

CHAPTER I

INTRODUCTION

This chapter explains the research background, research questions, objectives of the research, significance of the study, limitation of the study, and several theories based on the problem. This chapter also shows previous related research that is parallel topic with this study

A. Research Background

Why is listening considering as a difficult skill for EFL students to be explored? Since listening is a significant element for the communication skills of language learners, it becomes more necessary for language learners to pay more attention to their listening comprehension. Listening is the natural precursor to speaking; the early stages of language development in a person's first language are dependent on listening. Listening skill is essential. The importance of listening goes beyond the ability to recall information. The most needed ability in everyday communication is skills of listening. The ability to follow a speaker in a foreign language and respond appropriately needs to be taught like all other language skills. Kabooha & Elyas (2018) explain that listening is the basis to get primary contact with the target language. Thus, learning English as a foreign language, students are required to have an excellent listening ability.

However, some problems appear based on the pre-observation and the interview during the college time by researcher experience in Islamic university in Bandung. Some students found that it was challenging to learn English, particularly in listening. It was proven during learning activities, and students had difficulties in listening to English sounds from a foreign speaker. Students can not listen three from five questions from the materials in listening. They could not catch some words or a whole message from listening materials. Besides, "Listening is a fundamental language skill, but it is often ignored by

foreign and second language teachers “ (Dunxel & Pialorsi, 2005). In fact, listening activity in the classroom mostly being ignored, that is one of the reasons students think listening is quite challenging because they have a little exercise in the classroom. Both teachers and students still give little attention to the learning process of listening comprehension for students. According to Vandergrift & Goh, (2012), “the important thing in learning English is the learner itself.” Therefore, students learn based on their motivation. Listening habits and self-studying are needed because listening without practice for students as a foreign language will be challenging.

There are various media used in the learning process. Balbay & Kilis (2017) said that the learning process became popular around the 21st century as students spent more of their time with audiovisual than printed materials. The principle is known as the “multimedia principle” One of the media is iPod broadcasting (podcast). Rahman, Atmowardoyo, & Salija, (2018) explains that student can use a podcast in order to be more accustomed to spoken English in listening skill and learn it far beyond their language classroom. Shih & Yang (2011) The findings revealed a positive result regarding the effect of a podcast on students’ listening comprehension in EFL teaching and learning. More precisely, it is found that podcasts can improve students’ listening comprehension. An expectation to show the use of authentic learning material to enhance comprehension via podcast is beneficial to learners.

However, it is still slightly acknowledged about how students and the implications for learning using podcasts. Podcast is a fantastic way for students to learn. Students can listen to the podcast whenever and wherever they want. They do not have any visual clues. This learning process using podcast is so useful. EFL learners can learn with a real example from native, and they will feel the language is used for a real purpose. Ramli & Kurniawan (2018) also stated that learning listening is not only the study of the utterances or words that the learners have heard, but the learners should learn the utterances that

happened in a real context or a situational context. Thus, it needs authentic materials to help student one of the methods is using a podcast.

There are several previous studies discussed the potential of the podcast to improve listening skills. First, Abdulrahman, Basalama, & Widodo, (2018) explained the impact of Podcasts on EFL students' listening comprehension, the success factor of the podcast in the learning process, and the importance both of student and teacher competence with an e-tool method. Second, Mashhadi, Hayati, & Jalilifar (2016), in June, conducted their research to examine the impact of podcast in English vocabulary development in a blended educational model. The study took place in Iran. Third, Ramli & Kurniawan, (2018) investigated the use of podcasts to develop students' English skills in listening and speaking. The result found that the potential achievement in using technology affected both students and teachers. Students motivate engaged themselves to sharpen their English achievements; listening and speaking with technology experiences.

However, this research is different from the previous ones. This research focuses on the process of using podcast focus on listening skills in enhancing words at the university level. The previous studies were done at senior high school, but this research will be done at the university level, the method uses with previous studies also different.

Hence, based on the background above, the researcher is interested in taking research entitled **“The Process of Teaching Words with Student’s Listening Podcast (A Case Study to The First Semester of EFL English Education Department of State Islamic University Sunan Gunung Djati Bandung)”**

B. Research Questions

The study focuses on these research questions:

1. How is the teaching process in listening podcast in enhancing words?
2. How is the students' response listening podcast in enhancing words?

C. Research Purposes

From the research question above, these study purposes are to:

1. To describe the teaching process in listening podcast in enhancing words.
2. To analyze the students' response listening podcast in enhancing words

D. Significances of Study

This study expected to give several benefits for the teacher in developing teaching English, especially in listening skills, so the student is interested in improving their listening skill in English. The research study is expected to reveal the result as follows:

Practical Significances: The researcher expects that this result of the study can be applied in the learning and teaching process in student listening skill using podcast. Theoretical Significance: The result of this study expected to be able to widen the skill of the teacher to use podcast to stimulate student listening skills in enhancing words.

E. Limitation of Study

To further focus on this research, the study is limited on how students listening skills in enhancing words. Specifically, in recognizing words using podcast at first semester of EFL literal listening of English education Department of Islamic State University of Sunan Gunung Djati Bandung. Enhancing here means to increase value, quality, desirability, or attractiveness, or add something from nothing to something.

F. Rationale

Listening is a must-have skill because listening is making an effort to hear and pay attention to the English language and understand the English language. According to Idrissova, Smagulova, & Tussupbekova (2015), Listening is the process of identifying the component of sounds and also sound sequences, whereby known words are recognizable. Listening is one of the English skills

that are important for someone to master because it determines the success of communication.

In developing Listening skill, the use of media is needed, based on Sowntharya, Gomathi, & Muhuntarajan, (2014) media is vital in education. It can improve every language skill, not only in speaking but also in reading, writing, listening. Moreover, Walker, (2004) stated that using media is the key to moving students to reach such higher-level thinking skills as creativity, problem-solving, comparison and contrast, and evaluation. According to *Merriam Webster*, podcast is Program (as of music or talk) made available in digital format for automatic download over the internet. iPod-broadcasting (podcasting) is seen as online media in which teachers and learners learn through audio anywhere and anytime as long as there is an available internet connection (Educause, 2006).

Furthermore, Yoestara & Putri, (2019) stated there are four reasons why podcast can be used to improve listening and speaking skills; first, podcasts help student enhances their listening and speaking skills. It is the fact that the podcast enables students to be exposed to authentic language use of English. Second, the podcast could encourage self-regulated learning outside the classroom. The third reason is that podcasts help increase confident from students in listening and speaking skills. The final reason is that active learning can be encouraged by podcast in the classroom. It is same line with Stanley (2006) who believes that when the teacher or student rightly choose the podcast content. The active class discussion can be encouraged. Besides, (Fitria, Vianty, & Petrus, 2014) Podcast was a useful and innovative technology-based learning tool in the English classroom in integrating listening and speaking.

Therefore, regarding the importance of podcast in listening skill, this research is conducted to examine the process of using podcast to explore listening skills in enhancing words and knowing the response of students relating to the podcast.

G. Previous Study

There are several previous studies concerning the use of podcasts in the learning process, the podcast to improve listening and speaking skills. The results of the previous studies are useful as a reference for consideration in this present study.

First, research conducted by Mashhadi, Hayati, & Jalilifar, (2016) regarding podcasts on English vocabulary development in the blended model. The study was conducted at Ahvaz Jundishapur University of Medical Sciences, Iran. One hundred thirty-two participants were collected to get the data using an experimental study. The result from this study indicated the data assessing from students' questionnaires and interviews revealed that podcasts used in mediated blended L2 learning appeared as the most successful scenario than without podcasts in vocabulary learning. The findings also revealed that the favorable effect of podcasting on the participants also made student engagement easier with the material. A suggestion at the end of the study is that Qualitative research is needed not only to verify the themes noted in the research could reveal emerging themes not present or not adequately touched in the study.

Second, Abdulrahman et al., (2018), the study took place in Indonesia. The title is The Impact of Podcasts on EFL Students' Listening Comprehension. The result of the study was successful for podcasting depend on teacher competence with the e-tool usage and the appropriate selection of the materials in a way that can guide the learners to meet the learning objectives. Podcast plays a significant role in both teaching and learning.

Third, Shih & Yang, (2011), in China, the research concludes that the appearance of the podcast is identified as beneficial facilitation to foreign language learning, and through its usage, might enrich language learning efficiency. To this end, this study addresses these notions to concern how the podcast can be an aid to advance alternative means of English listening comprehension to EFL learners.

Fourth, study Bustari, Samad, & Achmad, (2017) at Syiah Kuala University, Aceh. Indonesia. The study was intended to know the use of podcasting,

improving student's speaking skills. This research aims at finding out if there is a significant improvement in students' speaking skills by using the Podcast. The research used a pre-experimental study, including pre-test and post-test, to 30 students of Class XI IS3. The finding revealed that there was a valid improvement in the students' speaking skills performance after the treatment because the score post-test was higher than the pre-test. Thus, podcast media as one of the alternative media in teaching English, specifically in speaking skills in EFL classes.

This research is different from previous research. While the previous research discussed focusing on the effect of using a podcast in speaking and listening skills, and there is the benefit of a podcast for vocabulary. This study focuses more on the students, the process of using podcast, and how the student's responses regarding podcasts in English Education Department. Afterward, the first semester at State Islamic University of Sunan Gunung Djati Bandung, take part as the sample to take in-depth how the process of using podcast in listening skills enhancing words in English Education Department Student.

