CHAPTER I
INTRODUCTION

A. Research Background

English is a language spoken by several individuals throughout the world.[1] Over the last three decades, English has evolved into the most important international language around the world.[2] This is what makes English one of the languages that must be learned in schools or in institutions. It also qualifies English as a primary requirement for communicating in global communication. Meanwhile in Indonesia, English is still considered a foreign language, even though it is strange to most of people. In addition, which is English not an official language, Indonesians still use local languages in their everyday lives. There are many explanations why English is hard to understand. Despite the fact that English is a general foreign language taught in all schools, most Indonesian students are still eager to communicate in English.

Language skills that must be mastered in communication in general are listening, speaking, writing, and reading. Those are used as a measurement of a language's comprehension. One example is listening skills, which is a matric for evaluating an individual's encounters with foreign language students during the learning of a foreign language. Listening is one of the highest priorities of learning languages because it enables us to convey concepts to others in a simple and accurate manner.[3] Thus, perseverance in practice is needed and also accuracy in the use of learning listening method. Given that listening is more nuanced than pronouncing words,

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[1] Nila Andriyani, Using The Direct Methode in Teaching to Improve Students' Speaking Skill at Purikids Language Course, *A Thesis*, Yogyakarta State University (2015): 1, https://core.ac.uk/download/pdf/33533101.pdf

[2] Shiamaa Abd EL Fattah Torky, The Effectiveness of a Task-Base d Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students, *A Thesis*, Ain Shams University Women's College Curricula and Methods of Teaching Department (2006): 13, https://eric.ed.gov/?id=ED523922

[3] Ningtyas Orilina Argawati, Improving Students' Speaking Skill Using Group Discussion (Experimental Study on the First Grade Students of Senior High School), *ELTIN Journal* 2/II, UNISRI-Surakarta (2014): 74, www.e-journal.stkipsiliwangi,ac,id.

it might be difficult for undergraduate students to speak English.[4] Proper method application is required to support successful achievement.

Listening is a part of everyday life, to be formed into a subtle and systematic language.[5] The ability to listen English is very important in the present day. Such matters as work and education also require that we be fluent in listening English. The several foreign language or different language students prioritize mastery of English listening skills.[6] English, as a second language, should not be easy for us to learn. The exchange of messages with different characteristics from written language is important in spoken language.[7]

Listening skills contribute to our ability to receive information accurately when communicating with others. These abilities are essential for effective workplace communication. Developing good listening habits can assist us in correctly understanding information, correctly interpreting messages, and optimizing our conversations and communications for efficiency.

Based on the interviews with an English Department in Indonesia, the researcher found a variety of difficulties in learning listening. For example, the listening class was seldom conducted there; it was just conducted two or three times in a month. It made the students become unfamiliar with the listening itself and also unfamiliar with listening to the English

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[4] Sri Wahyuningsih, Siti Malaiha Dewi, Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students, *ELLIC,* Institut Agama Islam Negeri Kudus (2019): 2-3, www.scholar.google.co.id.

[5] Ali Derakhsan, Atefeh Nadi Khalili, Fatima Beheshti, Developing EFL Learner's Speaking Ability, Accuracy and Fluency, *English Language and Literature Studies* 6, No. 2, Canadian Center of Science and Education Golestan University Gorgan Iran (2016): 177, www.scholar.google.co.id.

[6] Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice* (New York: Cambridge University Press, 2008), 19, https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf

[7] Sri Wahyuningsih, Muhamad Afandi, Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia, *European Journal of Educational Research* 9, Issue 3 (2020): 967, www.scholar.google.co.id.

native speaker. The students then also had a problem in the spelling words. They could not write what they hear correctly.

To achieve good results in listening learning, we must use interesting and appropriate ways to achieve learning goals. In this regard, teachers play an important role in the development of students' skills.[8] In this study, the writer is trying to apply the podcast method for improving listening skills in English, especially for an English Department in Indonesia. Therefore, the researcher is trying to use modern methods to improve listening skills for an English Department in Indonesia.

Increasingly, technology is now being created into treatments in order to open up new avenues for clinical care, education, and scientific studies.[9] In this era, digital technology is so domineering in everyday life, same thing for students' lives. They utilize digital technology in all aspects of their lives, ranging from social to educational. A variety of multimedia software programs, each type of multimedia application, have been used in the production of online training content, which can give a student a unique advantage.[10] Most people are more interested in modern tools like Twitter, Podcasts, YouTube, TikTok, and so on. Therefore, in the world of education, a new breakthrough is needed in the learning process. It has becomes essential to increase students' appeal to learning materials. With the current pandemic Covid19, most of societies, especially students spend a lot of time with their gadgets.

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[8] Sri Wahyuningsih, Muhamad Afandi, Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia, *European Journal of Educational Research* (2020): 967, www.scholar.google.co.id.

[9] Amara Callistus Nwosu, Daniel Monnery, Victoria Louis Reid, Laura Chapman, Use of Podcast Technology to Facilitate Education, Communication and Dissemination in Palliative Care: The Development of the AmiPal Podcast, *BMJ Supportive & Palliative Care* (2017), No. 7, 212, https://livrepository.liverpool.ac.uk/3002964/1/AmiPal%20podcast%20paper%20-%20BMJSpcare%20-%20Post%20print%20-%20self%20archived.pdf

[10] Doris U. Bolliger, Supawan Supnakorn, Christine Boggs, Impact of Podcasting on Student Motivation in the Online Learning Environment, *ELSEVIER Computer & Education* 55, (2010): 714, https://www.anitacrawley.net/Resources/Articles/Bollinger%20Podcasting.pdf

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To overcome those problems, it is important for the teacher to find a new strategy in the listening teaching to help the students to be more active in the learning process. There are many kinds of strategies in teaching listening. One of them is using podcasts. The term 'podcast' was first coined in 2004, and it is defined as an internet audio publishing. The audio recording is designed to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer. Different from other audios, podcasts are delivered online automatically via website. Those offers language teachers and students a wide range of possibilities of extra listening practices both inside and outside of the classroom.

A podcast is a type of media file that can be transmitted over the internet and replicated on mobile devices and computers such as iPods.[11] A podcast is a digital sound (or video) file, which is generated and downloaded for sharing purposes on an online platform.[12] Podcast allows users to alter time and place contents so that a listener can adjust to the podcast that they want as and when they want.[13] Podcasting is a type of m-learning in which an audio or video broadcast system is used to listen or watch.[14] Listening to podcasts can be done more flexibly and may also be done in other ways. It's different from reading a book that has to be done casually and can't do anything else. Through the podcast, people can easily hear things they just want to know. The podcast listening can

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[11] Bruno C. Jham, Gabriela V. Duraes, Howard E. Strassler, Luis G. Sensi, Joining the Podcast Revolution, *Journal of Dental Education* 72, No. 3, (2007): 278, https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.552.3579&rep=rep1&type=pdf.

[12] Birgit Phillips, Student-Produced Podcast in Language Learning – Exploring Student Perceptions of Podcast Activities, *IAFOR Journal of Education* 5, Austria, Issue 3, (2017): 158, www.scholar.google.co.id.

[13] Steven McClung, Kristine Johnson, Examining the Motives of Podcast Users, *Broadcast Education Association Journal of Radio & Audio Media Routledge Taylor & Francis Group* 17, No. 1, London and New York (2010): 83, https://www.tandfonline.com/doi/full/10.1080/19376521003719391

[14] Chris Evans, The Effectiveness of M-Learning in the Form of Podcast Revision Lectures in Higher Education, *ELSEVIER Computer & Education*, Center for Educational Multimedia Brunel University Uxbridge UK (2007): 492, https://www.utmb.edu/pediedtech/pdfs/The%20effectiveness%20of%20m-learning%20in%20the%20form%20of%20podcast.pdf

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also help you memorize the lesson material. The podcast also allows students to see images of the subject matter to be explained more quickly and simply, so that they will be adequately prepared to discuss the subject. Thus, achieving the learning goal easily and precisely is keys.

In this study, the researcher is more concerned with the use of podcast media. In addition, the writer is trying to use podcast media in improving listening ability of an English Department in Indonesia. More and more communication-based language teaching approaches have undoubtedly helped teachers rediscover the meaning and significance of communicating in foreign language education and learning in the past few decades.[15]

Based on an explanation of the interest issues of students' learning, in relation to the learning media and the development of the current technology, the podcast learning media is thought to be one of the solutions. Referring to the problems above, the writer is interested to conduct the study entitled "The Use of Podcast Media in Improving Listening Skill: A Case Study in an English Department in Indonesia".

B. Research Focus and Scope

Based on the background of the study above, the writer limits the study to the use of podcast media to improve listening skill the case at an English Department in Indonesia including 10 students there are 5 female and 5 male. In this research, the researcher using the CEFR test and interview to know how the improve listening skills for the seventh semester students in an English department in Indonesia.

C. Research Questions

According to the background of the study above, the writer identifies some research questions were formulated as follows:

1. How is the use of podcast media of the seventh semester students of English department in improving listening skill?

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[15] Yong-Won Lee, Theory and Practice in Speaking Assessment, *Seoul National University*, 17, https://www.scribd.com/document/492889883/2012-05-2

2. What are the challenges faced by the seventh semester students of English department in using of podcast media to improve listening skill?
3. What are the strategies used by the seventh semester student of English department in using of podcast media to improve listening skill?

D. Research Objectives
1. To explain the use of podcast media in the seventh semester students of English department in improving listening skill.
2. To explain the challenges faced by the seventh semester students of English department in using podcast media to improve listening skill.
3. To describe the strategies used by seventh semester students of English department in using podcast media to improve listening skill.

E. Research Significances
   Hopefully, this research can provide information about the use of podcast media in improving listening skills. The researcher also hopes that this research will be beneficial for the students, the teachers and the institution.
1. Theoretical
   From this study, the new media will be found to increase the English department students' interest in learning listening.
2. Practical
   a. The Teachers
      The result of this research is expected to be a useful input for the English teachers how to improve the students' listening skill with podcast method.
   b. The Students
      The result of this research is expected to be a useful input for the students to encourage them to master and improve their listening skill with podcast method.
   c. School
      The result of this research is expected to be a useful input for the school to make a policy related to

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the English teaching and learning process in the classroom especially in increasing the students' listening ability.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation between the writer and the readers, the researcher intends to classify the key terms used in this study as the following:

1. Podcast

   The creation of audio or video content for an audience who wants to listen to what they want, when they want, where they want, and how they want is the essence of podcasting.[16]

2. Media

   According to Oxford dictionary media means broadcasting, publishing, and the internet are the primary modes of mass communication.

3. Listening Skill

   Listening is an active, purposeful process of making sense of what we hear.[17] More often we hear, more we can understand something. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken and sometimes unspoken messages.

G. Organization of Thesis

Systematics of this research is intended to get an outline of each part or interconnected, so that later systematic

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[16] Bruno C. Jham, Gabriela V. Duraes, Howard E. Stassler, Luis G. Sensi, Joining the Podcast Revolution, *Journal of Dental Education* 72, No. 3, 2007: 228, https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.552.3579&rep=rep1&type=pdf.

[17] Aidil Syah Putra, The Correlation Between Motivation and Speaking Ability, *Journal of English Language Education and Literature* 2, English Education Study Program Teacher Training and Education Faculty Muhammadiyah University of Tangerang,, No: 1, 2017: 30, https://media.neliti.com/media/publications/168584-EN-the-correlation-between-motivation-and-s.pdf.

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and scientific research is obtained. The following is a systematic research that the author will arrange; the front part consists of: Cover, title page, and table of contents; the contents section consists of: In this section contains an outline consisting of two chapters, between one chapter with another chapter interconnected because it is a unity that is as follows:

CHAPTER I is the introduction. This chapter consists of Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Key Terms and Organization of Thesis.

CHAPTER II discusses review of related literature. This chapter consists of three subchapters. Those are Theoretical Description, Theoretical Framework, and Review of Previous Study.

CHAPTER III discusses the methods of Investigation. It consists of eight subchapters. Those are Research Method, Research Setting, Research Subjects, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique, Research Ethical Considerations.

CHAPTER IV deals with the Research Finding and Discussion.

CHAPTER V consists of the Conclusions, Implications and Recommendations.