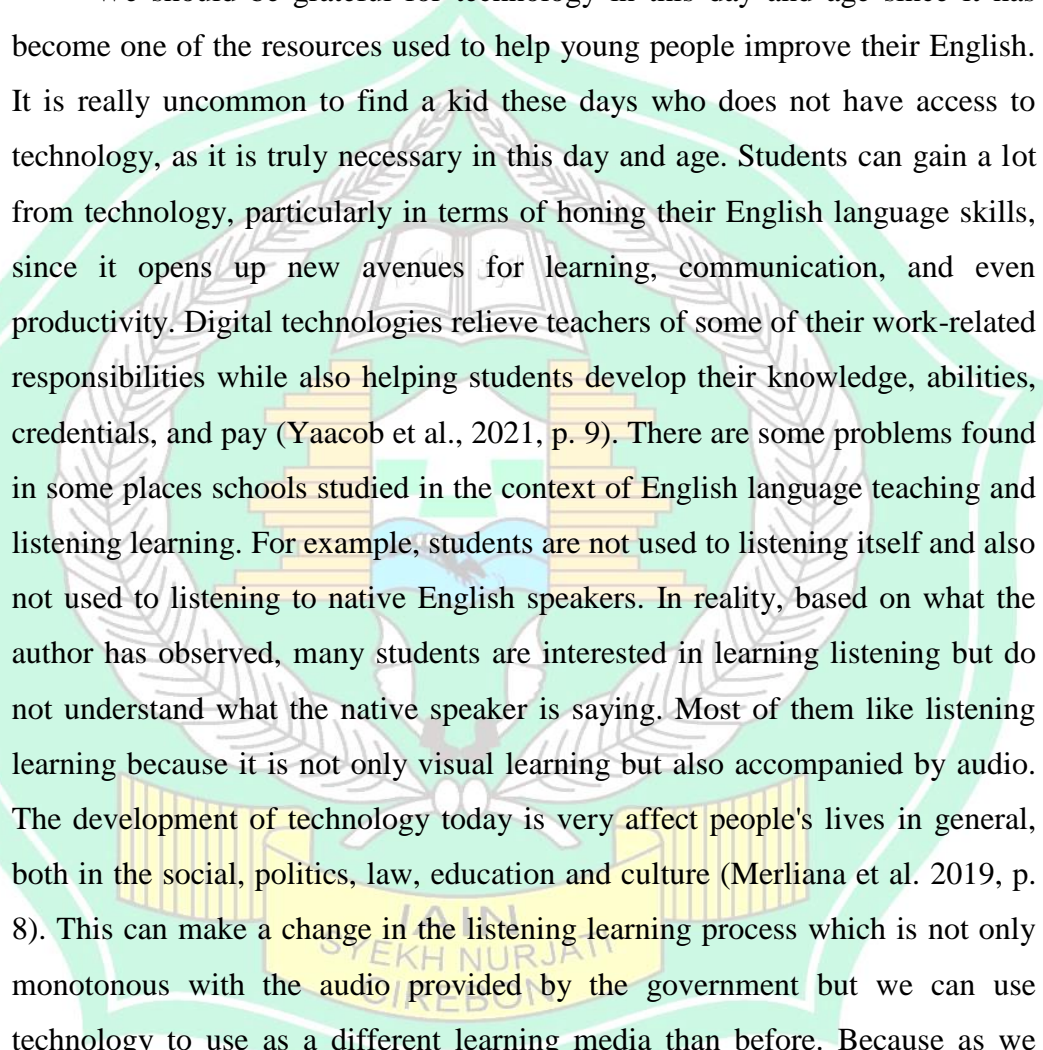
CHAPTER I

INTRODUCTION

In this chapter, the following topics are explained about. It contains research background, identification of the problem, limitation and focus research, research questions consisting of two questions, objectives research that consists of two objectives, and the importance of such research as of theoretical and practical significance.

1.1 Background Of The Research Problem

Indeed, learning English is one of the more challenging subjects, as many have argued about language learning English is quite difficult to understand for members of the public who are not native users of the language. English is a foreign language in Indonesia. Thus, a number of students find it challenging to learn English (Masitah, et al, 2023, p. 223). Language learners must become proficient in four fundamental abilities in order to become language master, there are speaking, writing, listening, and reading (Aunurrohmah, 2022, p. 1). Since listening is considered the most fundamental of the four main language development abilities, it should be learned first. If people wish to communicate effectively, meaningfully, and organically, they must hear different forms of English frequently and continually. It follows that since hearing gives language input, language acquisition is impossible without hearing (Handayani, 2020, p. 70). But listening is not an easy task. When someone is able to listen, they are able to distinguish between different sounds, absorb and understand grammar and vocabulary, interpret intonation and meaning, think about everything at once, and adapt to the social and cultural context of the statements they hear. Technology can facilitate the teaching and learning process.



We should be grateful for technology in this day and age since it has become one of the resources used to help young people improve their English. It is really uncommon to find a kid these days who does not have access to technology, as it is truly necessary in this day and age. Students can gain a lot from technology, particularly in terms of honing their English language skills, since it opens up new avenues for learning, communication, and even productivity. Digital technologies relieve teachers of some of their work-related responsibilities while also helping students develop their knowledge, abilities, credentials, and pay (Yaacob et al., 2021, p. 9). There are some problems found in some places schools studied in the context of English language teaching and listening learning. For example, students are not used to listening itself and also not used to listening to native English speakers. In reality, based on what the author has observed, many students are interested in learning listening but do not understand what the native speaker is saying. Most of them like listening learning because it is not only visual learning but also accompanied by audio. The development of technology today is very affect people's lives in general, both in the social, politics, law, education and culture (Merliana et al. 2019, p. 8). This can make a change in the listening learning process which is not only monotonous with the audio provided by the government but we can use technology to use as a different learning media than before. Because as we know, technological development is increasingly widespread so that media for learning listening is already available in many forms of media.

One of the receptive skills is listening, which requires students to capture and comprehend English input. Students need to be instructed in listening skills as often as possible to become comfortable with them. One of the most important abilities in learning a foreign language is the ability to listen well, since this allows one to fully comprehend what they hear and then respond appropriately (Latupono & Nikijuluw, 2022, p. 3). The educational advantages of the technology of the twenty-first century must now worry teachers. It has been shown that teachers can more easily include listening into sophisticated multimedia environments with the use of technology. Technology makes it

easier for students to comprehend what is being said more clearly, so its efficacy as a learning tool has a significant impact on how well kids learn to listen. Media plays a significant role in helping students meet their learning objectives. Learning media come in a variety of forms that encourage lifelong learning.

According to this research, teachers must give their students access to appealing learning materials so they can swiftly and easily absorb the material. A variety of media can be used in teaching listening skill. One of these is the use of podcasts, which play a significant role in encouraging students to listen while they are learning and in creating a welcoming and immersive environment for them. Due to the combination of auditory and visual stimuli that pique students' sensibilities to develop students listening skills, using audio and video resources to teach listening comprehension effectively improves students' listening comprehension skills. Students may become more engaged in listening instruction as a result (Salainti, 2023, p. 78). Consequently, students will readily embrace listening materials delivered through podcast media as a means of enhancing their listening abilities.

Podcast media can help teachers in growing confidence and make learning more enjoyable. Podcasts are automatically distributed online via a website and application (Syahabuddin & Rizqa, 2021, p. 9). “Effectiveness of Podcast to Develop Language Skills of Post Graduate Students”, compared to the speak and chalk method, employing podcasts in the English language learning classroom was more advantageous and helpful (Patel & & Scholar, 2015, p. 7). 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 sector. Podcasts provide thousands of topic categories that you can listen, we can listen to podcasts on thousands of topics, including business, education, health, technology, music, TV and movies, sports, and more (Siahaan, 2020, p. 3). Podcasts also provide a variety of learning materials, and video/audio files can be uploaded to a platform for

people to download and hear at all times. In this research the author aims to examine how effective the use of English podcasts is in students' listening skills in learning English language.

Because the podcasts help students become more familiar with the target language and have the ability to alter the process of language teaching and learning, podcasts are well-known and seen as contributing to the process of language acquisition. The podcast introduced a blend of electronic learning through audio, video, and text files that quickly took the role of language labs, CDs, radio cassettes, and compact discs that are typically used in traditional language classrooms. Because podcasts introduced the essence of the language to the classroom, they not only expose students to a variety of linguistic inputs but also have the potential to stimulate their use of the target language (Lubis, 2022, p. 2). The public has been using this podcast extensively to share repeatable knowledge, learn new information, and listen to news.

In research on podcast use, there are several similar research groupings with different objects. Some clusters of research exist in this field of learning media especially podcast. There are online learning as media in English learning (Zaida, A, 2022), application m-learning media pop-up Book in English learning (Ahdan, S, 2022), interactive and Educative as learning media in English learning (Hadijah, 2020, Mukhlisin, 2019), mobile application in learning media in English learning (Ameri, M, 2020, Muhasirin, S, Sartika, 2023, Hidayat, W, 2021), learning media in gamification as media in language learning, Lutfi, A, 2021, Sari, A, 2019, Hidayatullah, I, 2021), learning media in speaking (Lestari, N, 2019, Sari, Y, N, 2019, Mailina, U, 2019, learning media in reading, Napratilora, M, 2020, Nurani, R,Z, Mahendra, 2019), learning media in listening (Sekeon, E, Fitriyani, F, 2023, Siahaan, 2020).

There are shortcomings in previous research with a similar study area. First the researcher uses the English song as learning media. The use of English songs may not represent all levels of listening skills. People who are used to listening to songs in English may be more skilled than those who are not used to it. Research may need to consider variations in participants' levels of English

proficiency (Sekeon et al., 2023 p. 25).

Most of journals or theses contains' the use of media must be downloaded. Media usage must be downloaded. While there are limitations in personal use of the internet and this media cannot be used long term for one use. The media can be used at that time only. The difference with this research is that this research uses media that can be accessed at any time (Fitriyani, F, 2023, p. 5).

Lastly, podcast media are used in this study. Using podcast media for this research would be preferable because it is a form of media that is always available and can be listened to offline after it has been downloaded. This research uses podcast English media to test how effective it is, especially in listening skills (Siahaan, 2020).

Based on the researcher's pre-observation, the researcher conducted research in junior high school. This school is the school where I carry out assignments to Pengenalan Lapangan Persekolahan (PLP). In at that school I found that many students still lacked their listening skills. Most students only like to learn to listen but don't understand the meaning conveyed. They like learning listening accompanied by pictures in the video so they think they can understand the language better. Researcher wants to use podcast media as media for their listening skill. By using media in this era we can found significant difference in the students' listening skill before and after using podcast. The aim of this research is to know how effective the use of English podcasts is for students' listening skills, whether there is a significant change or not after using Podcast. Therefore the researcher formulated a study entitled "The effectiveness of using English podcasts on students' listening skill at SMPN 17 Kota Cirebon ".

1.2 Identification of the Problem

Based on the background above, the author finds the problem that many students are lack at listening skills but they like learning using audio.

1. Many students still don't understand what the speaker is saying.
2. Students don't understand the meaning of the words that the speaker said.
3. Students feel uninterested if listening is not accompanied by visuals.
4. Wrong learning strategy.
5. Difficult to translate.
6. Minimum use of vocabulary.
7. Students are lest confident in expressing what their confident.
8. Learning media doesn't support students' interests.
9. Lack of concentration when studying.

This is what makes researchers want to test students' listening skills by audio visual. Therefore researchers want to test podcasts with students as learning media to see the effectiveness of English podcast on students' listening skill.

1.3 Limitation and focus of the Research

To make the study more comprehensive, the current study aims to reduce the search area, focuses on how successful English podcasts are as learning tools, particularly with regard to eighth-grade junior high school students' listening skills. Furthermore, this study tries to describe students' listening achievement in using English podcast of narrative text. The scope and limitation in this study are limited to the subject of eighth grade junior high school students, and the researcher's data source comprised 25 students in a one class, specifically class VIII A served as the control class and class VIII C as the experimental class. The value of student results and researcher's observations when using English podcast is also the aim of this study.

1.4 Research Question

Based on the background researcher formulates the following research question:

1. How is students' listening skill before and after using English podcast media?
2. Are there any significant and positive effect of English podcast media on students' listening skill of VIII E students at SMPN 17 Kota Cirebon?

1.5 The Objective of the Research

In addition, this research has specific objectives to be achieved, such as:

1. To examine students' listening skill before and after using English podcast media.
2. To examine significant and positive effect of English podcast media on students' listening skill of VIII E students at SMPN 17 Kota Cirebon.

1.6 Significances of The Research

The researcher hopes that this research can contribute on some new knowledge in the learning process. This has two main meanings for practical and theoretical implications.

1.6.1 Theoretically

In this research, the researcher hopes that in theory this research can provide information and even new ways to improve student proficiency.

1.6.2 Practical Significance

a. For the Student

The result of this research can be used as a reference for Learning Listening more interesting by using English podcasts.

b. For the Teacher

Finding new ways to know how effective English podcasts for students' listening skills.

c. For other researcher

To provide supplementary details for researchers interested in conducting future studies in related areas.

