CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening is one of the challenging tasks to enrich English as a foreign language in developing listening comprehension. Many factors contribute to make listening in English diffucult to acquire therefore it bacome one aspect of the skills to learn. (Lengkoan et al., 2022). According to Safranj, (2015) learning listening comprehension is one of the most challenging works for any foreign language teacher due to no rules in grammar. Also listening comprehension is challenging works for second language learners (Wang, 2020). Listening can be a cognitive process that needs attention specifically and the process requires specific requirements, such as attention, background, and input that can be understood (Celik & Yavuz, 2015) and the ability to identify and understand what is being (Wong et al., 2021). Additionally, The process of acquiring listening ability needs a complex process involving neurological, linguistic, semantic and pragmatics (Rost's 2016 cited in Monteiro & Kim, 2020). Understanding native English is a tremendous effort for learners as a second language which often misrepresents input, output and results in poor listening comprehension (Wong et al., 2021). Therefore, to improve good listening and listening ability it needs an effort and also listening practice. Listening is one of the four skills to be dominated including reading, writing and speaking (Mao & Yang, 2019). Further, Wong et al., (2021) state that "listening and comprehending the speech uttered by native speakers (NS) who speak English as their L1 becomes one of the most crucial skills for them to succeed." Therefore, the importance of constructing English as a foreign language education is the main basis to apply before primary and secondary schools, which believe that "the earlier is better" when starting to learn a language (Jaekel et al., 2022). One of the most challenging things is that it is quite difficult to be accepted and understood, especially for learning English as a foreign language. From these statement from the experts, can be conclude that the ability to listen English as foreign language certainly requires many processess in order to accept and understand correctly such how to listen as input, output, neurological, linguistic, semantic and pragmatics, in order the messages can be exactly received and understood by listeners.

Listening comprehension displays an important role in one's education and faces every aspect of our daily lives. It is the ability to understand the intent of the speaker, obtain and add information, respect relationships in communication and also learn etiquette (Gulec & Durmus, 2015). Additionally, listening can be a capability to remember, understand or interpret messages (Bourdeaud'hui et al., 2018). It can be cocluded that the listening comprehension is very important because able to build good in comunication, relationship also enhance knowledge of information

Teaching listening comprehension using podcasts has become the primary source and inspection tool in English as a foreign language classroom (Abdulrahman, As-syafi, et al., 2018). Podcasts is one of the content media that has attracted a lot of public attention, it increases student understanding by utilizing technology using podcasts and can be conducted in digital audio and digital audiovisual such as video or picture. Learning how to listen and speak effectively become one of important skills to dominated because both of the skills require practice, patience, and dedication from teacher and also students (Ayuningtyas & Wiyanah, 2023). Digital audio is becoming increasingly popular in higher education with recording and broadcasting digitally for students to learn on demand (Ritzhaupt et al., 2008). Besides that, the technologies compared to recent smart ones, based on internet infrastructure, reachable advantages, simple and cost-effective in particular fields, remote and isolated locations (Moloo et al., 2018). Additionally, designing effective learning should be accompanied by the relevant method. Every skill had a method and approach to achieve the goals. The methods and the approaches are not only taught to the students but also should be dominated by the teacher.

The previous research found that the benefits of using podcasts are easy access, time flexibility and solutions to overcome students' internal problems to improve a particular skill. Teachers can also use them to support students' interest in the learning process (Claudea & Bella, 2022). Podcasts can be audiovisual in the form of images and sounds that can organize appearance and information provided with additional paralinguistic features as support for listening comprehension (Guichon & McLornan, 2008 cited in Safranj, 2015). To increase listening comprehension can be enhanced through media by utilizing digital tools such as smartphones, laptops, computers and social media as well as Youtube, apps and others, as a way to maintain students' interest and creative ways to expand students' motivation in learning (Haghverdi, 2015).

Adding video can be extra for learning experiences in language use, Cross-Cultural, creative in communication use and enhance motivation learning (Harmer, 2001; Barani et al., 2010). Able to increase emotion recognition through a Mixture of Brain Emotional Learning (Farhoudi & Setayeshi, 2021). With the Mobile network approach, the correlation between visual and auditory can improve the performances of emotion recognition. Also, it represents one of the most valuable signal sources in Active and Assisted Living (LAA) (Despotovic et al., 2022), which collects and saves information about the environment, situation and activities taking place.

Additionally applying audio–visual aids on podcasts would lead to an improvement in learners' vocabulary achievement (Barani et al., 2010). We can conclude that implementing podcasts in the learning process can provide convenience in accessing lessons and also podcasts are equipped with picture and video features to support learning activities. Video is a media which have given educational experiences for learners and used as a fun learning (Arjulayana, 2018). Some studies say podcasts are one of the primary sources and inspection tools in English as a foreign language classroom, but some studies said that "listening to podcasts to longer information can cause students to become bored with learning (Şendağ et al., 2018)." From the differences in these statements, researchers are interested in the use of podcasts in teaching and learning, whether there is an influence on students' listening comprehension by using podcasts. Understanding native English is a daunting task for non-native speakers who see misrepresentation input and result in poor listening (Wong et al., 2021). From some of the expert statements above, the researcher conducted further research by researching students' listening comprehension skills using an interesting approach through podcasts and seeing whether there was progress and improvement in students' listening through score or test comparison. For this purpose, the research looks at the research questions and research objectives.

1.2 Research Question

1. Is there an effect of using podcasts toward student's listening comprehension skills?
2. Statistical hypothesis

   a) H_0 : Using podcasts has no effect on students' listening comprehension skills.

   b) H_1 : Using podcasts has an effect on students' listening comprehension skills.

1.3 Objectives of the Study

To investigate the effect of podcasts on students' listening comprehension skills.

1.4 Benefit of the Study

This study delivers theoretical and practical significance. Theoretically, it enriches podcast literature to develop students' listening comprehension. Practically significant for teachers and students to utilize podcast in the learning process. The teacher can implement the podcast, additional knowledge and experiences on how to increase student's comprehension through listening in the classroom. On the other hand, the students can utilize it with learning in class or without. It can be a positive effort to enrich their listening comprehension and also make students utilize their gadgets or other tools digital media which provide the podcast to improve their listening comprehension. Also for the researcher have a real experiences and knowledge in aplying this theories and practice which obtain from this investigation and become one of the provisions to faced the problems in the world of education.