

Chapter One

Introduction

This chapter presents several points to uncover an accurate discussion of the main research problem. At the launch of this chapter, experimenters explain the research legacy, problem identity, problem boundaries, research questions, research targets, and research significance. In this final section of destruction, the experimenter mentions the business of destruction.

Background of the Study

Listening is the first skill humans have when they are born. Listening, being the most fundamental component of language abilities, plays a crucial role in learning because it is one of the four primary skills in language acquisition (Renukadevi, 2014). He continued by stating that when we communicate, we develop 45% of our language skill through listening, 30% through speaking, 15% through reading, and 10% through writing. Similarly, Mendelsohn, as mentioned in (Bingol et al., 2014) contends that listening is an integral part of communication. He stated that students in foreign languages spend 50% of their operating time listening. This demonstrates that listening is the most used ability in class.

Listening is one of the things people need to accomplish in English class. However, listening is difficult for students because of the many accents in English, lack of mastery of vocabulary and pronunciation, loss of concentration, and wrong learning strategies. Difficulties arise because of the many factors that students may encounter during the listening process. Listening is important for improving

students' English proficiency as it speeds up listening and increases the student's vocabulary. According to Azmi et al. (2014), students may encounter foreign accents, a shortage of vocabulary, a slow listening speed, poor audio quality, and cultural diversity. One of the significant abilities that should be dominated in mastering English is listening skills. Listening activities generally cause anxiety and stress among students because they involve interpersonal and interpretive modes of communication in which students must actively participate. Most notably, unlike other language skills, it is not within the control of the learner and can be performed at varying speeds as it is not in the full control of the listener in all settings.

Listening strategies are techniques or activities that directly contribute to remembering listening input. Recently, several listening strategies have been formulated to adapt to each different listening situation and therefore, in teaching listening skills, language learners are facilitated to adapt to these situations. Their listening behaviour to deal with various situations, types of input, and listening purposes. Metacognitive strategies can be defined as strategies used by EFL students as a means of conducting and assessing their learning activities (Tabibian and Shahreza, 2016), this involves building a leader, whose role is to emphasize, design, organize, reserve, organize, manage, monitor, and evaluate the language learning process. Metacognitive strategies can make students recognize about the learning process and know what they want to learn. Students have an important role in each stage of the learning process. Furthermore, they can manage their process

for achieving learning outcomes and addressing problems during the listening process.

Teaching media include all forms of student knowledge or communication. It is envisaged that the use of media in both teaching and learning would aid in enhancing student learning outcomes. According to Osdiana (2018), using audio-visual materials can help students' listening abilities. Learning includes creating new interests and benefits, inspiring and promoting learning behavior, and giving students psychological consequences in teaching and learning. Good media and teaching materials can occasionally attract the attention of students but remain loyal to the subject matter in order to achieve the goals of the teaching and learning curriculum. There are several teaching media that can be used as a support for language learning, especially for listening skills. Additionally, the use of technology as a medium enables the continuation of this position in an educational system that includes teachers and schools while facilitating interactive learning supported by a variety of learning tools Retnawati (2019). Podcasts are a great resource for teaching listening skills. Described podcasts as online audio recordings that serve as educational materials Asmawati (2017).

A podcast is a digital audio file that anyone can download to a computer, laptop, or smart phone, making it simple for teachers to use in listening lessons (Wulandari et al., 2021). Additionally, it offers a selection of audio recordings in a variety of genres, tongues, and levels. In addition, fresh episodes might be downloaded to an MP3 player or smartphone and occasionally listened to some other. Podcasting is one of the most powerful new media technologies that has been

used in education for many years. Language learning has already been identified as one of the areas that will soon be supported by the rapid development of podcasts. Podcasts can still be used as a medium to improve students' listening skills because they have a variety of benefits (Nugrahini & Rahmadhani, 2021). Podcasts can assist in learning not only speaking and listening but also grammar, accent, and other language-related abilities. Additionally, a podcast's content presents information from several points of view in addition to providing broad information. In the field of foreign language education, listening apps are becoming more popular and "podcasting" is especially attractive to language learners. Podcasts can provide additional timely and authentic listening practice both in and out of the classroom. Chung et al. (2016) podcasting is a very interesting online communication technology. Through control over the discovery process, students are empowered to search for and find inspiring content on their own. The main benefit of this online education innovation is the ability to build virtual classrooms with rich content for students to experience in the classroom environment.

The teacher has not let students could speak in class, or the teacher is not used to speaking English with students. To be honest, the factor that makes learning English difficult is not only the teacher, but also the factors involved in learning English from our environment. Student families may not support your students learning English (Sourivayongsa et al., 2013). This strategy is useful for learners who are studying a foreign language, in this case English. This helps students overcome barriers and reach their language goals. However, there is still little research addressing the effectiveness of listening from a student's viewpoint,

especially in the context of English as a foreign language. Therefore, this research aims to examine the effectiveness of what students use to listen to them. The researcher wants to find a set of strategies to use depending on the problem the students face. Based on the above background, the researcher wants to conduct an experimental research with the title "Effectiveness of English Podcasts on High School Students' English Listening Skills". The researcher conducting research on the effectiveness of English podcasts in improving students' English listening skills. Participants in this research were students from a high school in Yogyakarta.

Identification of the Problem

Students should be able to understand the various ways of listening in English, including podcasts, speeches, songs and announcements. The researcher conducted an interview with an English teacher at a high school and made observations there. Based on academic observations and interviews with the teachers there, the researcher found several problems in the teaching and learning process, especially in listening. These problems include teachers, students, material, and the media.

Although listening is very important as a foundation for language learning, it rarely gets much attention. Listening is rarely taught in the classroom. Listening also took up the smallest portion of the overall class during the semester. The fact that occurs in this school that listening is not given attention in English teaching is a common case, as Walker said that "Listening is a forgotten skill" (Walker, 2014). Another problem comes from the students themselves. They lack opportunities to

learn to listen. This made it difficult for them to face the listening test because they rarely practiced listening skills. In addition, students lack vocabulary. Native English speaker's pronunciation is also a problem for students. Those reasons make the students have low performance in listening.

An English teacher at a private high school in Yogyakarta said that appropriate material for the listening section was difficult to find. From these conditions, researcher formulated the problems faced by students and teachers in listening skills. Judging from the students' interest in learning English is quite lacking, especially when the lesson requires students to listening. Researcher also want to optimize the use of classroom multimedia in the teaching and learning process. This research encourages teachers to use technology-based media. The researcher took students from dance classes and classes that have qualified facilities to implement technology-based tools in the learning process. Students at the school are also digital natives, which means they are born with technology and are more interested in something they like such as videos about public figures and idols. From this, researcher want to use podcasts as learning media because researcher use podcasts about Korean idols. This will fulfill students' needs in listening. Hasan and Tan (2013) conducted a survey on "podcast applications in language learning". Their research found that podcasts are ideal for supporting almost all English listening skills.

This research aims to examine the effectiveness of using podcasts in improving students' listening skills. If the use of podcasts provides benefits for students, then educators can implement podcasts in the classroom.

Delimitation of the Problem

This research aims to examine the effectiveness of English Podcasts on high school students' English listening skills. However, the researcher limited this research. To provide a specific focus on improving listening skills, the researcher defines listening skills as the ability to receive and understand the meaning of spoken words in English. Although, it can be improved in various ways. Such as watching movies on television, listening to podcasts on YouTube or other platforms, listening to music on the radio or telephone, having conversations with other people and various other ways that can be a medium to improve listening skills. All of these researcher focus on improving through podcasts that improve listening skills in English. Due to these limitations, researcher are interested in focusing on English-based podcasts to improve students' listening skills.

Research Questions

The research tries to explore students' strategies to improve their listening skills. Therefore, the following research question is:

1. How is the students' listening skills before using English podcast learning media?
2. How is the students' listening skills after using English podcast learning media?
3. Is using English podcast effective in improving senior high school students' English listening comprehension skills?

Research Objectives

To investigate to find is the students' listening skills before and after using English podcast learning media. Then, the researcher investigated the effectiveness of using English Podcasts in improving students' English listening skills.

Significance of the Study

This research aims to give benefits especially for the students, English teachers and the school:

For Students

The students can improve their listening skills by listening to English podcast. Then, students can increase their vocabulary by listening to English podcast, and they become familiar with the vocabulary.

For English Teachers

This research will be useful for English teachers to understand that one of the techniques they can use to teach their students to listen English is to using English podcast. From these benefits, teachers can encourage students to listen more deeply teaching and learning process by applying English podcast. Hopefully, the teacher will use English podcast as a technique in teaching listening makes the activity more challenging and interesting.

For Schools

The school hopes that this research will be useful for future schools. Schools can continue this research in more depth and, they can use this research as their reference. Schools can add and use new learning methods in the future.

Organization of the Chapter

This research consists of five chapters. Each chapter has several main points which help the reader to understand this research chapter one discusses an introduction research. This chapter consists of research background, identification of problems, problem boundaries, research questions, research objectives, the importance of research, and the organization of research. Chapter two discussion Literature Review. In a literature review, the researcher explain English listening skills, learn English listening skills, podcasts, podcasts as an English learning media, listening process using podcasts, benefits of using podcasts to listen skills, effectiveness of learning English listening skills using English podcasts related studies review, and conceptual framework. Chapter three discuss research methodology. This chapter consists of research design, the research setting is divided into two types, namely: setting place and background time, research participants, data collection techniques, data collection procedures, and data analysis. Chapter four discusses the results and discussions. In this chapter, the researcher discusses the results and discussion after conducting the data analysis. Finally, Chapter five discussed the conclusion. In this chapter, the researcher concludes all the content and results of this research.