

## CHAPTER I

### INTRODUCTION

This study elaborates on the background of the research, the research questions, the research purposes, the research significance, the conceptual framework, the hypothesis, and the previous studies.

#### A. Background

Speaking as suggested to native speakers has become a role model for non-native speakers of English. In this case, the IELTS speaking test becomes the most popular speaking proficiency for those who want to continue their studies in English-speaking countries. This research project has been concerned with the role of IELTS conversation in fostering the IELTS listening skills test. The study claims EFL students still struggle to define what exactly listening means, although most researchers agree that listening is an intrinsic skill. To ensure the success of language instruction, a proficient instructor must possess an effective teaching methodology. Therefore, this study aims to test the experiment using listening comprehension with and without IELTS conversation media.

Hutabarat (2023) proposes IELTS (International English Language Testing System) conversations for learning to speak. IELTS is available in two varieties: general training and academic. IELTS for general training is advised for immigration and employment. In contrast, academic IELTS is a mandatory test for admittance to institutions in the UK, Australia, Canada, New Zealand, and the USA. IELTS is highly standard and timed. Demonstrating accuracy, fluency, and timing will result in a better IELTS band score; these skills are more important for language performance than other language skills (Morovat, 2014). In addition, the IELTS is divided into four sections: speaking, reading, writing, and listening. This research focuses on listening skills to test senior high school students using IELTS conversation in daily life.

The majority of high school seniors are interested in learning English. Teachers usually use audio, and when students are listening to them, native speakers speak. Because they speak words differently than us, students usually need help understanding what is spoken. Nonetheless, studies show that listening comprehension was difficult for high school Indonesian seniors. Hadijah & Salawati (2016) claim that students' lack of experience, poor vocabulary knowledge, poor pronunciation, accent, and boring course materials are the reasons why listening was hard for them. Before speaking isolated word sounds, students need to practice hearing and pronouncing them like a natural speaker would, without any distortions or blurring that normally occur in the context of normal speech. (Yavuz, Degirmenci, Akyüz, Yılmaz, & Çelik, 2015).

Similarly, Similarly, based on my personal view while doing observation or pre-element study, students in this school find listening difficult, especially with accents, and very fast pronunciation. Some teachers only provide listening materials implicitly; it makes students learn how to develop their listening skills. So this causes students to be lazy in listening compared to other skills. Therefore, the researcher connects by using learning media following the eleventh-grade syllabus (see appendix 7), which aims to foster students in listening to find information or main ideas.

This research project has benefited from some findings from the following past research. For example, Teo, Gani, and Ummah (2022) analyze listening challenges faced by EFL students, or intensive English learners, to sit on the IELTS listening exam. Understanding learners' problems will allow English teachers to assist students create efficient study plans and enhance their listening comprehension skills. Muluk and Dahliana (2022) show the participants' improvements in their IELTS writing scores were thought to be largely determined by elements that surfaced in the interviews, including independent learning as well as collaborative and active learning. These two studies analyze how important the influence of IELTS is on listening and writing skills. The participants used in these two studies were at the

University and were random sampling participants. There was a significant improvement in the participants' listening and writing skills. Both studies recommend IELTS as a media to improve our listening or writing skills.

However, there are some gaps between the current research and the research above. Different from two previous studies conducted using mixed-method and descriptive quantitative methods, this present study employs a quantitative pre-experimental design using pre-test and post-test. The current study focuses on engaging IELTS conversations in daily life to shed light on the effectiveness of the test as a tool for EFL students to enhance their listening skills in senior high school education in eleventh-grade of SMA Muhammadiyah 4 Bandung. This study attempts to give students a listening experience through IELTS conversations. Therefore, this research applies IELTS conversation as the main core to determine how this strategy can influence EFL students' listening skills.

## **B. Research Questions**

This study investigates how well IELTS conversations are used as a teaching tool in EFL classes. Therefore, this study develops three relevant research topics using IELTS conversations as a learning media to enhance students' listening skills. These are the three inquiries for the research:

1. How are the students' listening skills before being taught using IELTS Conversation as a learning media?
2. How are the students' listening skills after being taught using IELTS Conversation as a learning media?
3. What is the effectiveness of IELTS Conversation as a learning media for teaching listening skills in the EFL classroom?

The first research question requires a pre-test to collect data for evaluating students' listening skills. Then, the second research question uses a post-test to collect data designed to assess students' listening skills after implementing IELTS

conversations classroom treatment. In addition, to answer the third research question, statistical analysis using SPSS version 27 with N-Gain results comparing test scores from before and after receiving treatment to determine the importance of improving students' listening skills.

### **C. Research Purposes**

In light of the research's historical background, it has multiple purposes. The primary goal of this study is to assess students' listening proficiency before employing IELTS conversations as a teaching tool. The second goal is to assess students' listening proficiency after using IELTS conversation as a teaching tool. It is clear from these two goals if their level of mastery or competence is high, medium, or poor. Lastly, this study's statistical analysis looks at how effective students were before and after using IELTS conversations as a learning media. This study aims to ascertain whether the two variables have a meaningful relationship. If so, you can utilize the IELTS conversations as support.

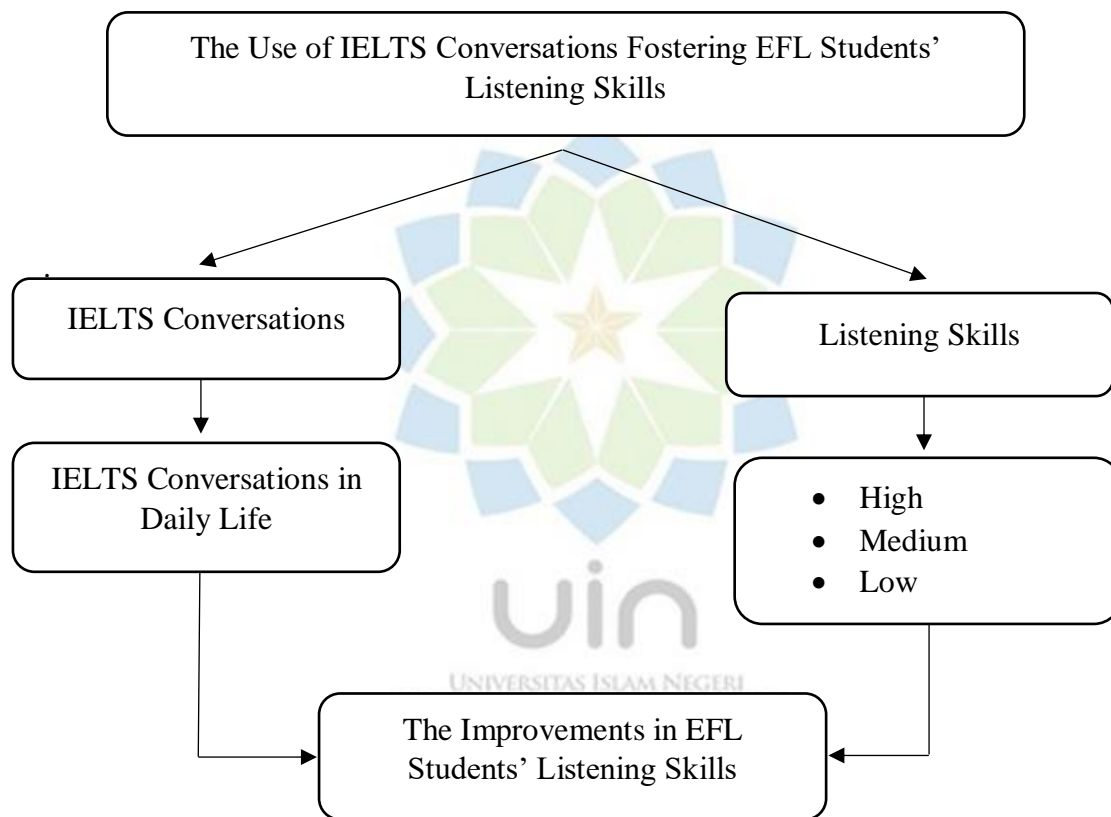
### **D. Research Significance**

This study offers two important implications, both theoretical and practical. Theoretically, this research helps create in-depth abilities regarding IELTS conversations and listening skills. It also aims to help students find out how important the relationship between their listening skills and often listening to native speakers speak.

Thus, this study informs EFL teachers about how to help students' EFL listening skills by having them listen to native speakers. Thus, in practical terms, they can incorporate it into their teaching and learning process, particularly when it comes to mastering listening skills. In addition, it is hoped that this study will contribute to overall understanding and future research.

## E. Theoretical Framework

This study aims to investigate and analyze EFL students' listening skills using IELTS conversation as a learning media. This researcher describes the theoretical framework as follows:



**Figure 1. 1 Research Schema**

This study examines a conceptual framework of theories that are closely related to one another to explain how IELTS conversations help students develop their listening skills. The ability to identify and understand what others are saying is known as listening. Rost (2011) says listening is the process of taking in and applying the ideas, perceptions, judgments, attitudes, and feelings of the speaker. Since listening is necessary for spoken language to exist, listening is a crucial component of

spoken language processing. Enhancing listening ability is crucial for oral communication in classroom activities between native and non-native speakers. But for some English language learners, listening is the hardest skill to get right.

Furthermore, the majority of students continue to believe that listening is challenging due to the difficulty of comprehending real-world listening content. Many language learners have trouble listening to or understanding speech in a foreign language (Saraswaty, 2018). Students also have trouble understanding communication in that language. Language learners are not unfamiliar with the pronunciation, speed, and intonation of the native speaker's speech, they will have difficulties comprehending it. As a result, they must adjust to hearing native voices. They must first learn how to listen well to be great speakers.

Information and communication technology has been utilized by certain researchers to study listening skills. Put another way, instructors may make the most of technology in the classroom by using it practically and efficiently. This will allow students to gain more from the educational process and help language teachers enhance their students' skills. Instructors used to have to be aware of their students' difficulties understanding spoken texts to assist them in overcoming their listening difficulties. Their listening skills can be enhanced even further by choosing suitable listening techniques and media.

Cahyono and Widiati (2015) agree the students concurred that using media is useful in two ways: First, it allows them to comprehend the material faster. Second, because they were using both their visual and aural comprehension skills to understand the material, students felt more comfortable with the lesson. Maulina, Ladjangan, Nasrullah, Esteban, Hastianah, and Herianah (2022) classify media into six categories: Text media, audio media, visual media, video, manipulative media, and people. Therefore, this study uses audio media using IELTS conversations to improve students' EFL listening skills.

This study believes that this IELTS Conversation is a good implementation for improving students' EFL listening skills. Listening skills seem to be essential but complex for EFL students. Likewise, this IELTS Conversation can be a form of one of the most well-trusted practices for fostering EFL students. EFL students pay much attention to pre-listening activities, and IELTS conversations can help them do their listening tests better (Linh, 2021). Consequently, this study undertook this topic to advance the listening skills of IELTS Conversation as a learning media.

## **F. Hypothesis**

Creswell (2002) states in quantitative research, hypotheses are statements that express an investigator's guess or hunch on the result of the relationship between attributes or characteristics. The research should precisely predict a significant difference between before using IELTS conversations and after using IELTS conversations. Additionally, there are two factors in the current research: The first variable is a learning media using IELTS conversations is the "X" independent variable, influencing the dependent variable. The second dependent variable is the students' listening proficiency is the "Y". The following are the statistical hypotheses that the current research will test:

1. Null hypothesis ( $H_0$ ):  $\mu_1 = \mu_2$  (there is no significant difference when EFL students use the IELTS conversations in listening skills).
2. Alternative hypothesis ( $H_a$ ):  $\mu_1 \neq \mu_2$  (there is a significant difference when EFL students use the IELTS conversations in listening skills).

## **G. Previous Studies**

Several studies on a range of topics have been conducted. First, Teo et al. (2022) examined the listening challenges that intensive English learners, or EFL learners, had to deal with while getting ready for the IELTS listening test. The participants were 16 foreign students enrolled in University Utara Malaysia's (UUM) Intensive English Course. The descriptive quantitative approach (mean value, standard



deviation, and percentage) was used to analyze and report the data. Understanding learners' problems will allow English teachers to assist students in creating efficient study plans and enhancing their listening comprehension skills.

Second, Muluk et al. (2022) examined the instructional technology component of blended learning, known as the flipped classroom (FC) approach. This study investigated the use of the flipped pedagogical approach in a government-funded IELTS preparation course in Indonesia by employing an explanatory mixed-method approach. This study involved about 25 individuals who were selected based on their prior TOEFL or IELTS results. Individuals had a variety of professional backgrounds and were interested in pursuing master's and doctoral degrees. According to the official IELTS test results, the learners' writing test achievement greatly improved, and the study's findings demonstrated that they had a positive attitude toward the flipped instruction technique.

Third, Linh (2021) investigated how prior knowledge contributed to Saigon University EFL students' improved IELTS listening scores. The study involved watching two student groups at the institution while they completed Listening Module 3. The efficacy of the two groups was not significantly different, although some students in the second group required a second listening session to finish their test, whereas the majority of students in the first group finished it on their first try.

Then, Damanik (2022) looked at the language learning methods (LLS) that Indonesian students regularly employed to prepare for the highly competitive IELTS exam in English. The Strategy Inventory for Language Learning (SILL) from Oxford was used as the instrument in an online survey to gather data using a quantitative methodology. In this study, sixty-one adult Indonesian learners who have taken the IELTS were participated. As a consequence, it is suggested that English teachers in Indonesia begin raising their students' awareness of the advantages of LLS and instructing them on how to effectively use it when studying English for the IELTS.



However, there are some similarities and differences between this study and all the earlier research listed above. This study focuses on using the IELTS conversations in daily life to enhance students' listening skills. The participants used in this study were eleventh-grade high school students. While the four previous studies used descriptive, and mix-method. The pre-experimental approach is employed in this study.

