

CHAPTER I

INTRODUCTION

This chapter aims to introduce several aspect research introductory remarks: background, research questions, research purposes, research significances, research scope, conceptual framework, and previous study of this research.

A. Background

Listening is one of the most important language skills for language students, especially students learning English as a foreign language (EFL). According to Asmawati (2017) a person learning English as a second language needs to listen regularly and consistently to communicate well. When a student lacks listening skills, information can be received and interpreted incorrectly, which can reduce the effectiveness of the communication and potentially lead to misunderstandings. Thus, listening is a skill that must be mastered by every English student to effectively understand spoken language, engage in meaningful communication, and develop other language skills such as speaking, reading, and writing.

The use of technology has become an important part of education. Technology has significantly enhanced and facilitated the learning process (Alrasheedi, 2024). Technology can be an effective resource for improving students' learning and academic success (Maulina et al., 2022). One source that can be used to exposed with listening practice is Lit2Go, a website that provides a collection of audio stories and books that can be accessed for free. The website is rich in authentic audio materials designed to enhance listening comprehension and can be a valuable media for improving listening skills. Lit2Go offers a wide range of literary genres, speaking rates, and accents, making it an ideal resource for teachers to improve students' English listening skills.

EFL students commonly face significant challenges with their listening skills. Despite being exposed to English through various learning activities, many students commonly struggle to comprehend spoken language effectively, especially when it

comes to understanding native speakers or varied accents. This also happened to one of junior high school in Indonesia. One of the causes of this problem is the lack of exposure to authentic audio materials, which feature native speakers and diverse accents. The research aims to investigate how integrating Lit2Go into classroom activities can specifically support these students. It may offer them the opportunity to practice and improve their listening comprehension in an engaging and accessible way.

Although previous research has discussed the use of digital media in language learning, there is a lack of studies specifically examining the use of Lit2Go to improve listening skills in the Indonesian context. For instance, studies have explored how various forms of digital media, such as songs, can enhance listening skills (Afriyuninda et al., 2021) highlighting the potential of digital media to improve listening comprehension. However, none of these studies focus specifically on Lit2Go as a resource for improving listening skills.

Moreover, most of the existing studies on improving listening skills have been conducted outside of Indonesia. First, Basyoni et al. (2020) explored the effectiveness of digital storytelling in Saudi classrooms. Second, Tabieh et al. (2021) examined the impact of digital storytelling on active listening and creative thinking skills in Jordanian schools. Third, Akdamar et al. (2021) studied the effects of digital storytelling on the development of EFL learners' listening skills in Turkey. However, none of these studies were carried out in Indonesian classroom context.

These gaps in the existing literature highlight the need for research that specifically investigates the role of Lit2Go in the Indonesian educational context, particularly in enhancing the listening skills of EFL students. While several international studies have shown the benefits of digital media for listening practice, their findings may not fully reflect the needs and challenges faced by Indonesian students. The lack of studies focusing on Lit2Go in local classrooms makes it important to explore how this platform can be effectively used to support listening comprehension in Indonesia. This study aims to fill that gap by providing context-specific insights into the use of Lit2Go in improving students' listening skills.

B. Research Question

From the background explanation, the interest in the research as followed.

1. What are the students' listening skills before using Lit2go?
2. What are the students' listening skills after using Lit2go?
3. How significant is the students' listening skills improvement before and after using Lit2go?

C. Research Purpose

The following purposes of this research relate to the questions raised above

1. To examine students' listening skills before using Lit2go.
2. To examine students' listening skills after using Lit2go.
3. To examine the significant improvement of the students' listening skills before and after using Lit2go.

D. Research Significance

The research is expected to make significant contributions in terms of both theoretical and practical aspects as follows:

1. Theoretical Significance

The results of this research are expected to expand the understanding of how digital media like Lit2Go can enhance listening skills in the EFL context. Specifically, the study aims to provide insights into how listening comprehension is influenced by the use of authentic audio materials. Additionally, the findings could help inform future studies on the integration of digital media in language learning.

2. Practical Significance

This study is hoped to be useful for:

a. EFL Teachers

This research provides insights for teachers on integrating Lit2Go into lessons to improve students' listening skills. Teachers can use a variety of audio stories to expose students to different accents and speaking rates, increasing engagement and

supporting individualized learning. The findings will help educators create more interactive and effective classroom activities.

b. EFL Students

For students, this research offers the opportunity to improve their listening skills in an engaging and enjoyable way. Lit2Go's diverse audio content can motivate students to practice listening outside of the traditional classroom setting, enhancing their ability to understand spoken English in real-life situations. By incorporating fun and interesting stories into their language learning routine, students can improve their listening comprehension.

c. Researchers

This research offers a foundation for future studies on digital media for language learning, especially in the context of listening comprehension. It adds to the literature on technology use in EFL education and can inspire further investigation into other digital resources and their impact on language skills.

E. Research Scope

This research aims to investigate the impact of Lit2Go as a learning media on improving students' listening skills. The subjects, object, and research site are all within the scope of this study. Firstly, the subjects of this research are the 11th-grade students. Secondly, this study explores the enhancement of 8th-grade students' listening skills using narrative texts as the material and Lit2Go as the learning media. Finally, this research was conducted at junior secondary school (SMPN) 3 Cileunyi, Indonesia.

F. Conceptual Framework

This section presents the conceptual framework for the study. The improvement of students' listening skills using Lit2Go as a learning media was the focus of this research. The figure below provides a visual representation of this framework, showcasing how the implementation of Lit2Go in the classroom is expected to contribute to improving students' listening skills.

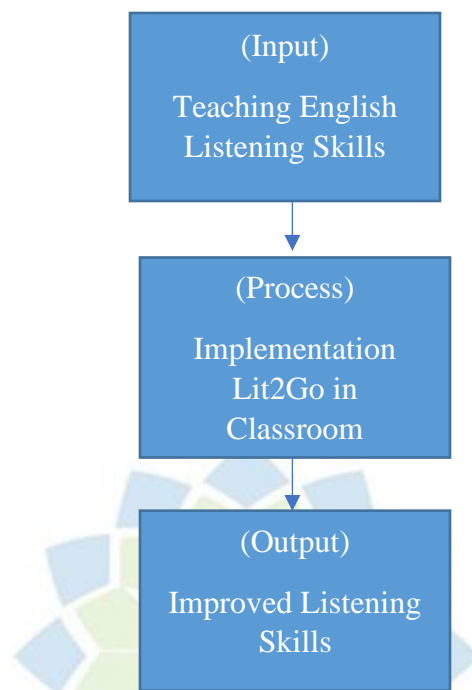


Figure 1.1 Conceptual Framework

Figure 1.1 presents the conceptual framework of this study, which outlines the process of listening comprehension as described by Vandergrift (1999). The framework illustrates how learners process spoken language through several stages: recognizing and decoding sounds, understanding key vocabulary, and making connections based on prior knowledge and context. The difficulties EFL students face in listening, as described by Goh and Taib (2006) form the basis for exploring interventions to enhance their listening proficiency. Rusdianti (2024) stated that when people listen, they draw on what they hear, along with their prior knowledge and experiences, to actively construct meaning in their minds. Listening plays a critical role in language learning, as it holds the most importance for effective communication and understanding (Elva, 2023). Listening is an essential skill for effective communication, helping to strengthen relationships, build trust, and improve understanding, but it is often underestimated or neglected (Fayzullayeva, 2023). These challenges include a lack of exposure to

authentic spoken English and the stress associated with processing unfamiliar auditory input.

Blending traditional learning with technology can be an effective way to improve English proficiency (Hiroyuki, 2021). To address these challenges, the study incorporates the concept of digital learning media, particularly focusing on Lit2Go as a resource. Audio materials are effective for improving listening skills by providing accessible and engaging content that encourages active listening (Aydin et al., 2024). Lit2Go provides diverse audio materials that cater to various accents, speaking rates, and genres, making it a valuable platform for improving listening skills. Authentic materials from Lit2Go are expected to promote vocabulary acquisition and increase student motivation by presenting language in a meaningful and engaging context.

Teachers are responsible for helping students develop listening skills by using suitable teaching approaches to address challenges (Ghonivita et al., 2021). Listening is serving as the first step for foreign students to recognize and understand the foreign language taught in their classrooms (Dzikri, 2021). Teachers play an important role in the classroom to help improve students' listening skills to be more effective and better overall, which can increase their opportunities to acquire a new language. By listening to interesting stories, students can not only practice their listening skills but also enrich their vocabulary and have more fun. This can increase students' motivation to learn and make the language-learning process more engaging.

Finally, the framework explores the potential impact of these interconnected concepts on student engagement and learning outcomes. Saed et al. (2021) stated that technology has transformed education, making modern classrooms more innovative while traditional face-to-face teaching with paper-based tests is becoming less preferred. By incorporating Lit2Go into EFL learning, students are expected to experience improved listening comprehension in learning English.

In conclusion, the conceptual framework highlights the importance of understanding how students process spoken language and the challenges they face in developing listening skills. It brings together theories of listening comprehension,

learner difficulties, and the role of teachers in addressing those challenges. The use of digital media, particularly Lit2Go, is proposed as a helpful solution to support listening development by providing authentic and engaging audio materials. By providing authentic and engaging audio materials, Lit2Go is expected to help students build vocabulary, increase motivation, and enhance their overall listening skills in a more meaningful and enjoyable learning experience. It also emphasizes the teacher's role in guiding students through meaningful and effective listening activities that are supported by digital tools.

G. Hypothesis

The purpose of the hypothesis test is to determine how well Lit2Go works as a learning media to help students become more proficient readers. The following hypotheses were tested:

1. Null Hypothesis (H_0): There is no significant effect of using Lit2Go in the classroom on students' listening skills.
2. Alternative Hypothesis (H_a): There is a significant effect of using Lit2Go in the classroom on students' listening skills.

H. Previous Study

Several studies have explored various methods for improving students' listening skills, utilizing different media and strategies. For instance, Afriyuninda et al. (2021) in their study examined how listening to English songs can enhance students' listening abilities, showing that songs provide an engaging way to practice and develop listening skills. Similarly, Tabieh et al. (2021) in their study explored how digital storytelling can develop both active listening and creative thinking skills in students, further supporting the effectiveness of digital media in listening development. Despite the positive outcomes of digital storytelling, no research has specifically focused on the use of Lit2Go, a digital platform offering free audiobooks and stories, to develop students' listening skills.

Aditya (2020) in his explored the potential of the Lit2Go platform in improving students' listening skills through the use of audiobooks. His research focused on how Lit2Go can be integrated into language courses to assist in developing listening skills, demonstrating the value of digital resources in education. However, his study did not address the direct application of Lit2Go in formal school settings or specifically investigate its effectiveness in improving listening comprehension among middle school students.

Moreover, much of the existing research has been conducted in different countries, with contexts that may not always align with those found in other educational settings. For example, Basyoni et al. (2020) in their study “The Effectiveness of Using students' Created Digital Storytelling in Enhancing Saudi Ninth Graders' Critical Listening Skills,”. Despite the valuable findings of these studies, the role of Lit2Go in enhancing listening skills has not yet been investigated. This research aims to fill this gap by examining how Lit2Go can be specifically used in classroom settings to improve students' listening comprehension, thus contributing to a deeper understanding of how digital media can support language learning.

In conclusion, although many studies have shown that using digital media like songs and storytelling can help improve students' listening skills, the use of Lit2Go has not been studied in depth. Some research has discussed its potential, but there is still little evidence about how Lit2Go can be used directly in school classrooms, especially for junior students. This study aims to fill that gap by exploring how Lit2Go can support listening comprehension in the classroom. The findings are expected to give a better understanding of how simple and free digital tools can help students develop their language skills.