CHAPTER I

INTRODUCTION

The section introduces the background of the study, the research questions, the research purposes, the research significance, the conceptual framework, and the previous studies.

A. Background

Listening comprehension in English as a Foreign Language (EFL) context has been considered as the numerous techniques for comprehending spoken language (Nadig, 2013). In this case, the listeners are expected to have adequate linguistics expertise, such as vocabulary to create the appropriate meaning from what they have heard from the speaker. However, with conversational learning most students are unable to improve their listening skills, including recognizingthe speech sounds, understanding the meaning of each word, and understanding sentence structure. Given the fact above, this study proposes using podcast to improve their listening comprehension. Specifically, this study investigates using English conversation podcast as learning media to improve EFL students Listening Comprehension.

Podcast as technical media help students with their english learning, because podcast technologies contribute to the formation of knowledge, skills, qualifications, and compensation in students, and make it easy for teachers to use learning media (Jobirovich, 2021). This is relevant with this study where podcast can help students improve their listening comprehension. Among the various sources of aid available, podcasts can be a valuable medium for training (Fachriza, 2020).

Podcast has become an active learning technology for EFL seeking to improve their English language abilities. Blundell, Mukerhhee, and Shaun (2022) provide an objective approach to evaluating technology's impact on learning. In this study, podcast is used in EFL education to evaluate how podcasts can improve

the learning experience. Students must learn how to effectively utilize technology in today's modern technological. Podcast accessibility makes them an appealing instructional tool for the population target in this important era.

Conversation is the verbal exchange of ideas, information, or thoughts between two or more people. Talking and listening are both involved, and people reply and communicate alternately to create dynamic interactions (Merriam-Webster, n.d.). DeVito (2016) emphasized that discussions allow people to express themselves and understand other people's points of view, so discussions are important for building and maintaining relationships.

Dialogue is the exchange of ideas between characters in a literary or dramatic work ((Merriam-Webster, n.d.). It is often indicated with quotation marks to indicate direct conversation. It advances the plot of the story, reveals character attributes, and provides exposition or background information, among other things, in storytelling (Hahn, 1985).

From the explanation above, teachers realize that teaching listening skills to children can be quite challenging, especially in non-English speaking countries. Concentration is required when listening, and English pronunciation is inconsistent. It is common knowledge that learning to listen is the most difficult language skill. Similarly, based on my observation at the SMP Karya Budi, the students in one school regarded listening to be hard, it was noted that students rarely practice listening comprehension, particularly with the long sentences and a quick pronunciation. So, this causes students to be more lazy to learn listening comprehension.

This research has benefit some findings from the previous research. Salainti (2023) investigates the use of English video podcasts can be effective learning media to improve students' listening comprehension in SMP Makassar. The pre-test results showed a score of 56.50, while the students' mean score after being given treatment showed an increase to 78.50. It can be concluded that there is a strong correlation between the use of English video podcasts and improving

students' listening comprehension skills. In another study, Abdulrahman, Basalama, Widodo (2018) investigates students listening comprehension through the use of podcast in EFL classroom. 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. Students perceived that podcasts provided authentic materials, interesting activitiesincluding listening exercises and meaningful tasks for them so they felt more motivated to learn English. Both studies recommend podcast as a media to improve their listening, because using podcast media has a lot of influence to improving listening comprehension.

The current study empowers how using podcast as learning media can improve students listening comprehension. The research population is VIII grade junior high school in Bandung. Therefore, the study aims to using of podcasts in the classroom for the first time and assess its impact. This study is necessary to assess the influence of podcasts on students' listening skills at SMP Karya Budi.

B. Research Questions

This study investigates the effectiveness of Podcast in learning English on students' listening comprehension during the learning process. Therefore, there are three formulated questions in this research, as follows:

1. What is the effect of students' listening comprehension score without using english conversation podcast?

2. What is the effect of students' listening comprehension score by using english conversation podcast?

3. How significant is the improvement of students' listening comprehension before and after using english conversation podcast?

The first research question, uses scores from a pre-test to take data for evaluating students' listening comprehension. Then, the second research question uses score from a post-test to take data students' after using English conversation podcast as learning media. The last, to answer the third research question, final scores are examined using SPSS with N-gain score to determine whether there is

a significant difference in the students' scores before and after receiving treatment via podcast.

C. Research Purposes

To take the research background into consideration, this study has three specific objectives. The first one is to assess the students' listening comprehension before using english conversation podcast as a learning media. The second one is to assess the student's listening comprehension after using english conversation podcast. This manner, it may be known more exactly, because it can be compared to what is done before the treatment is given. The last, the statistical analysis investigates how significant the improvement of students' listening comprehension before and after using English conversation podcast. In short, this study examines whether there is an progress before and after using podcast in learning English on students' listening comprehension as learning media.

D. Research Significances

EFL learners tend to consider listening to be diffuculty and challenging. Thus, the aim of this study to investigate how EFL learners use Podcast toimprove their listening comprehension. It is significant since it focuses on how Podcast could improve EFL students listening comprehension. Furthermore, the findings of this study are expected to have implications for the field of education.

Specifically, the researcher hopes this study to encourage EFL learners to master the English lesson, especially in improving listening comprehension, solving their problems in understanding the meaning of words in the sentence, canexploring the effects of applying new thought processes through study and testing.

Additionaly, this study hopes the teachers can carry out a needs analysis survey to gain an understanding of the learner's strengths and weaknesses in the skill. Teachers are also expected to be able to develop students' abilities to operate

the updated technology like podcasts to practice the students' listening comprehension.

E. Theoretical Framework

This study examines EFL students' experiences using podcast media to improve their English skill. Their experiences could influence the process of their listening comprehension. The theoretical framework for this study is presented in the figure below.
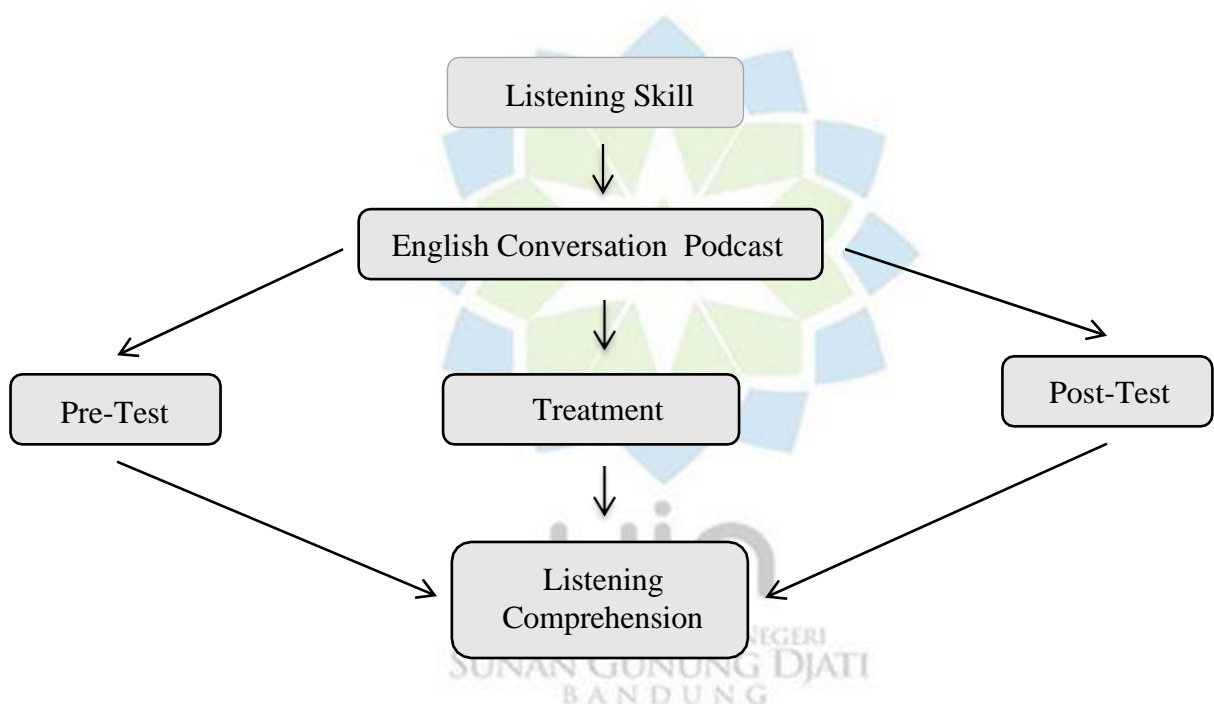

Figure 1. 1 Theoretical Framework

The theoretical framework of this study is presented in Figure 1.1. In this study, the researcher employs an English conversation podcast as the learning media, and the result is the students' improvement in listening comprehension. The researcher aims to assess the effectiveness of English podcast on students' listening skill and determine their usefulness in improving them. The teacher will be the controller, assisting pupils in comprehending the listening in every English podcast. As a result, podcast gave an impact to the students' improvement their listening comprehension.

Teaching listening needs a bit more on the part of the teacher than that of the learners. One of the main principles of teaching listening is that language material should be intended to used for training listening comprehension and it should never be presented visually. Therefore, audio listening is a great tool to achieve listening comprehension.

A podcast is a digital recording of a radio broadcast or other comparable program. According to Constantine (2007), podcast are available as MP3 files online. Interested listeners can download these MP3 files to any kind of MP3 device or personal computer. The files are available for the listener to access whenever. Any content that interests learners can be listened to repeatedly. Podcast ranges in length from two or three minutes and as long as an hour.

Podcast gained popularity and attention in 2006, particularly in the fields of language learning and higher education. The benefits of podcasts have been noted, including their ubiquity, portability, attractiveness, and ease of use. Podcasts' accessibility and ubiquity create chances for on-the-go learning (Evans, 2008). Additionally, they might act as amplifiers to raise students' motivation levels (Bolliger, 2010). Learners can monitor their self-paced learning thanks to the pause and rewind tools provided when listening to podcasts.

The present study aims to rectify this shortcoming by integrating peer-to-peer communication into podcasts. Long (1985) proposed the interaction hypothesis, which states that group podcast listening can assist students in resolving listening breakdowns and identifying gaps in their comprehension compared to peers.

In conclusion, the theoretical framework that has been described provides an outstanding foundation on which this study may effectively address the three research questions. The framework has made it possible for this study to ensure that it will be able to make a significant contribution to the present knowledge.

F. Hypothesis

Joyner, Rouse and Glatthorn (2013) a research question or hypothesis narrows the purpose statement, that establish the central intent of the study, to predictions on the outcome of what to be learned or answered in the study. The efficiency of utilizing podcasts to enhance students' listening comprehension is determined through hypothesis testing. This research has two variables, the first variable is using podcasts as an "X" variable, and the second variable is improving listening comprehension as a "Y" variable. It means in hypotheses, the statement prediction the research influences the outcome or not. The hypothesis of this study are as follows:

1. HO accepted if t account < t table: it means there is no significant difference between students' listening comprehension which was taught by using podcast and without podcast.
2. Ha accepted if t account > t table: it means there is a significant difference between students' listening comprehension which was by taught using podcast and without podcast.

G. Previous Study

Several previous studies have delved using podcast utilized by EFL students to improve listening comprehension. This research utilizes various relevant previous studies as references to enrich the theories and references that will be employed, particularly when assessing challenges related to the effectiveness using podcast on students' listening comprehension.

Salainti (2023) investigates how the use of English video podcasts can be effective learning media to improve students listening comprehension in SMP Makassar. This research uses a mixed methods approach, the research design used is quasi-experimental and statistical descriptions are used to analyze the data. The researchers' conclusions show that using English video podcasts can be effective learning media to improve students listening comprehension. The pre-test results

showed a score of 56.50, while the students' mean score after being given treatment showed an increase to 78.50. It can be concluded that there is a strong correlation between the use of English video podcasts and improving students' listening comprehension skills.

Abdulrahman, Basalama, Widodo (2018) investigates students listening comprehension through the use of podcast in EFL classroom. 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. 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. 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.

Evan (2007) investigates cultivation of listening skills among students through the utilization of podcast. In the effectiveness, podcast serve as an innovative avenue within the realm of online education, amplifying the spectrum and caliber of materials accessible for honing English language listening proficiencies, thereby providing a versatile array of learning modalities for students. By leveraging this approach, students are presented with the unique advantage of visually perceiving interlocutors engaged in dialogue, while simultaneously encountering aural clarity, thereby fostering comprehension refinement and skill augmentation. Furthermore, the podcast medium instills a sense of acumen in students as effective listeners, guiding them to finely modulatetheir focus toward the subject matter, encouraging lexical enrichment, and advancing linguistic proficiency.

Febrianti, Talib, and Ariyani (2023) studied the use of podcast improves EFL students' listening skill at SMAN 12 Makassar. The independent variable of this study is the use of podcast and the dependent variable is the students' listening

skill. Based on the analysis results, the students' mean score in posttest (77.77) was higher than the students' mean score in the pretest (56.25). It was concluded that the use of podcast significantly improved the listening skill of EFL students at SMAN 12 Makassar. This research only focused on the use of audio podcast on Spotify in improving students' listening skill.

Neverthless, this study is similar and differences to previous study. This study focuses on using conversations podcast on certain websites and applications to improve students' listening comprehension. The research site and method is different from previous studies. The participants in this study were eighth-grade junior high school students, and the research is applied by using pre-experimental method.