

## CHAPTER I

### INTRODUCTION

#### A. Background

Effective communication reflects the ability to listen. Messages are readily misunderstood if you don't know how to listen well. According to Nunan (2003, p. 24) "listening is an active, purposeful process of making sense of what we hear." Because listening is essential in the classroom it impacts speaking and sometimes other skills as well. In order to keep and use the sounds and noises you hear, you must be able to listen to them (Steinberg, 2007). There are three different purposes for listening, entertainment, information, and evaluation. It means students need to know which purposes they will use to improve their knowledge.

Listening is one of the four main strengths of language development, and Renukadevi (2014) believes that listening plays a vital role in language development. Listening leads to language competence, while other abilities are essential to the growth of language skills. According to Mohamed (2018) listening is considered the most essential skill in a language, it is because to achieve successful communication and exceptional academic achievement students should develop their listening skill first. Without this ability, the students are unable to communicate effectively and succeed academically. Because hearing something and then relating it to other information is the process of listening comprehension. Thus, it is expected that using podcasts in the listening section could help students' listening skills.

The first essential skill that should be mastered is listening because without it, the other skills might be hard to be mastered, and students could not improve other English skills. It is complex and essential part of language learning. The weaknesses in listening skills might be led to misunderstanding. Additionally, compared to other skills, listening is used in the classroom significantly more often. Hadley (1951) point out that, with 9% spent writing, 16% reading, 30% speaking, and 45% listening, listening requires the majority of time. Despite the

important role of listening, students still faced difficulties in understanding the contexts. Bingol et al., (2014) flesh out the reasons why students struggle with listening skills. First, due to lack of understanding, students struggle to grasp spoken English words and sentences. Next, is the challenge of distinguishing accents from all over the world, as well as diverse idioms and uncommon vocabulary. Then, they are pushed to grasp a listening test given in their native voice but in the classroom, they used to listen non-native speakers.

Furthermore, the listening materials length and speed. Nowadays, so many new technologies are expected to improve students' listening comprehension skills. But opposite to the expectation, the listening subject itself is still unfamiliar to the students. Therefore, one of the students' problems, they are unable to grip the sentences or even the words as conducted by Bingol et al. (2014). Previously, the teacher used media such as songs, films, and videos. The problems can be solved when the teacher can find a new strategy for listening that is suitable for the students. So, the students can actively participate, which leads them to understand the materials. Some media audios such as music, radio, podcast, and others.

Podcast can be considered as a way of motivating the students and making the new atmosphere in learning more enjoyable. The term 'podcast' is a combination of the words broadcasting and iPod (Newberry, 2006). Podcasts have great potential in the field of education, according to Cebeci and Tekdal (2006). One of the things offered by podcasts is learning through listening, which many people may prefer to study through listening rather than reading. The obvious benefit of podcasts for students is that they offer up-to-date content and real native speakers, both of which are helpful for practicing listening (Kohler et al., 2009).

Podcasts are available with many kinds of podcasts applications on smartphones and other gadgets. Many different podcasts applications can be used on gadgets than can people subscribe, listen, stream, and download. It can fulfill the needs of different learners. One of the podcasts that can be used is The English We Speak. The English We Speak podcast platform can be followed on

Spotify or a website. The use of this media is intended to increase students' participation and enthusiasm in listening classes. Additionally, it is anticipated that they will have more chances to practice listening.

The usefulness of podcast in learning English has been explored by some previous studies, especially for listening skill, and have proven that podcast is a potential resource in language learning. According to Wei and Ram (2016), during the language-learning process, podcasts can increase students' knowledge and proficiency. Moreover, podcasts give students and curriculum developers a more approachable way to expand the range of possible learning styles. Yeh (2013) states that podcasts can improve not only students' listening skills but also their language fluency and knowledge.

According to Qasim et al. (2013), the use of podcasts improved listening comprehension for EFL students in Saudi Arabia. As well as in Indonesia, podcasts can encourage students to improve their listening skills. Marafat (2019) discovered that using podcasts as a teaching and learning tool for English was successful. Indonesia students are interested in podcast and it has good effects on their listening skills. In contrast to prior research, this research will be focused on using The English We Speak Podcast. The researcher used content audios from The English We Speak Podcast platform to teach EFL students. From various available podcasts platforms, the researcher chooses The English We Speak, which is certainly based on considerations such as the language, themes, and context.

## **B. Research Questions**

According to the background of this research, the problem of this research formulated as follows:

1. How is the students' listening skills before using The English We Speak Podcast?
2. How is the students' listening skills after being taught with The English We Speak Podcast?

3. Are there any significant students' listening improvement before and after using The English We Speak Podcast?

### **C. Research Purposes**

Based on the formulation above, the purpose of this research is to find empirical evidence on whether improving listening comprehension through The English We Speak Podcast is advantageous and effective or not at the Eighth grade of SMPN Satu Atap 2 Bantarkalong.

### **D. Research Significance**

#### **a. Theoretical Significance**

This research can contribute to the existing theories on the use of instructional media and methods to enhance the level of listening skills. This research was hopeful to provide empirical evidence to support the effectiveness of using The English We Speak Podcast as a source of language learning in listening skills.

#### **b. Practical Significance**

##### **a) For the students**

The results of this research can be used as a reference for students to improve their listening skills with The English We Speak Podcast platform than the other podcast platform such as EnglishClass101, Better @ English, VOA Learning English, etc.

##### **b) For the teachers**

The research findings are expected to be considered in teaching listening through The English We Speak Podcast in the classroom to make the activity more enjoyable and interesting.

##### **c) Future researchers**

The results of this research were anticipated by other researchers who want to investigate the podcasting method to enhance students' listening skills.

## **E. Research Scope**

This research focused on using The English We Speak Podcast whether can improve students' listening skills or not. The acquirement of listening skills is important because it is the first and most used when they begin to learn a language. Here, the researcher taught students at the Eighth grade of SMPN Satu Atap 2 Bantarkalong.

## **F. Conceptual Framework**

### **1. Listening skills**

In language and language learning the most important element is listening skills. As defined by Oxford (1993), listening involves more than just perceiving sounds, it also involves solving complicated problems. It is in line with Brown (2007) who states that listening is a significant component in language learning, and it becomes the most important skill in mastering a language. According to Sevik (2012, p. 11) "listening is the initial stage in first and second language acquisition" it means listening is the first way to acquire new language.

Listening is important in the classroom because it impacts speaking and sometimes other skills as well. Particularly in this society and workplace, speaking, reading, and writing were less frequently used than listening. Listening and speaking are connected, so it is often taught together. In listening, this skill is a complex active interpretation skill, when listeners compare what they hear to what they already know. It can interpret, that when they cannot listen well the opportunity to develop a language will be hard to achieve and they will feel difficult to learn effectively.

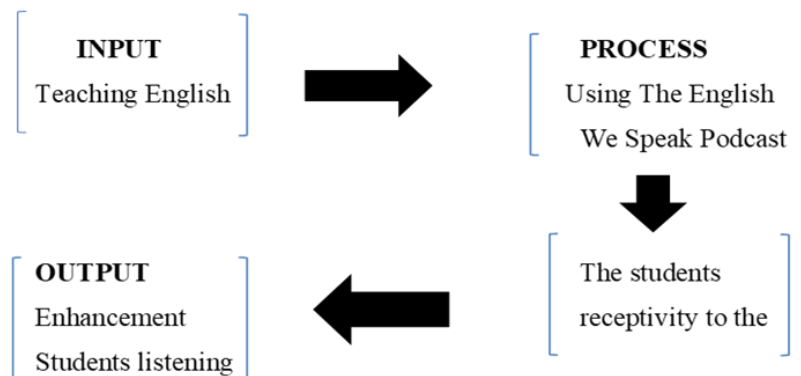
Furthermore, Feyten (1991) explains that the term listening refers to four activities: 1) sensing: receiving messages verbally and nonverbally, 2) interpreting: comprehending messages, 3) evaluating: distinguishing fact from opinion, then agreeing or disagreeing with the speaker, and 4)

responding: reacting to messages using verbal and nonverbal cues. Lastly, those activities ought to be incorporated into listening in order to improve listening skills.

Teachers are indeed expected to assist their students in becoming effective listeners, considering the importance of listening in language learning. According to Brown (2007), teachers need to be aware of certain instructional guidelines when teaching listening skills. Firstly, in the early stages of ESL learning, listening should be prioritized. It is in line with Erben et al. (2009) listening activities are especially beneficial during the early phase of language development. Second, listening should include as much material as possible that is relevant to students' lives. Third, authentic language should be used as much as possible when listening. Fourth, the speakers' gender, age, accent, dialect, topic, speed, noise, and genre should all be varied in the materials. Fifth, the teacher should continually remind the students to listen for specific goals and to show that they understand the task. Lastly, language material intended for use in training listening comprehension should never be present visually first. Based to Siemens and Tittenberger (2009), there are six different media types that can be applied to teach listening: blogs, wikis, social bookmarking, podcasts, video, and virtual worlds or game simulations.

## **2. Podcast**

Broadcasting audio files and programs on the internet has been introduced in 2005 and have increased since then. It is known as Podcast. Technology has reached the point where an educator can record and share audio files of the materials. The online podcast site has provided a lot of material for training listening skills. Conversations, vocabulary, culture, grammatical hints, idioms, slang, and other topics are covered in podcasts created for language learners to improve listening skills.



**Figure 1.1 The scheme of the research**

There are three varieties of podcasts: 1) audio podcasts (the most common are MP3), 2) enhanced podcasts (podcasts with pictures accompanied by audio), and 3) video podcasts (films with the sound that are commonly in MP4 format). The researcher used an audio webcast called The English We Speak from the BBC Learning English website for this research.

Podcasts are well-known for their authentic listening programs provided by skilled speakers, which are particularly helpful for students in producing natural speech in the manner of native speakers (Seema & Hashmi, 2013). Many students may prefer listening to reading as a method of learning. Because it is less exhausting and can increase their enthusiasm. Hasan and Hoon (2012) discovered that listening to podcasts encourages students to learn English and improve their language skills, particularly their listening skills.

Podcasts allow students to practice listening skills both within and outside of the classroom. Podcasts have been demonstrated to aid learning not only in terms of listening, but also in terms of other language skills and areas such as speaking, pronunciation, and grammar. It also allows EFL teachers to design simpler learning methods and

discover a remedy for learning issues, according to Motallebzadeh and Naseri (2016).

The English We Speak Podcast was employed as the language learning media in this research, and the result was an improvement in the students' listening skills. The researcher is interested in how the students interpret the discourse using The English We Speak Podcast. The English We Speak Podcast helps to make students learn with new learning method so then students' interest to listen will increase. With an engaging dialogue and a script, if necessary, the podcast will be simpler for students to understand. And the improvement in students' listening skills was a direct result of the outcome. This research using pre-Experimental research with one group, pre-test, and post-test. And The English We speak as media to teach.

## **G. Hypothesis**

The hypothesis is a still-weak belief or assumption, and it must be tested before it can be accepted or rejected (Heryana, 2020). The use of hypotheses can help direct or guide future research. The following is the formulation of the research's hypothesis:

- Null hypothesis ( $H_0$ ):

The null hypothesis is accepted and the alternative hypothesis is rejected. It means there is no significance difference on students listening skills. The use of The English We Speak Podcast cannot improve students listening skills of eighth grade in SMPN Satu Atap 2 Bantarkalong.

- Alternative hypothesis ( $H_1$ ):

The alternative hypothesis is accepted and the null hypothesis is rejected. It means there is significance difference on students listening skills. The use of The English We Speak Podcast can improve students listening skills of eighth grade in SMPN Satu Atap 2 Bantarkalong.



## H. Previous Studies

Many people have looked into using podcasts to improve students' listening skills. The first research conducted by Shih and Yang (2011) analyzed at how podcasts affected English listening comprehension. The research subjects were two classes of around 100 students who participated in the research. The goal of this research was similar to the goal of the researcher research. The research approach employed however, was not the same as that used by the researcher. A quantitative and qualitative pre-test, post-test, and questionnaire were used to collect data for this research quantitative data, followed by observation and a semi-structured interview for qualitative data.

The second Is the research conducted by Şendağ et al. (2018) did experimental research and the result of this was shown that using podcasts increased students' listening skills. Furthermore, this study also suggested choosing the right podcast site to build excitement. The podcast site should be no longer than 10 minutes, the podcast content choices are variants and easy to use.

In addition, Nursyahdiyah (2018) conducted research of podcast to increase students' ability in listening skills at eight grades of MTsN Kabanjahe. According to the researcher's findings, using podcasts as instructional media can help students learn to listen better. It is evident from the growing collection of data.

Furthermore, the fourth research conducted by Namazian et al. (2017) used control and experimental groups. The conclusion was reached after observing the method of teaching and learning. The result was validated by the pre-test and post-test. The data collection and analysis results showed that both groups in the listening pre-test were nearly identical. On the other hand, the post-test result revealed that the experimental groups outperformed the control groups. It is concluded that using podcasts had positive effects on Iranian students improving listening skills. Based on the researchers' observations, most students were actively

participated and enthusiastic in the class activities.

The novelties between the researcher research with other researchers are the source of the podcast, methodology, and the sample. This research used The English We Speak Podcast as the media different with any previous researchers. The methodology used in this research was pre-experimental with one group pre-test and post-test. For the sample, this researcher used Eighth graders at SMPN Satu Atap 2 Bantarkalong with 28 population.

