

## **CHAPTER I INTRODUCTION**

This chapter contains the background of the research, some questions about the research, research objectives, research significance, rationale, and hypotheses. Several previous research is discussed.

### **A. Background**

When someone is listening, they are actively participating in the process and actively seeking to understand the spoken words. The listener must be able to understand the message of the oral text in order to respond to it effectively. (Solak, 2016). Additionally, Solak (2005) stated in Bass Jhon that listening is a talent for problem-solving. When people do not listen carefully, misunderstandings might occur, which can result in a brawl or other dispute. Numerous interruptions, inattention, hearing only what you want to hear, mentally formulating a reaction, or having a closed mind are some additional causes.

For a long time, teachers neglected to include listening as one of the four cornerstones of language education (Mendelsohn, 1994; Nation and Newton, 2009). Up until the 1970s, it was thought that speaking and writing were the most important aspects of language aptitude (Nunan, 1997). Although much effort has been made to display the role of listening skills in EFL and second language instruction and learning, few studies have depicted the factors that influence the advancement of listening abilities (L2).

Recently, there have been two essential approaches to listening: listening as comprehension and listening as receiving information (Richards, 2009). In prior examinations of unfamiliar dialect hearing, listening was regarded as the most prevalent approach for transforming overcommunicated language into meaning. Consider, with the aid of discourse perception, the crucial ability to listen to an unfamiliar tongue. This approach considers listening a formative skill, including completing what is heard (Richards, 2009).

New mobile technologies (smartphones, tablets, etc.) and online materials for learning a second language (L2) can help L2 learners a lot. (Gonulal, 2020) Many people think digital technology should be the first place to look for a lively center of knowledge and learning. Because of this trend, learning a language has changed into a more flexible and cost-effective form that is not limited by space or time. From this point of view, one way to combine flexible and immersive learning with mobile technology is to use Vodcasting technology.

Vodcast is a podcast that uses video visuals. The difference is certainly not too far away. Although the feasibility of vodcasts for language learning has been under-researched, contrasted with that of podcasts, some academics conduct research with vodcasts in developing students' listening skills. For example, a study by Chan (2014) examined students' perceptions of vodcasts as a learning tool. The outcome shows that students' perceptions of the vodcast's design and quality were positive. Another example of research is from Parson (2009). This study explores university students' perceptions on the effectiveness of podcasts and vodcasts in meeting course requirements and facilitating the learning process. Students indicated that podcasts and vodcasts are beneficial supplementary learning materials, particularly when used in conjunction with lecture slides and as revision/assessment tools. These two research examples demonstrate that researchers are already aware of vodcast's potential as a learning medium.

There are several studies related to this research. One is a study conducted by Yeganeh (2020), a researcher from Iran. The research aims to clarify the effect of podcasts and vodcasts on improving motivated learners' listening skills. Purposive sampling was used in this study. The researcher divided the participants into control and experimental groups with the experimental design. The 250 participants with an age range of 18 to 35 years are participants who are studying English as a foreign language at the Ayandegera Institute in 2020. The data analysis shows improvements in post-tests, which means that technologies like podcasts and vodcasts can help better learning and teaching. This number is extremely substantial and can be used

as a reference for this study. This research is unique in that it exclusively employs vodcasts as its medium. Furthermore, this research is predicated on several issues with English instruction in schools.

First, students' listening skills are not good. Second, listening skills receive less attention in teaching English than the four basic language skills: speaking, writing, reading, and listening. In fact, in the English textbook for MA Sumur Bandung students, there is very little material for practising listening skills compared to the other three language skills. Therefore, this study aims to determine how vodcasts affect students' listening comprehension skills.

Similar difficulties were also discovered by other researchers, as described previously. The challenges faced by high school students, according to Nadhira and Warni (2020), were in the form of unfamiliar words, speech speed, unfamiliar accent, unclear pronunciation, recording quality, and inadequate facilities. The difficulty factors include background knowledge of students, lack of practice, and environmental noise.

Therefore, based on the background above and some other reasons, this research is entitled "**THE EFFECTIVENESS OF VODCAST MEDIA IN IMPROVING STUDENTS' LISTENING COMPREHENSION (A Quasi-Experimental Study at Twelfth-Grade Students of MA P3SB, Cililin, West Bandung)**" This study aims to determine how vodcast can affect students' listening comprehension skills

## **B. Research Questions**

There are three research questions:

1. What are the students' listening comprehension before using a podcast as a learning media?
2. What are the students' listening comprehension after using a podcast as a learning media?
3. How significant is the difference in students' listening comprehension before and after using a podcast as a learning media?

## **C. Research Purposes**

With the three questions above, this study aims:

1. To determine the students listening comprehension before using a podcast as a learning media.
2. To determine the students' listening comprehension after using a podcast as a learning media.
3. To determine the significant difference in students' abilities before and after using podcasts as learning media.

## **D. Research Significant**

The research would be helpful practically and theoretically, as follows:

1. Theoretically, this study could help educators determine if podcasts are useful for students to improve their listening abilities.
2. Practically, this study has important practical implications for educators interested in developing their students' listening abilities through podcast media.

## **E. Conceptual Framework**

Nunan (1997) refers to the listening skill as the "Cinderella Skill" because its older sister, speaking, is prioritized in language learning. Listening stands out in language teaching and learning because demonstrating techniques highlights useful skills, and listening is described as a passive action. However, numerous researchers

have discovered that listening is not a passive skill but rather an active process of gaining significance from sound development. Listening can be regarded as a fundamental skill for speaking, as learning cannot begin without an adequate understanding of the contribution.

Listening comprehension is a crucial aspect of language acquisition. Studies on second language acquisition (SLA) have demonstrated that adequate output and input are essential for language acquisition (Swain, 1995). In this way, we wish to inquire about the qualities of good listening texts for language classes. Regardless, a variety of things influence the quality of an audio text. Text quality can be divided into two categories: "content" and "delivery."

A videocast, as known as a vodcast, is a podcast consisting of video recordings rather than just audio recordings. Podcasts are audio documents that are circulated over the Internet through membership. Podcasts are consequently conveyed to bought-in clients, who can pay attention to them at any point and place they need (Shelly and Frydenberg, 2010). Vodcasts are digital broadcasts with video content rather than sound (Dupugne, Milette and Grinfeder, 2009). Thus, vodcasts are otherwise called video podcasts. As of January 2020, there were more than 850,000 podcasts and 30 million episodes accessible all over the planet, and these numbers are expanding daily (Winn, 2020).

Gonulal (2020) observed that podcasts and vodcasts could be utilized to develop listening skills. Gonulal (2020) claims a chance to raise language awareness by utilizing podcast and vodcast media, which permits students to do schoolwork and tasks at their speed and under harmless conditions

## **F. Hypothesis**

According to Muijs (2004), the hypothesis test will involve testing factual facts. This research needs significant enhancements. Hypothesis tests could tell the difference between pre-and post-test scores will be determined. This investigation

will calculate an independent samples t-test using SPSS 22.0 for Windows. This study hypothesis is described as follows:

1. If the value of Sig. (2-tailed)  $< 0.05$ , so there is a significant difference between the learning outcomes of the experimental group and the control group. In other words, **Ha can be accepted, and H0 can be rejected.**
2. If the value of Sig. (2-tailed)  $> 0.05$ , there is no significant difference between learning outcomes. This means that **Ha is rejected, and H0 can be accepted.**

### **G. Previous Research**

There are four previous studies related to this research. The first research was conducted by Gonulal (2020) with his research entitled "Improving Listening Skills with Extensive Listening Using Podcast and Vodcast." This study examines the potential of podcast and vodcast technology in practising extensive listening skills and improvising overall listening skills. The results show that students listen to podcasts or vodcasts extensively for approximately one hour outside of class a week. Podcasts are preferred over vodcasts by students. Another finding was that the students' listening skills paid off. Their skills made significant progress by looking at the listening progress test and proficiency test data. Gonulal's research with this study has a difference where this study only uses vodcast as the medium. Gonulal's research uses the Extensive Listening technique because the participants are college students. Because students have more efficient time. Meanwhile, the participants of this study were dorm students, so they did not use the Extensive Listening technique.

The second previous research was conducted by Aguilar (2015). He researched one type of podcast, namely the iTunes podcast. He researched the role of podcasts in learning. Who downloaded the podcast? Do they use it for learning or just for entertainment? The results show that podcast users listen to podcasts based on context, whether as formal or informal students. This also shows that most podcast listeners think that listening to podcasts is not an academic activity. Another fact is that language learners can even listen to podcasts for more than twice as much

material for their learning. With this, it is increasingly clear that role of podcasts can help language learners develop their skills through this medium. His research shows that podcasts can play a role in developing language skills. With this assumption, it is possible that vodcasts also have the same role as podcasts because a vodcast is a podcast that is given a visual video.

This third study was conducted by Faramarzi, Tabrizi, and Chalak (2019). Their research is entitled "The Effect of Vodcasting Tasks on EFL Listening Comprehension Progress in an Online Program". This study examines the effect of listening comprehension on Iranian middle school students using video podcasting. The outcomes exhibited a genuinely critical expansion in listening comprehension scores from pre-test to post-test. The extent of the thing that the Eta determined matters in squared measurement, which demonstrated a huge impact size. It was reasoned that the prevalent execution of the students was added to the relationship of vodcasting assignments. Also, Pearson's Product-Moment Correlation was utilized, which uncovered a critical positive connection between members' commitment rate with Vodcasting Tasks and their test execution.

Chan (2014) conducted the fourth study at the National University of Singapore. This paper describes the design and creation of a course vodcast for German language beginners at a Singapore institution, as well as the results of a related study. One of the goals of this study is to determine how students view the quality and use of their course vodcasts. The results indicate that students viewed the design and quality of the vodcast favourably. Students would like to see improvements made to the technical quality of the devices and the design of the vodcast units, which they believe hinders mobile use. Based on the findings, it is clear that vodcast offers a number of useful applications. Although the quality and accessibility must be enhanced, this research can draw from Chan's work because Chan's study has demonstrated the utility of vodcasts.