

CHAPTER I

INTRODUCTION

This research explores the podcast as an assistant media for students' listening subject in Senior High Schools. The exploration focused on: the students' responses of teaching listening through Podcast in Senior High Schools. This section will present: background of the research (1.1), purposes of the research (1.2), and research questions (1.3), scope of the research (1.4), significance of the research (1.5), clarification of key terms (1.6), organization of the paper (1.7), and concluding remark (1.8).

1.1 Research Background

Listening is the fundamental in learning language (Rebeccal, 1993). Listening is trained by combining the physiological process and the cognitive development when students are in the child age (Moore, 2009). Physiological process of students is an ability to focus on something or what they want to attend to. Meanwhile, the cognitive development means the way how students develop their understanding and input what the information they get. Listening to other people speaking English is the foundation in mastering English. It is the medium through which people gain a large portion of their education, their information, their understanding of the world, their ideal, and their appreciation (Wills and Nizhou, 2006, p.3).

Listening is one of the primary language competencies, and it is often thought to be difficult. A research by Hien (2015) finds that students seem to spend their time to make self-study in a very little time. Another researcher, Alex (2008) states that listening problems usually faced by students are (1) trying to understand every single word, (2) getting left behind trying to work out what a previous word meant, (3) not knowing the most important words, (4) not recognizing the words that they know, (5) having problems with different accents, (6) lack of listening stamina or they get tired, and (7) distracted by background noise. Related to that, listening subject needed a new way to minimize or even lose their listening problem.

In teaching and learning process of listening, the students need media to optimize their learning results. A way to make the learning process becomes optimal is through the use of media. Media are used to facilitate the students to learn English listening subject at school. As a learning instructor, the teacher needs to create a learning media to develop students' listening subject. The technology can be used as media in the learning process in the classroom because it has two advantages, i.e. improving students' engagements in the classroom, and encourages individual learning (Saviddis, 2016).

According to Costley (2014), a professor in Arkansas Tech University maintains that technology has positive impact on students' learning. Technology causes students to be more engaged; thus, students retain more information. Technology provides opportunity in making learning more effective for everyone with different needs. Technology supplies opportunities to make learning more fun and enjoyable in terms of teaching the same things in new ways. Lumby (2011) links enjoyment and learning. He maintains that learning is contingent on a willingness to engage and to persist, and that will not be forthcoming unless the learning task is assessed as potentially enjoyable, resulting in motivation to start, and experienced as enjoyable, resulting in persistence. It is further clarified that the learners feel comfort, happy, and enthusiast to the subject. For example, the students will be presented with several interesting selected videos in different topics. Therefore, media are the important facilities for both teacher and students. Here are two examples of teaching media for listening subject that are familiar with the students.

First, the use of movies as media for students to learn listening. They usually like the movie because they are interesting. Based on a research by Koncara (2009) who states that 46 % of students in Islamic Junior High School (hereafter referred to as MTs.) Nusantara Subang feel happy, fun and enjoyable if the teacher used movies scene in teaching-learning process. Second, the use of music as media to learn listening subject in the classroom. Music usually contain colloquial speeches and use everyday language, so the students can understand the lyrics easily. Music can also help second language learners to acquire grammar and vocabulary and

improve spelling. Then there is the so-called “Mozart Effect” emphasizing that listening to classic musical can boost the performance of mental learning.

Beside movies and music, there is podcast as a medium for teaching listening. Ravenscraft (2016) maintains that the word podcast or podcasting is a digital media files (either audio or video) that are released episodically and often delivered through web syndication feeds. These tools consist of recorded files about many topics, so there is no advertisement or intermission song like in the radio, so the listener will not be bothered by it and they can use it whenever they need. The Podcast audio can be accessed via online website so the listeners can use it through internet connection. A podcast is an audio file which can be downloaded to the computer, phone or mp3 player and listen to whenever needed (Millin, 2016). This application can be a platform for supplementing students’ listening subject as they can listen to the podcast as many times as they want to.

Podcast similar with radio, but there are many categories that can be chosen by listeners such as news, entertainment, science, technology, and art information. It can be an interesting audio because the listeners can choose the audio category in the podcast based on their interest and they can listen to the podcast audio anywhere and anytime. Podcasts are audio files that students can stream or download from the internet to the smartphone or computer (McLoughlin, 2016). By streaming or downloading via internet, this application is very accessible for the students through their gadgets to assist them to learn listening subject.

There are many researches before about the use of podcast for students to learn listening subject. First, the research by Rajic (2013), a researcher in Serbia exploring the possibility of podcast implementation for education. He is exploring about what is a podcast and pod-casting? What are the basic software and hardware components for preparing and implementing podcast in educational process? And how teachers likewise students can use podcast in education? What is a benefit for using a podcast in education?

In his paper, Rajic concludes that Podcasts can be very successfully used in learning process as support for learners and their acquisition of the teaching contents. With the help of podcasts, it is possible to deliver a successful presentation

of materials for independent learning, distribute lectures delivered by foreign professors and experts in certain areas, as well as to enrich presentations and materials that are posted within the learning system. Besides, the use of podcasts in education contributes to diversification of the teaching materials that are presented based on the use of text and pictures, which has a positive effect on increasing motivation and encouraging the students' attention and interest in their engagement and learning.

Another research about podcast is exploring about improvement score in listening after using podcast. Kavaliauskiene and Anusiene (2009) in Lithuania finding out that after the students were listening to the podcast, then they do some tasks based on the podcast, they have improvement in their listening score. The result of the task is good because the students are aware that they have to do many practices to improve their listening subject.

A further research by Ducate and Lomicka (2009) reports on an investigation of podcasting as a tool for honing pronunciation skills in intermediate language learning. They examined the effects of using podcasts to improve pronunciation in second language learning and how students' attitudes changed toward pronunciation over the semester. A total of 22 students in intermediate German and French courses made five scripted pronunciation recordings throughout the semester. After the pronunciation recordings, students produced three extemporaneous podcasts. Students also completed a pre- and post-survey based on Elliott's (1995) Data analysis revealed that students' pronunciation did not significantly improve in regard to accentedness or comprehensibility, perhaps because the 16-week long treatment was too short to foster significant improvement and there was no in-class pronunciation practice. Based on previous research, it can be concluded as shown in the table below.

Table 1.1 Research Gap

No	Previous Research	Result
1.	Podcasting: A Decade in the Life of a “New” Audio Medium: Introduction (Andrew J. Bottomley, 2015)	There is no practical result because the writer is only studying about theory of podcast
2.	Educational Use Of Podcast (Stajka Rajic, 2013)	Podcasts in education contributes to diversification of the teaching materials that are presented based on the use of text and pictures, which has a positive effect on increasing motivation and encouraging the students’ attention and interest in their engagement and learning.
3.	Podcasting: An Effective Tool For Honing Language Students’ Pronunciation? (Ducate and Lomicka, 2009).	Students’ pronunciation did not significantly improve in regard to accentedness or comprehensibility, perhaps because the 16-week long treatment was too short to foster significant improvement and there was no in-class pronunciation practice.

The table shows that the variety of research result about podcast in education. In one side, there is positive effect to increasing motivation and encouraging the students’ attention and interest in their engagement and learning. However, another result showed that there is no significant effect in the students’ ability.

Based on the research finding above, the previous research is examining College students only. Therefore, this research is on different level, it is on High

School students. I do a research entitled Podcast Audio Assisted Listening subject in a Senior High School English Class. The realizations of this research examines the following problem, i.e. the students' responses of podcast audio assisted listening subject in a Senior High School English class. It is worth investigating to know what does the actual students' responses to podcast-assisted in education.

1.2 Research Question

The researcher formulated problems in this research into one following question:

How do the students respond toward podcast assisted listening in a Senior High School English class?

1.3 Purpose of the Research

This research aims to:

Find out the responses of the students toward Podcast audio-assisted listening subject of Senior High School students.

1.4 Scope of the Study

The researcher focused on the students' response of podcast audio-assisted listening subject in a Senior High School. This study is limited in a Private School in Bandung. The school is chosen because the students in the school is using English in their daily life, so, it can be considered to do a research there. Besides, the students' listening subject is in high level based on CEFR level (Common European Framework of Reference for Languages). As maintained by the teacher, students are in B2 level (Upper-Intermediate).

1.5 Significance of the Study

This study is important for at least two perspectives; theoretical perspective and practical perspective.

a) Theoretical Perspective

This study is expected to be useful in the education field in order to improve students' listening subject via podcast application. Besides, the result of this research can enrich the literature and reference related to the podcast assisted listening subject in a middle school English class.

b) Practical Perspective

The result of this study is expected to be beneficial for the teachers, the students, and the education field. This study for the teacher gives source to create various and modern listening media. Besides, it also can be a reference for teachers in utilizing the podcast audio assisted listening in the classroom. Moreover, the research is also useful for the learners who are looking for efficient media in learning English via audio that can improve their listening subject.

1.6 Clarifications of the Key Terms

There are several terms that need to be clarified in this study in order to give more comprehension of several words of the title. Some terms are clarified as follows.

1. Podcast Audio : a digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.
2. Listening subject : the ability of understanding conversation and long talk.
3. Responses : a. An answer, reply, or reaction (Gulo and Kartono, 2003 in Psychology dictionary).
b. A terminology in psychology to denote a reaction to a received stimulation by human senses (Sanur, 2014).
c. Response is related to the stimulation in explaining process of how reaction is created. Interactions of external human factors such as an object, emotion,

and effect of human experience in the past will create their reaction (Behaviorism Theory).

1.7 Organization of the Paper

This research is organized in five chapters that consisted of elaborated subtopics related to the issue. The chapter is organized as follows:

1) Chapter I - Introduction

The introduction chapter presents the information of the research background, purposes of the research, research question, scope of the research, significance of the research, the clarification of key terms, and the organizations of the paper.

2) Chapter II - Theoretical Framework

This chapter explains the theories related to the research that elaborated in details that relevant to this research.

3) Chapter III - Research Methodology

The chapter of research methodology describes the method of conducted research data. It is consisted of the purpose of the study, research design and method, site and participants, technique of the data collection, and data analysis.

4) Chapter IV – Findings and Discussions

This chapter presents all results of the data analysis. It also answers the research question, and displayed the discussion of the research findings.

5) Chapter V – Conclusion and Recommendation

This last chapter describes the research' conclusion and gives recommendation.

1.8 Concluding Remark

This chapter has discussed the background of the research, purposes of the research, research questions, scope of the research, significance of the research, clarification of key terms, and organization of the paper. In the

next chapter, this paper will discuss the theoretical framework of the research.