

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents the background of study, problem of study, objective of study, assumption of study, hypothesis, significance of study, scope and limitation and also definition of keyterm.

A. Background of Study

Humans need to interact with one another since they are social creatures. Being in communication with one another is the only way this engagement can occur. The definition of communication according to Webster's New College through a common communication medium. Language is used in this exchange for expressing ideas, feelings, and thoughts. Interaction and communication are helped by language.

Language, especially oral communication in English, is a vital instrument for human communication. English is made as a second language both in the process of formal and informal activities. According to Pateda, language is sounds issued by means of human speech that has meaning. Communication consists of two parts, verbal communication and non-verbal communication. Nonverbal communication is a communication without sound such as, hand movements, signs and so on.

The English language is spread all over the world into almost all fields such as science, engineering, and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy, and to name a few. In addition, refers to RAO said that English occupies a unique place as it is the language that is so

extensively used and so firmly established as a dominant global language in the fields as mentioned above.¹

Listening plays an important role in communication. Listening also has great importance in foreign language classroom. In the language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin.² While listening, according to Myers, is considered not only hearing, but also including the added dimensions of paying overt attention, analyzing, understanding, and evaluating the spoken messages, and possibly acting based on what has been heard.³

Far from passively accepting and recording aural input, listening is an active process. Listeners actively involve themselves in the interpretation of what they hear, bringing their linguistic knowledge and background to produce the information contained in aural texts.⁴ In other words, listening is the process of discussing a text by activating various types of language, phonology, and background that can be seen from knowledge and experience. According to Rost suggests that listening is a process that involves a series of processes that are under the control of the listener. Furthermore, Gilakjani states that listening comprehension is a conscious and active process in which the listener constructs meaning by using cues from knowledge and contextual information from existing knowledge, and relies on a variety of strategic resources to meet task requirements.⁵

¹ Rao, S. P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal*, 2, 6-18.

² Rost, M. (1994). *Listening in action: Activities for developing listening in language teaching*. Prentice Hall, 141-142.

³ Gail E and Michele Toleda Myers Myers. *The Dynamics of Human Communication: A Laboratory Approach (6th ed)*. McGraw-Hill Book Company. 1992

⁴ Schwartz, A. M. (1998). *Listening in a Foreign Language*. Center for Applied Linguistics.

⁵ Gilakjani, A. P. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. *Journal of Language Teaching and Research*.

Besides, Rost says that listening can give pleasure and stimulate cultural interest, participation in the target culture (radio, through film, TV, song, drama), appreciation of the beauty of language (figuratively, speech, daily expressions, and fulfillment of social needs (confidence, development relationships, gathering information for every survival need).

In the educational process, learning is the most important activity. This means that the success of students in achieving educational goals depends on effective learning. According to Brown, teaching is process of paying attention to the students' need that is learning how to do something, providing guidance, assisting in learning something, and giving knowledge. Teaching involves offering directions, assisting students in their studies, and supplying them with knowledge.⁶

In teaching listening, there are three steps that need to be completed. Beare mentioned that the steps of listening consist of pre-listening, whilelistening, and post listening. In prelistening, the students develop their background knowledge.⁷ The students are asked to describe what they know and then to give reasons for their understanding before predicting what they will learn. In while-listening, the students receive feedback from the teacher starting from listening for the gist until detail. After that, they can confirm that what they heard matches what were supposed to hear. In addition, the students also take note of whether their predictions were correct or not and whether they were successful in doing the task. In post-listening, the students check their assignments and the discuss difficulties

⁶ Brown, H. D. (2007). *Principles of Language Learning and Teaching*. USA: Longman

⁷ Beare, K. (2011). *The Challenge of Teaching Listening Skills*. Retrieved from http://esl.about.com/cs/teachinglistening/a/a_tlisten.html

encountered. They receive comments on their ability to complete the assignments and how they can respond to it.

In teaching and learning process of listening, teachers must be able to package interesting learning to build a conducive learning atmosphere. There are several learning method in listening. One of the methods used to teach listening is learning media. The use of learning media can help the effectiveness of learning, and help the students to improve learning understanding. The use of learning media in teaching and learning process can generate the motivation and stimulate the learning activities. Learning media has many functions. One of them is media as a learning resource.

Learning media is a component that may help in the teaching and learning process to make the message or information communicated clearer in order to accomplish the intended learning objectives. Examples of media in the learning process are offline and online media. Offline media includes video, images, graphics, etc., while online media include Google Classroom, YouTube, Spotify, etc.

There are several learning media in teaching and learning process at SMAS Sabilillah Sampang such as: whiteboard, projector, tape, and speakers. Based on information from English teacher in elventh grade at SMAS Sabilillah, in the teaching and learning process of listening, English teacher rarely uses cassettes. She uses the dictation method, so to support the learning process, the researcher chose online media in the listening learning process, especially Spotify.

Spotify presents a variety of learning materials presented in the form of conversational podcasts or interesting monologues that are very easy to understand

at various levels, starting from elementary (basic level), intermediate and advanced. Besides that, with the use of Spotify, teachers can give them various assignments, exercises, and listening activities, especially in listening learning. Based on Spotify.com data, Spotify has many features that contain learning material such as; music, lyrics, and podcasts. One of the features that can be used in the Spotify application for learning is podcasts.

Nowaday, there are many technologies have supported for teaching listening that expected to improve listening skill. There are some media can be used in teaching and learning process such as podcast. Podcasts is a media that offer a variety of ways for students to access "authentic" listening sources on a variety of topics that interest them, and they are clearly an attractive.

In the education field, podcasts can be used to convey informative instructions from educators, motivational stories, and auditory case studies. Students can create brief podcasts to serve as concept summaries or as an essay substitute and they can use podcasts to reflect on their learning. Students may engage podcast as learning tools and evidence of their comprehension. Teachers can take students' learning to a new level by using podcasts because podcasts give teachers one more way to meet current students no matter where they live. Chester suggested that podcasts should be used to complete the class material so that students can better understand concepts, theories, and applications that may not be available during class.⁸

⁸ Chester, C. (2014). Podcasting in Education: Student Attitudes, Behaviour and Self- Efficacy. Journal of Educational Techonology and Society

In addition, podcasts can also be used to record and distribute information and can be used for student presentations. For example, in podcasts, there are thousands of topic categories to choose. They are Arts, Business, Comedy, Education, Games & Hobbies, Health, and so on. In each category, there are also many episodes that can be selected for learning. An example of the materials that has several episodes for learning is narrative text.

A narrative is a piece of text that tells a story to the reader or listener. Narrative text is a text that presents a story about a problem that results in a crisis or turning point and requires resolution. This shows that there are several problems in the narrative text that arise or develop and can finally be resolved at the end of the story.

The researcher found some problems at eleventh grade of SAMS Sabililah Sampang in the context of listening skill. They have problems of lack in vocabulary, unclear pronunciation because English teachers in teaching listening still use the sentences dictation method, while in practice questions, PTS, PAS and school exams they use cassettes so that they are not familiar with listening to pronunciation from native speakers. Therefore, the researcher tries to lessen the problems of the students' listening skills using podcast in Spotify application to improve students' listening skills. Then based on experience of the researcher during PPL, when the teacher teach listening most of students are lazy and sleepy because they do not understand what they are listening to and the media is used monotonous. It means the students are not interested in the media used.

According to information provided above, the researcher shown interest in doing a study titled “ The Effectiveness of Using Narrative Podcast on Spotify in Listening Skill at the Eleventh Grade Students of SMAS Sabilillah Sampang”

B. Problem of Study

A problem of study is an issue, discussion, or worry in education that the researcher looks into. Research problems are defined as problems or phenomena that arise in education and must be resolved in order to provide a solution and pique the attention of researchers. Based from the previously mentioned background study, the researcher aims to formulate the problem as follows:

1. Do eleventh graders of SMAS Sabilillah studying listening by spotify in using narrative podcast have better listening skill than eleventh graders who do not use it?
2. What is the significant different between students listening before and after taught using spotify in narrative podcast at the Eleventh Grade students of SMAS Sabilillah Sampang?

C. Objective of Study

Researcher aims to solve problem. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is closely related to the research problems that have been formulate.⁹ The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research problems. Base on the research above, the writer can determine the research objective ofe the study namely :

⁹ Tim Penyusun Pedoman *Karya Tulis Ilmiah, Edisi Revisi*, (Pamekasan: IAIN Madura, 2020), 38.

1. To find out whether eleventh graders have better listening skill than who do not study listening by using spotify in narrative podcast.
2. To measure the significant different between students listening before and after taught using spotify in narrative podcast at the Eleventh Grade students of SMAS Sabilillah Sampang.

D. Assumption of Study

Assumption is a basic hunch or postulates about something related to a research problem whose truth has been accepted by the writer. Assumption is used as a basic for writer thinking in research. It is also used to clarify variables in a study. The existence of assumption is as the basis of the issues investigated . the assumption of this study :

1. Media can influent the learning achievement.
2. Spotify is interesting and easy media to use as learning tools.

E. Hypothesis of Study

The hypothesis is a temporary answer to the research problems whose truth is still categorized as weak, so they must be tested empirically.¹⁰ According to Creswell, hypothesis are statements in quantitave research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.¹¹

Ha : There is a significant effectiveness in improving listening skill by using narrative podcast in spotify.

¹⁰ Anak Agung Putu Agung, *Metodologi Penelitian Bisnis* (Malang: Universitas Brawijaya Press , 2017), 27.

¹¹ John W Creswell, *Educational Research: Planing, Conducting, and Evaluating Quantitative and Qualitative Research*, 4 th ed, (Boston: Pearson,2012) 111.

H₀ : There is no significant effectiveness in improving listening skill by using narrative podcast in Spotify.

This research is experimental in design, therefore the writer chooses the alternative hypothesis, to prove its effectiveness in improving listening skill by using narrative podcast in Spotify at SMAS Sabilillah Sampang.

F. Significance of Study

The research purpose that can be taken from this research are :

1) Theoretical Significance

The result of this study are expected to be able to increase knowledge about efforts to practical student's listening skill through English debate, so that they can provide its own goodness for science, as a frame of mind in improving the quality of teaching in the dormitory.

2) Practical Significance

a. The English Teacher

It is expected to motivate the English teacher to create effective techniques in teaching-learning English. It is useful to the teacher as information to find out how to improve student's listening through narrative podcast in Spotify.

b. The Students

It is expected that through the implementation of narrative podcast in the classroom the student will become excited participants and interested in teaching English process.

c. For School

Provide a meaningful contribution to schools that learning using narrative podcast can improve listening skill so that schools can increase improvement and more serious handling of various types of teaching methods that must be developed in schools.

d. For Writer

To find out the teacher's efforts in developing students to improve listening skill using narrative podcast in eleventh grade of SMAS Sabillah Sampang. This research will provide knowledge in improving listening skill using narrative podcast. This research can be used as material to expand the knowledge of writer in preparing themselves as professional and competent educator candidates.

e. For Furthure Writer

For future writer, this research can be used as a reference for further research.

f. For IAIN Madura

This research is expected to be useful as additional literature and as an insight into IAIN Madura library.

G. Scope and Limitation of Study

To avoid complex problems, this research is limited and focused only on the effectiveness of using narrative podcast in improving listening skill in the classroom. Writer will choose first grade teachers at SMAS Sabilillah Sampang for the academic 2024-2025.

H. Definition of Keyterm

1. Listening Skill

Listening skill is the ability to accurately receive and interpret spoken language. It involves not just hearing the words being spoken but also understanding their meaning, tone and implications.

2. Podcast

Podcast is an audio recording that discusses a specific topic, such as business or travel that can be listened to.

3. Spotify

Spotify is an audio streaming service that charges a membership fee and gives customers access to podcasts, music, and other media.

I. Previous Study

The existence studies are to provide some guidelines and a benchmark which will be used as a comparison material to get an update from research that will be carried out with the same theme. There are many previous studies related to this issue.

The first study, by Widya Salsabila, Leni Iriyanti and Luthfiyanti Toyyibah. "The Effectiveness of Gorgiana's Podcast on Spotify to Improve Student's Listening Skill" in 2021.¹² They discussed the problems with using Georgina's podcast on Spotify to help students with listening comprehension. With the use of Spotify, the researcher wanted to determine how the students' listening abilities may be improved through asking and providing instructions. The mixed methods design, or embedded design,

¹² Widya Salsabila, Leni Iriyanti and Luthfiyanti. "The Effectiveness of Georgiana's Podcast on Spotify to Improve Student's Listening Skill" Teaching & Learning English in Multicultural Contexts (TLEMC), Universitas Galuh, 2020

was used by the researcher. A questionnaire and an exam served as the instruments. Random sampling was the method used to obtain the sample.

The second study is, "Improving Student's Listening Skill Using Podcast" was conducted by Khairiah Syahabuddin, Mulia, Khaira Rizqa.¹³ This study aims to investigate how podcasts can help students become better listeners. In this study, the quantitative technique was applied. These were the data that came from the pre-experimental method. The purpose of this study was to gather data regarding how using podcasts can help students' listening abilities. This study chose purposive sampling with certain criteria.

The third, the journal of Tryanti Abdulrahman, Nonny Basalama, and Mohammad Rizky Widodo in journal of "The Impact of Podcasts on EFL Student's Listening Comprehension".¹⁴

The purpose of this study is to inquire examine whether EFL students can listen understanding when using podcasts. For this study, a sample of 60 Indonesian high school students was selected, with thirty placed in the experiment class and 30 in the control class. A cluster random sampling technique was used to obtain the samples. 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

¹³ Khairiah Syahabuddin, Mulia, Khaira, Rizqa. *"Improving Student's Listening Using Podcast"*, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2021

¹⁴ Tryanti Abdulrahman, Nonny Basalama, and Mohammad Rizky, *"The Impact of Podcasts on EFL Student's Listening Comprehension"*, Universitas Islam As-Syafi'iyah, Indonesia