CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole process of theresearch. In detail, this chapter discusses the research background, questions,purposes, scope, significance, rationale, and previous studies.

A. Background of the study

Listening comprehension is one subject that learners should take in studying a foreign language. According to Hamouda (2013), listening comprehension is an individual understanding of what he has heard. Additionally, Dirven (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. Furthermore, listening comprehension is one of the language skills which is truly important to be studied. This skill uses the human hearing sense to communicate and understand each other. Sound waves are received as stimuli in the hearing, while listening requires an active interpretation of the received stimuli (Yavuz, 2018).

According to Alzamil (2021) many students, however, get stuck when they try to listen even after they have repeated themselves several times. There are three difficulties faced by the students in understanding the topic discussed (Assaf, 2015). The first difficulty is the pronunciation of native due to various language differences. In this case english learners often experience difficulties caused by multiple things, including differences in hearing sensitivity, problems with how to produce foreign sounds with speech organs, problems with sound distribution, and problems with fluency. The second difficulty is the inability to locate the subject of talk caused by a lack of confidence, confusion, and unusualness in the subject the speaker conveys, thinks a lot about or considers being said. Then the third difficulty is the inability to hear the speaker properly is one of many reasons to misunderstand what the speaker is trying to convey. Therefore the language barrier between native and non-native English speakers often causes hearing impairment.

Based on the problem above, English learners need to be given learning media such as podcasts. Morri (2010) stated that podcasts are a way to assist students in listening comprehension in which students use their imaginations and build pictures of who and what they are listening to in their heads. By using podcasts students develop their comprehension in Listening and English in general. According to Mallin (2014) Podcasts are audio files distributed via the Internet to share information asynchronously. The podcast itself can be accessed in several platform such as Dadcast Podcast or Spotify is one of online music platforms, right in your browser, users can subscribe to podcasts (for automatic download), which offer highly customizable learning materials ideal for education. Podcasts can vary in length and their episodic release can occur daily to monthly. The benefits of podcasts in the scope of learning education namely creative learning is different from traditional pedagogic strategies, podcasts give way to new strategies such as guest lectures and interviews. It encourages students to develop themselves, improves listening skills and enhances learning by targeting the interests of each child.

According to Gunawan (2019), the application of podcasts on students` listening comprehension has finished successfully. This research has passed the stage of data testing, such as normality, homogeneity, and the One Way ANOVA test. By referring to the research finding, the researcher concluded that there is an effect of using a podcast on grade ten students` listening comprehension at SMA Angkasa 2 Jakarta in the Academic Year of 2017/2018. In addition, according to Sari (2021), podcast applications are more effective and can improve students' listening skills. Through this study, the researcher concluded that, students can study independently at school and home, training them to be ready to learn and actively engaging students in educational activities. The podcasts app is accessible from your smartphone, so it is automatically available, accessible, and portable. Internet access is also becoming easier and cheaper to access online audio podcast applications.

The results of the pre-observation that have been found are that the teacher has difficulty focusing but has not been able to conclude because the material for

discussing the task is difficult, this type of response does not recognize feelings and only understands the literal meaning of the message which is also called a Content-only response. Then the teacher gives recommendations for the next meeting. The type of difficulty from the pre-observation results is Content-only response.

That is why the research tries to focus on improving listening and investigating the use of podcasts on students, and podcasts can practiceconsistently to improve their listening comprehension.

B. Research Questions

This paper aims to answer the two research questions posed in the preceding paragraph:

1. What are the factors of EFL students' difficulties on listening comprehension using online podcast?
2. What strategies are used by EFL students to overcome their difficulties on listening using online podcasts?

C. Research Purposes

There are two main objectives of this research:

1. To find the factors of EFL students' difficulties on listening comprehension onlinepodcast.
2. To understand the kinds of strategies used by the EFL students' difficulties on listening to online podcasts.

D. Research Significances

Research significance anticipates that the findings of this research will be theoretically significant and have practical application. Theoretically, the results of this study can help researchers to obtain data regarding difficulties in listening comprehension.

In addition, practically this study was designed to help teachers and lecturers better understand their students' difficulties with listening comprehension in English.

a. English teachers: This finding will be beneficial for English Teachers. It is because the study result gives them the understanding of students' difficulties in listening comprehension. Using the research's findings as a basis they can implement some classroom strategies.

b. College Students: it is hoped that the findings of this study will assist college students in English Education Department contributing to be the future English Teacher in understanding some of the challenges their students face when listening to and understanding spoken English.

E. Research Scope

This study focuses on listening comprehension of the things studied regarding students' strategies and difficulties in understanding listening to English online podcasts. The selection of podcasts in the author's research is Podcast Interviews where the concept of podcast interviews is to learn information or stories from someone. The podcast interview consists of a host and a resource person. The host acts as the interviewer. The resource person acts as the party answering the questions. Interviewing is an important aspect of journalism and you can create interesting interview content if you have the knowledge. The subjects to be studied were social studies students in class X, a total of 10 students and the location of the research was at MAN 2 Bandung.

F. Conceptual Framework

According to Goh (1999), The most common problems faced by students the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting the next part while thinking about meaning, enabling to form a mental representation from words heard. In line with this statement, one of the student's listening difficulties is the listeners' characteristics. Some of the students are easily distracted and cannot maintainconcentration.

Digital audio files created and then uploaded to online platforms to be shared with others are called podcasts Phillips (2017). The term "podcast" refers to the

digital distribution of audio files. An MP3 player or other portable media device can listen to these audio files while on the move. According to Locker (2018), podcasts reach over 155 countries with over 18.5 million episodes. Growth continues to this day. Apart from the minimal technological requirements, the accessibility and availability of podcasts have also become widespread. According to Motallebzadeh (2016), the podcast gives some opportunities to practice listening inside and outside theclassroom. It has been shown that podcasts could help to learn speaking and listening and other language skills and areas such as pronunciation, lexicon, and grammar.

This podcast can be an innovation to support students' listening skills. Also, podcasts offer many advantages, especially as a medium for listening. This allows you to download your podcasts anywhere on your phone or PC and listen anytime, so you can easily take them anywhere and listen anywhere. It also provides opportunities to make learning a language simpler and solve the difficulties of traditional teaching and learning methods.

G. Previous Studies

To support and enhance comprehension of this research, the researcher provides several pertinent studies. First, Rusdiyansa Muliasari (2019) Using Podcast To Improve Students' Efl Listening Skill At Senior High School 5 Bulukumba The purpose of this study was to determine the effect of using podcasts in improving students' listening skills and to assess students' perceptions of applying podcasts in improving students' listening skills in EFL classes. This type of research is quantitative research. The research design is a One Group Pre-test Post-test design. The population is class XI students of SMA Negeri 5 Bulukumba. Instruments in this study were: tests and questionnaires, to assess the perceptions of research students using a questionnaire with 34 respondents test scores and students' perceptions were analyzed using the t-test formula with the SPSS version 22.0 program with a significance level of 0.05. The results showed that: (1) the average post-test score was higher than the pre-test average score of $80.35 > 54.47$ and based on the results of data analysis there was a significant difference between the pre-

test and post-test results significance of 0.000 is smaller than 0.05. It can be concluded that the use of podcasts has a significant effect on improving the listening skills of EFL students; (2) the results of the questionnaire analysis of student perceptions about the podcast findings that fourteen statements (70.00%) have very positive student responses (high), six statements (30.00%) have positive student responses (moderate). , and there were no statements (0%) that had negative (low) student responses during learning listening skills using podcasts. Thus the highest percentage is 70.00% (high). It can be concluded that students have a very positive response, meaning that using podcasts in learning English they will use podcasts as an alternative way to learn English and hone their skills, especially listening skills.

Second, Abd. Rahman, Haryanto Atmowardoyo, and Kisman Salija (2020) Podcast Effects On Efl Learners Listening Comprehension. Undoubtedly podcast on the internet is absolutely beneficial to support the learning of EFL listening in the senior high school, because it carried the target language needed by students. The podcasts have been renewed, and they were not only comprised of audio, but also script, working sheet and can be the most appropriate choice to furnish the incompleteness of the teaching material. The present study was aimed to explore podcast effects on EFL learners' listening comprehension, and to identify the students' interest towards podcast in the process of teaching listening comprehension. This study involved sixty students chosen from the eleventh grade students of the science department at SMU Negeri 1 Luwu in 2017/2018 academic years. They divided into two groups, namely the experimental and control group. The experimental group taught by applying the learnenglishteens.britishcouncil.org/skills/listening-skills-practice- podcast, and the control group taught by using English textbook adapted from the 2013 new curriculum revised in the year of 2017. The listening comprehension test and the open-ended questions administered to fulfil the objectives of the study. The quantitative data were analysed by utilizing paired and independent samples t-test, and the qualitative data was analysed through an open coding technique by identifying, naming, and describing the phenomena of the gathered data. The quantitative results indicated that the use of podcast was more effective than the use

of non-podcast. It was proven by the value of the mean score from both of the groups (53.73 > 37,46). The difference (df) of those two mean scores was statistically significant based on the the t - test value at 0.05 significance level. The probability value was smaller than significant level (0.000 < 0.05). In other words, the result of hypothesis testing found that t-value = 4.791 was higher than t-table = 2.000 (p=0.05, df =58). Ha was accepted and Ho was rejected. In addition, the result of open-ended question analysis highlighted that podcast was attractive in the teaching and learning of English as a foreign language listening comprehension.

Third, Rachmiati, Desy (2021) The use of British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya. Undergraduate thesis, IAIN Palangka Raya. A podcast is a digital multimedia file that can be downloaded to a portable media player, phone, or other device via the internet. One of the audio podcasts that can be used in learning listening is British Broadcasting Corporation (BBC) podcast.

The objectives of the study are: (1) to describe the contribution of using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya (2) to describe the reasons of the lecturers using British Broadcasting Corporation (BBC) podcast in listening class in IAIN Palangka Raya (3) to describe the problems in using British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya.

The type of this study was a qualitative approach. The data was taken from interview and documentation. Eight EFL students and two lecturers in IAIN Palangka Raya were the informants of this research. Then, the object of this study was the use of British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya. They were determined by some of criteria, such as: ever-used BBC podcast in learning & teaching listening, had a high score in listening skill and active students in listening class.

The findings of this study show some points as follows: (1) The use of British Broadcasting Corporation (BBC) podcast give positive contribution to students' listening skill, vocabularies and make the students familiar with British accent (2) The lecturers used British Broadcasting Corporation (BBC) podcast because there

more knowledge in the content of BBC podcast, it is a potential tool, can support language learning, make positive also significantly different in students' listening comprehension, can improve students' motivation in learning English, and can learn British accent from this podcast. (3) The problems in using the BBC podcast faced by the students were unfamiliar pronunciation, lack of vocabularies, and the speaker who spoke fast. For the lecturers, the problems were students' difficulties in listening to what the speaker says, the students' limited vocabularies, the podcast consume a lot of time, it is not easy to search for appropriate podcast according to the syllabus, sometimes the information is incomplete, and the tool doesn't work properly.

Fourth, Muhamad Sofian Hadi, Lidiyatul Izzah, and Devi Maesari (2021) Improve Students' Listening Comprehension Through Podcasts Authors. In addressing the problems and difficulties faced by most students in learning listening, several academics and specialists in English teaching decided to pay attention to the most effective approaches, methods and techniques to assist their students in learning listening. This study aims to analyze the effect of using podcasts in the English listening method on students' listening comprehension. The method used is a quantitative method with an experimental research design with pre-test and post-test data collection instruments. The test is taken from the TOEFL IBT. The test consists of six topics with thirty questions. The sample technique used was purposive sampling technique, 30 students of the English Study Program were selected as samples. Data were analyzed statistically using the t-test. . The results of this study show; the students' pre-test average was 27.80 while the students' post-test average was 36.38. After the test results were analyzed, it was found that the average value of the post-test was greater than the average value of the pre-test and showed that the t-count (4.535) was greater than the t-table (2.756), at a significance level of 1%. Thus, the alternative hypothesis is accepted and the null hypothesis is rejected. Based on these results, it can be concluded that the effect of using podcasts in learning English develops students' listening comprehension.

Fifth, Tryanti Abdulrahman, Nonny Basalama at Universitas Negeri Gorontalo,

Nonny Basalama, and Moh. Rizky Widodo (2018) The Impact of Podcasts on EFL Students' Listening Comprehension. This research has objective to investigate students' listening comprehension through the use of podcast in EFL classroom. 60 high school students in Indonesia were taken as sample for this research with distribution of 30 students in experiment class and 30 students in control class. The samples were taken by using cluster random sampling. Quasi-experimental method with the post-test only control group design was applied in this research. In addition, a survey questionnaire was administered to experimental group to explore their perception on the use of podcast instruction in teaching listening. Findings revealed that there is a significant difference of post-test score between two groups, favoring experimental group. Data analysis using one way ANOVA showed significance value (sig. 0.010) is lower than < 0.05 which interpreted that Podcast has significant impact on students' listening comprehension. Additionally, the result of questionnaire indicated that students have positive attitude toward the use of podcast in listening classroom. Students perceived that podcasts provided authentic materials, interesting activities including listening exercises and meaningful tasks for them so they felt more motivated to learn English. This study recommended that teacher may utilize podcast in teaching listening considering its effectiveness as technology based learning tool.

Sixth, Muhammad Rizky Widodo and Agus Gunawan (2019) Investigating The Effect Of Using Podcast On Students' Listening Comprehension. This research entitled "Investigating The Effect Of Using Podcast On Grade Ten Students' Listening Comprehension At SMA Angkasa 2 Jakarta" principally aims to investigate whether or not Podcast significantly effects on Students' Listening Comprehension. The research samples were taken using cluster random sampling, with the total number of samples being 60 students. The location of this research was SMA Angkasa 2 Jakarta. The research methodology adopted was quasi-experimental method, with the research design being post-test only control group design. To collect the data, the students were given objective test, numbering 30 items. The research data were analyzed descriptively and inferentially. The findings indicated that there was significant difference of post-test score between

the students who were taught using Podcast and students who were taught without using Podcast. It can be seen from the data analysis using ANOVA that showed significance value (sig. 0.010) is lower than < 0.05. It means that Podcast has significant effect on Students' Listening Comprehension.

Seventh, Dinda Tri Pratiwi (2022) Students' Difficulties In Listening To Conversation Through Podcast Media. The research aimed to find out the problems encountered by the students in using Podcast media. The second aim was to find students' difficulties listening to the conversation through Podcast media. The descriptive method was used to analyze the difficulties faced by the students in listening to the conversation through Podcast media. The subject of this research was class XI.5 Science in the second semester of SMAN 1 in the academic year 2021/2022, which consists of 33 students in the academic year 2021/2022. Data were gathered by questionnaire, interview, and observation.

The result of this research is explained with two points. First, the student's problems in using Podcast include: less interested in using Podcast, prefer using videos than audio Podcast, less vocabulary, the speaker speaking too fast, losing concentration when listening to the Podcast, not being able to understand the meaning of the word as a whole in the sentences, and have problems when answering the question and hear the Podcast at the same time. Second, the student's difficulties in listening to the conversation through Podcast media include unfamiliar words, lexical density, speakers' pronunciation and accent, the duration of the speakers in making conversation, bored, losing concentration, background noise, and defective equipment were significant difficulties encountered by XI.5 Science students of SMAN 1 Seputih Banyak.

Eighth, Tira Nur Fitria (2021) Investigating the Emergence of Digital Platforms for Listening Learning Proficiency. This study investigates the use of any platforms in English language teaching and learning, especially in listening skills. This research design is qualitative. From the result, it shows that some technologies available both online or offline include applications or platforms that provide many choices for listening to English, they are. 1) Music platform. These platforms can be found in PlayStore, such as Joox and Spotify recommends songs for listening

skills. 2) Youtube channel. Many YouTube channels for learning English listening skills include 1) Voice of America (VOA), BBC Learning English, Learn English with TV Series, English with Lucy, and Oxford Online English. 3) Podcasts. Both BBC (British Broadcasting Corporation) and VoA (Voice of America). These Podcasts offer listening skills. The other podcasts are "The English We Speak, Podcast in English, Better at English, Luke's English Podcast, Espresso English Podcast, Anchor FM" etc. 4) Websites that are pretty representative in practicing the listening skills such as Sound English, ESL-Lab, English listening, Ello, learn English British Council, Daily ESL, Story Nory, Story Line, which can be accessed. Learning English through several applications above can be an alternative for students in practicing and improving their English listening skills. Listening exercises can be carried out by using interesting listening strategies when learning English. It depends on the teachers/lecturers who teach listening subjects and the students who learn English materials.

Ninth, Dinar Ayu Asyifah and Lilia Indriani (2021) tudents Perspective: The Impact of Podcasts on EFL Students Listening Comprehension. Technological developments are very beneficial for foreign language learning, even for teachers and students themselves. One of them is the podcast media which has proven to be an easy-to-use and effective means of learning English. The research sample was taken from 30 high school students in Indonesia by using a questionnaire to explore students' perceptions about learning to listen to foreign languages using podcasts. The data collection of this research uses descriptive techniques, namely describing and explaining a phenomenon or case study in schools. Most of the students taken from the questionnaire strongly agreed that podcasts are something that is effective in helping improve listening skills because they are considered to have interesting and fun features that stimulate student enthusiasm and motivate students to continue learning. However, podcasts can prove to be a tool to improve students' listening skills in EFL classes and students recommend teachers to use this media.

Based on the previous studies above, this research has similarities and differences with both. The similarity of the previous research is that they want to improve listening comprehension using podcast media. The Research Gap that

exists between previous studies and this study aims to find factors and understand the various strategies used by EFL students' difficulties in listening to online podcasts by using qualitative methods due to understanding phenomena that have occurred in individuals.